

# Jessica's Top 10 Questions that Promote Curiosity and Learning

www.landesstringstudio.com

- **Out loud BEFORE playing**

- What do you remember your teacher asking you to change/add to this? (or) What will you be thinking about as you play?
- How will you know that you did it/changed it?

- **Internal DURING and AFTER**

- What can I do next that will help the most?<sup>1</sup>

- **Out Loud AFTER**

- What did you notice about what you played? (or) What were you thinking about when you played? (and follow up with) How do you know?
- What could you do with your body that would...?
- What could you add to make it different this time? (or) What idea do you have for another layer that you could add to this piece?
- I wonder what would happen if...
- Wow, did you notice how well you \_\_\_\_\_? Do it again just like that!
- What do you know about tone that you could add?
- What was the trickiest spot and why? (and follow up with) How could you make it easier?

---

---

---

---

<sup>1</sup> From Edmund Sprunger's book *Building Violin Skills*, pg. 108.

# That's It, I Quit (Nagging) Word Match

www.landesstringstudio.com

“Focus!” ○

(Anything you say that  
interrupts their playing.) ○

“I can't do this.” ○

“You are not playing it  
correctly.” ○

\_\_\_\_\_ ○

\_\_\_\_\_ ○

\_\_\_\_\_ ○

\_\_\_\_\_ ○

\_\_\_\_\_ ○

○ I am learning.

○ What could you add this time  
that relates to what your  
teacher talked about in your  
lesson? (or) What is the  
trickiest part?

○ Stay quiet, make a mental  
note and concoct a positive  
plan.

○ “What were you thinking  
about that time?” or “This time  
think about...”

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_