

When talking about some of the thinking routines with colleagues I suggested that See Think Wonder would work well in Music with a slight adaption to “Hear, Think, Wonder”. I have found this useful when I was looking for the learners to be demonstrating the following types of thinking; describe what’s there; wondering; build explanations; make connections.

I used this with pupils who have a previous knowledge of instruments and voice types. I wanted the pupils to be able to carefully listen to some music in a different context and connect this previous knowledge to this new context to describe what they were listening to. I also wanted there to be an opportunity for them to try and work out what style they were listening to – this was the new and unfamiliar context.

This is not a new way of doing this type of learning, but using the thinking routine allowed the pupils to have them a structure that they feel safe to share their ideas and thus allowing all pupils to participate by having the familiarity of the use of language within the routine only minorly altered for this music setting.

Having the use of the Thinking Routine as a scaffolding gives a clear structure that is used across the school so avoids lots of time spent on explaining what is about to happen.

Hear think wonder?

Why this routine

I wanted the pupils to be able to carefully listen and connect their previous knowledge of instruments / voice types and describe what they were listening to. I also wanted there to be an opportunity for them to try and work out what style they were listening to - one we have not discussed before.

Types of thinking

Describe what’s there; Wondering; build explanations; make connections

What I learned using this TR

Benefited students

Gave them a structure that they feel safe to share their ideas. Allowing all pupils to participate.

How does this lesson differ to how I taught it in the past?

Very little – just the use of language / routine

What difference does a TR make?

Gives a clear structure that is used across the school so avoids lots of time spent on explaining what is about to happen