



STORYBOARD

for Articulate Storyline

Palos Verdes Music Academy
"Practice That Keeps
Students"

Tim Hill Learning Design, LLC
thillxd.com

STORYBOARD

STORYLINE STORYBOARD

Lesson Title	Slide #	Slide Template
Practice That Keeps Students	1	Welcome
On-Screen Title	On-Screen Sub-Title	
Practice That Keeps Students		
On-Screen Text		
Welcome to PRACTICE THAT KEEPS STUDENTS How PVMA uses personalized practice plans to keep students progressing - and enrolled Button (START COURSE)		
Notes to Developer		
USE "VELOCITY" THEME (LIGHT). PVMA BRANDED COLOR PALETTE IS PROVIDED AT THE END OF THE STORYBOARD. Build a custom theme in Storyline using that palette. STANDING RULE: Use the text-to-speech function to provide voiceover for all slides. Find the most human-sounding voice. eBody / Buttons / Feedback font: Calibri Titles and Headings: Titillium Web		
Media File(s) or Additional Instructions		
Primary Logo File: PVMA_Black_Gray_Transparent.png Find a photo of a modern band (guitar, bass, drums, piano) for background. Overlay primary color at 50% transparency. Use Sage Tine for the button.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	2	Major Point
On-Screen Title	On-Screen Sub-Title	
Taylor's Troubles		
On-Screen Text		
STORY TAYLOR'S TROUBLES Taylor (bolded) runs a one-year-old PVMA franchise. After a strong start, enrollment has begun to slip - and Taylor needs a plan to rebuild momentum. Button: (Next)		
Notes to Developer		
Use text-to-speech per standing rule. Section Bar: Sage Tint Text field: Dark Teal Button: Dark Teal		
Media File(s) or Additional Instructions		
Create or locate a picture of a young man with ash blond hair and short beard working with a guitar student. This will become "Taylor", the central character in the narrative.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	3	Custom
On-Screen Title	On-Screen Sub-Title	
None	None	
On-Screen Text		
Taylor reaches out to PVMA Home Office for support. He's connected with Tim, PVMA's Program Director. After listening to Taylor's concerns, Tim highlights three common reasons students step away from lessons. Select each button to learn more. THREE HOTSPOTS WITH OVERLAYING BUTTONS: (Person) (Product) (Price) Person: Students will stop taking lessons if they have a contentious, non-supportive, or uncomfortable relationship with the instructor. Product: Students will quit lessons when they feel that they are not making progress toward their musical goals. Price: Students will quit because they or their families believe that lessons cost too much.		
Notes to Developer		
Dark Teal for Text Field Use text-to-speech per standing rule.		
Media File(s) or Additional Instructions		
Background image of the same young man as in previous slide on the phone. Close up.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	4	Multiple Choice w/ Image
On-Screen Title	On-Screen Sub-Title	
What's the Next Step?		
On-Screen Text		
Given what Taylor knows so far, what should his next step be? A. Taylor should immediately lower his prices. B. Call former students and listen for patterns in why they left. CORRECT ANSWER C. Taylor should replace his teaching staff. D. None of these.		
Notes to Developer		
Use your discretion on the feedback fields. Use text-to-speech per standing rule.		
Media File(s) or Additional Instructions		
Image of Taylor (young man in previous slides) with a confused look.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	5	Custom
On-Screen Title	On-Screen Sub-Title	
None	None	
On-Screen Text		
When Taylor talks with former students, a pattern emerges: they didn't feel they were making progress toward their musical goals.		
Notes to Developer		
As in previous slides, the background of the text box should be Dark Teal. Text font should contrast. Use white as per the color palette. Make sure that the text box does not obscure Taylor. Use text-to-speech per standing rule.		
Media File(s) or Additional Instructions		
Generate another image of Taylor on the phone, but at a bit more distance. Offset to the right.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	6	Custom
On-Screen Title	On-Screen Sub-Title	
None	None	
On-Screen Text		
Taylor is puzzled by the feedback (bolded). Teachers were carefully hired and trained through PVMA's onboarding process. As he asks more questions, a common response emerges when students struggle: "You need to practice more." (italics)		
Notes to Developer		
Duplicate slide 5. Adjust the dimensions of the text box to accommodate the text. Use text-to-speech per standing rule.		
Media File(s) or Additional Instructions		
