

What did you do?

I began term 3 by identifying my S3 class as needing some form of guidance or goal to be working towards in terms of practical work.

We started the block of lessons by having a class discussion about what self awareness meant to them and how that relates to a music classroom.

Examples included:

"Knowledge of self & successes, ability to set goals, to know your needs & surroundings, tune into own feelings, relates to progress"

During the 4 week block I implemented various plenaries after each lesson tying into self awareness, goal setting and achievement. Each pupil set at least one goal for both of their instruments, which was either long or short term. They would then break this goal down into steps they would take to help them achieve their goal:

*"Goal - play the song on keyboard using 2 hands
Steps - practice the bridge, take it one bar at a time, slowly add in the next bar/s, be kind to yourself!" - Learner A*

I always try to promote positivity in my class which includes taking away the fear of making mistakes. A few pupils in this class are extremely hard on themselves, so one plenary I used was a play on "2 stars and a wish". The majority found it easy to identify 2 achievements for that lesson:

*"I feel I have got better at adding chords"
"I played much more of the piece than last week"*

What are the implications?

By sharing the specific criterion with pupils in the class environment, it indicates there are frequent formative assessment possibilities throughout the lesson for both the pupils and the teacher, which are vital while on the voyage to complete the learning intentions/goals. Having the knowledge and awareness of 'end points' makes pupils more engaged and enjoy the challenge of the learning process, Hattie (2012) states that this challenge is what keeps us invested in pursuing and accomplishing our goals. In terms of providing excellent learning experiences for pupils, the development exercises and opportunities we provide can have a vital impact on success.



How does the frequent use of success criteria and/or plenaries impact on children's awareness of progress in a music classroom?

Amy Johnston, Secondary Music Teacher, Inverclyde Academy



gw21johnstonamy@glow.sch.uk



@MissJ_Music

Why did you do it?

Upon starting my year at Inverclyde Academy I familiarised myself with the school & department improvement plans for 21/22.

During my first 2 terms I was able to understand my pupils abilities and learning styles. I then realised that to get them to achieve and attain I needed to create short term accessible goals.

This was evident during practical lessons where having a whole piece of music to work from just seemed too confusing. Breaking this down into smaller chunks each week worked very well, even more so when it was pupil led goals.

I discovered that by tying the work together with specific success criteria and plenaries really solidified the achievements for the pupils themselves.

Freibrun (2019) explains that success criteria provide students with the "opportunity to assess their own learning"

In line with the DIP, I focused on the practical element of the curriculum which has been one of our focuses for recovery after covid.

What has happened as a result?

The impact I witnessed while implementing these changes was quite significant. The overall achievement was very high with the majority having to set more goals as they progressed.

For me as a professional, it challenged me to keep coming up with new pedagogical approaches and techniques to get the best outcome possible from my pupils.

One pupil in particular responded extremely well to the idea of goal setting. They agreed that setting short achievable goals and being aware of their success was a technique/skill that is easily transferable to other areas of life and school subjects.

I have already started to implement the importance of self awareness with my senior pupils, and goal setting has been a great addition for them in preparation for the practical SQA exams.

References:

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