

STUDENTS, DO YOU EVEN KNOW WHY YOU ARE SO NERVOUS WHEN YOU PERFORM?

It is those few sections you work on for weeks or months that no matter what you do end up going badly when you are in front of people, isn't it?

What if you could fix those BEFORE the performance?

You can by practicing the way the most 'talented' people practice. That is why they make it look so easy. And you can fix one of those sections you've been struggling with right now in one short [free session by Skype](#).

"Something weird happened (while performing in a competition after Practice Coaching), I wasn't nervous!"
High School Student, Wyoming

Walk on stage with confidence

Because you've already played everything really well at and above tempo a bunch of times in the days or weeks leading up to the performance.

"A summer in Aspen didn't fix some of the problems I've begun to truly remedy in just a week."
Edward Charity, Performance Major, Florida State University

Auditions, competitions and live performances

We work like crazy up to the big day and what happens? There are always several spots that fall apart even though we've worked on them for weeks or months. If we're lucky that doesn't affect the rest of our performance, which would have been fine if not for those those trouble spots. It is not a lack of talent or even practice time, but the WAY in which we practice. Learn how to fix one of those trouble spots that have been there for a while in one free session of [Practice Coaching](#).

I wish I could just practice more

Even practicing follows the rules of how the brain learns. There is a foolproof way to start with small (10 minutes), but very productive, amounts of practice to begin making serious progress that leads effortlessly to more practice. Then practice becomes a fun challenge (flow). This is the science of habit pattern development, or what neuroscientists call executive function.

Why are a few students so much better than everyone else?

Even with the same teacher! Research in the fields of cognitive and behavioral neuroscience and psychology show it is the amount of practice, and also the type of practice - and both can be taught to the until they become an enjoyable challenge. It really works!

Gregg Goodhart, The Learning Coach www.ggoodhart.com

First results are free

In one free online session we'll fix some of those spots that have been causing you trouble in lessons for some time. You'll be amazed. If you go back to your practicing and still like it you can get in touch for more sessions. Whatever works for you.

SHORT TERM COACHING FOR A LONG TERM FIX

If you do opt in for more sessions then long term progress can be accomplished with no more than four to eight weekly meetings between lessons. Then you will develop your own practice journey. Best of all you can try one session free and see significant results immediately.

What people say

"Something weird happened (when performing in a competition after a few weeks of Practice Coaching), I wasn't nervous."

13 year-old student, Wyoming

"A summer in Aspen didn't fix some of the problems I've begun to truly remedy in just a week."

Edward Charity, Performance Major, Florida State University

"It really works and I wish I knew this info 20 years ago."

Russell Shedd

Scripps Ranch High School, San Diego, CA

"Mr. Goodhart was inspiring because he showed the results of practice and explained that we could be awesome too if we practice and myelinate our neurons."

"It was amazing!!!!!!!!!!!!!" (exact number of exclamation points)

Students of Michael Klein

Green Valley High School, Las Vegas, NV

"Brilliant! . . . You are a dynamic conduit between research and practice, and that is a vital link."

Dr. Brenda Brenner, Chair Music Education

Indiana University at Bloomington

"I wish everyone could truly understand how special your teaching can be."

Dr. Emily Hannah-Crane.

Austin Peay State University, Clarksville, TN

...so I have to tell you, you fixed (my student). I came back after vacation and he had completely changed his practicing. . . and came to his next lesson where he demonstrated how he had practiced. My jaw hit the floor - it was a transformation! BTW, (he) went from last chair first violins in one orchestra to 4th chair 1st violins in the next level orchestra - made some kids mad because he skipped over them - that's how much he has improved!

Lyda Osinga, High School Orchestra Director, Milwaukee, WI

GREGG GOODHART THE LEARNING COACH

EMPOWERMENT/ENTHUSIASM/EFFICACY

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