Duplicate of Slide 5		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	7	Process (3 Card)
On-Screen Title	On-Screen Sub-Title	
What Should The Teachers Do?		
On-Screen Text		
Taylor knows telling students to “practice more” isn’t helpful unless they’re shown how to practice. He decides to implement a strategy from his franchise training - PVMA’s Practice Coaching Cycle (bolded) - to help make progress clear and achievable (smaller font) Select each card to explore the cycle. Assess (Card 1): Identify student goals, habits, time reality, and friction points. Structure (Card 2): Build a clear, realistic, and motivating practice plan tailored to each student. Revise (Card 3): Adjust the plan based on evidence and student feedback. Button: (Next)		
Notes to Developer		
I would recommend using a white slide with Dark Teal as the font and the initial card color. Use the light gray in the color palette for the font on the card front. Reverse the colors for the cards when flipped. Use text-to-speech per standing rule.		
Media File(s) or Additional Instructions		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	8	Process (6 card)
On-Screen Title	On-Screen Sub-Title	
Assess	None	
On-Screen Text		
Taylor trains his teachers to move beyond “practice more” by assessing first. Select each card to explore what they look for before building a plan. Goals (Card 1) - What does the student want to be able to do? Skills (Card 2) - What skills does the student already have to meet their goals? What skills do they need? Practice Habits (Card 3) - What does the student currently do during their practice time? Time (Card 4) - How much time is realistically available for practice? Consistency (Card 5) - Does the student have a consistent practice schedule? Twice a week? Every day? Sporadic? Barriers (Card 6) - Where does the student feel stuck or frustrated? (add a “Next” button on this card)		
Notes to Developer		
Color scheme should match the previous slide. Apply standing rule regarding text-to-voice		
Media File(s) or Additional Instructions		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	9	Custom
On-Screen Title	On-Screen Sub-Title	
ELLA AND MARGARET	none	
On-Screen Text		
Taylor learns that Margaret (bolded), a piano student, is considering quitting. She's motivated and practices regularly, but she feels her progress has stalled. Her piano teacher, Ella (bolded), wants to help. Button: (Next)		
Notes to Developer		
This is the introduction to the assessment scenario. For the franchise owner-facing lesson (this one), basic interactions like multiple choice and matching. The future instructor-facing lesson will utilize a branching scenario. Layout: Title Full width image. Bottom left - text Bottom right - image		
Media File(s) or Additional Instructions		
Full width image of a teacher writing music notes on a whiteboard Generate an image (square dimensions) of a teenaged, Hispanic girl playing piano. This is Margaret.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	10	Custom w/ Drag & Drop interaction
On-Screen Title	On-Screen Sub-Title	
ELLA ASSESSES		
On-Screen Text		
Margaret tells Ella she's considering stopping lessons because progress doesn't feel clear. Drag the numbers to put Ella's next steps in the order you believe is most effective. ASK: What are your musical goals? ASK: How much time can Margaret reasonably and consistently devote to weekly practice? ASK: Why is she struggling? Are there barriers to consistent practice time? DETERMINE: Current practice habits. Existing skill set. New skills needed.		
Notes to Developer		
Color palette should mirror the previous 3 slides. Standing rule about text-to-voice applies. On the lower right side, create a drag and drop with four boxes. Place the four questions in the boxes. Order is at your discretion. You will need four icons (numbered 1, 2, 3, 4) that the learner will drag and drop on one of the four boxes. Ensure that the icons match the correct order of the steps. Add a "Submit" button. This will be a scored question reported to the LMS. 10 points, 2 attempts permitted		
Media File(s) or Additional Instructions		
Return item to start point if dropped outside the correct drop target. Snap dropped items to target. Allow only one item in each target Delay item drop states until interaction is submitted Correct Feedback: Excellent - start with Margaret's goals, then identify where she's struggling and any barriers, confirm realistic practice time, and finally determine habits, current skills, and new skills needed. Incorrect Feedback: Not quite - begin with goals, then pinpoint struggles/barriers, confirm realistic practice time, and save "determine habits/skills/new skills" for last.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	11	Custom w/Accordion
On-Screen Title	On-Screen Sub-Title	
STRUCTURE	n/a	
On-Screen Text		
Taylor trains his teachers in the next phase of the PVMA Practice Coaching Cycle - creating a clear practice structure. Each element helps translate student goals into focused, achievable practice. (Over accordion) CLICK EACH ELEMENT TO SEE WHAT IT INCLUDES Goal Alignment: What the student is working toward. Examples: learning to play a specific song, wants to play in a band, wants to learn a specific technique Weekly Focus: What matters most this week. Examples: work with a metronome, theory skills, exercises to build specific technical skills, tie to the song or segments of the song Time Breakdown: How practice time is realistically divided. Considerations: how many practice sessions per week can the student realistically commit to, how much time can realistically be allotted per practice session		
Notes to Developer		
Keep to the same color scheme as the previous slides. Standing rule regarding voiceovers apply. Upper Left - Taylor Photo Upper Right - Closed Accordion Lower Left - Text Lower Right - Next Button		
Media File(s) or Additional Instructions		
Square AI generated photo of Taylor with a thoughtful look.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	12	Custom w/Multiple Choice
On-Screen Title	On-Screen Sub-Title	
Ella Creates a Structure		
On-Screen Text		
Based on Ella's assessment, Margaret wants to learn "Piano Man," and she can commit to 45 minutes of practice, three times a week. Which option does not belong in the Structure phase? A: Assign exercises that will be the skills needed to play the song. B: Tell Margaret that she must practice an hour every day to meet her goal (correct answer) C: Provide the sheet music for "Piano Man" D: Create a written practice structure that covers all skills needed to play the song Correct feedback: Correct - this option doesn't build a realistic structure from Margaret's goal and available practice time. Try Again: Not quite - this option is part of building the practice structure; try again to find what doesn't belong.		
Notes to Developer		
This is an assessment slide. 10 points, 2 attempts max. Reported to LMS. As always, standing rule regarding voiceovers apply. Layout: Upper Left - text Lower Left - Ella Right Side - Multiple Choice questions		
Media File(s) or Additional Instructions		
Photo of a young Asian woman with a thoughtful expression. This is Ella.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	13	Custom with Accordion
On-Screen Title	On-Screen Sub-Title	
REVISE	n/a	
On-Screen Text		
Taylor reminds his teachers that practice structures should be reviewed and adjusted every week. Through listening, quick checks,, and schedule review, small revisions keep students progressing toward their goals. CLICK TO LEARN MORE ABOUT WHEN TO REVISE EVIDENCE OF PROGRESS: Listen for evidence of progress. Examples: Ask the student to play assigned sections. Note what improved and what still breaks down. Identify one priority skill to target next. QUICK KNOWLEDGE CHECKS: Run quick knowledge checks. Examples: Spot-check rhythm, notes, tempo, or transitions. Ask the student to explain what they practiced and how. Confirm they can self-correct when something slips. DOES THE PRACTICE SCHEDULE WORK: Verify the practice schedule works. Examples: Compare the plan to what actually happened this week. Check time, consistency, and barriers. Adjust frequency or session length to match reality.		
Notes to Developer		
Duplicate Slide 11. Change text content in block and accordion. Use new Taylor photo. Next button - lower right Standing rule on voiceovers applies.		
Media File(s) or Additional Instructions		
Close up of Taylor talking to a team.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	14	Multiple Choice
On-Screen Title	On-Screen Sub-Title	
ELLA REVISES THE PLAN	n/a	
On-Screen Text		
After three months of progress, Margaret's growth is slowing. What's Ella's best next move? 1. Make adjustments to the practice structure based on what she has seen and heard in the lessons. (correct) 2. Insist that she practice daily. 3. Overhaul the entire practice structure. 4. Help her choose a different goal. Correct feedback: Revise means making targeted adjustments based on what Ella sees and hears in the lesson. Try Again: Revising isn't about changing goals, increasing pressure, or starting over - it's about refining the existing practice structure using current lesson evidence.		
Notes to Developer		
This is the assessment slide. Reports to LMS. 10 points. 2 attempts permitted Place photo of Ella/Margaret in lower right corner. Standing rule for voiceover.		
Media File(s) or Additional Instructions		
Create a photorealistic image of Ella and Margaret at a piano. Square orientation.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	15	Major Point
On-Screen Title	On-Screen Sub-Title	
GOAL ACHIEVED		
On-Screen Text		
Congratulations! GOAL ACHIEVED With Ella's support - and a practice plan that evolved week to week - Margaret regained momentum. Four months later, she performed "Piano Man" at the school talent show. Next button		
Notes to Developer		
This is the culmination of the scenario with the goal achieved. This should be a celebratory slide. Have a background image of some instruments or a student band without a color overlay. Standing rule for voiceover.		
Media File(s) or Additional Instructions		
Slide background image: find something showing multiple instruments against a static background.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	16	Custom
On-Screen Title	On-Screen Sub-Title	
COACHING BREAKDOWN		
On-Screen Text		
HOW ELLA APPLIED THE PVMA PRACTICE COACHING STRUCTURE ASSESS: Ella began by asking targeted questions to understand Margaret's goals, current skills, and practice habits. STRUCTURE: Using that information, Ella designed a focused, realistic practice structure aligned to Margaret's goals and available time. REVISE: Through regular listening and lesson-based checks, Ella reviewed the structure and made targeted adjustments based on what she observed.		
Notes to Developer		
Plain white background. Text on left, image of Ella on the right. Standing rule for voiceover.		
Media File(s) or Additional Instructions		
Create an image of Ella standing and giving a thumbs up.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	17	Main Idea (customized)
On-Screen Title	On-Screen Sub-Title	
None		
On-Screen Text		
After Margaret performs at the school talent show, word spreads fast. Classmates begin enrolling in piano lessons with Ella, and she becomes the most requested teacher at the location - booked solid each day. Next button		
Notes to Developer		
Duplicate Slide 5 or 6. Change text and background. Standing rule for voiceover.		
Media File(s) or Additional Instructions		
Background image of Ella sitting at the piano with a young black boy.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	18	Main Idea (Customized)
On-Screen Title	On-Screen Sub-Title	
None		
On-Screen Text		
Ella's success prompts the full teaching team to implement PVMA's Practice Coaching Structure. As retention improves and referrals increase, enrollment grows significantly. Taylor's studio becomes a standout location within the PVMA network. Next button.		
Notes to Developer		
Duplicate previous slide. Change text and background image. Change orientation of text box if need be. Standing rule for voiceover.		
Media File(s) or Additional Instructions		
Background photo of Taylor smiling and playing guitar.		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	19	Likert
On-Screen Title	On-Screen Sub-Title	
End of Lesson Survey		
On-Screen Text		
Rate this course's effectiveness on a scale of 1-4 (1 - Strongly Disagree, 4 = Strongly Agree) The goal of the lesson was clear and easy to understand. The content presented aligned with the lesson's goal. All learning objectives were met. I learned something new. I would like to learn more about this topic. Submit button Feedback: Thank you for your feedback.		
Notes to Developer		
Standing rule for voiceover.		
Media File(s) or Additional Instructions		

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Lesson Title	Slide #	Slide Template
Practice That Keeps Students	20	Thank You
On-Screen Title	On-Screen Sub-Title	
FINAL THOUGHT	THANKS FOR COMPLETING THIS COURSE	
On-Screen Text		
Thanks for completing this course. FINAL THOUGHT: You're not just teaching music - you're helping students experience progress that they can feel, and sustain. RESTART COURSE END COURSE		
Notes to Developer		
Standing rule for voiceover. Restart Course button takes the learner back to the title slide. End Course button closes the lesson and takes the learner back to the LMS.		
Media File(s) or Additional Instructions		

PVMA Color Palette

Category	Color	Hex
Primary Brand	Deep Teal	#0F4C5C
Primary Text	Charcoal	#1F2933
Primary Background	Soft Off-White	#FAFBFA
Scenario Background	Cool Light Gray	#E8ECEA
Primary Accent / Header	Teal-Gray	#6F8F93
Correct Feedback	Sage Tint	#B7E4C7
Incorrect Feedback	Warm Amber	#F5A623
Secondary UI	Slate Blue	#5B7C99