TEACHAKIDTOFISH

TRAIN STUDENTS TO PRACTICE EFFECTIVELY, SOLVE THEIR ØWN PROBLEMS AND LOVE DOING IT

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What's the biggest challenge for you right now in getting students to practice effectively?



TODAY'S FISHING LESSON

<u>Powerful Principles</u>

- Identifying Problems
- Applying Solutions
- Evaluating Progress
- Reflection



GIVING STUDENTS A LESSON PLAN:

- Helps them understand what's coming next
- Track their progress
- Models how to plan learning

POWERFUL PRINCIPLES

IF WE WANT TO FOSTER INDEPENDENT LEARNERS...

- We are teaching them how to practice
- Ask Questions > Tell Answers
- We can't control learners' behaviour
- Progress isn't linear; trust is essential



IDENTIFYING PROBLEMS



WHY DO STUDENTS MISS THINGS WHEN PLAYING?





Open-ended

Gathers information in a non-leading way, good data about student awareness and attention **Make it more specific** by adding 'about the rhythm?'

...'AND WHAT ELSE?'



Digs deeper Acknowledges first answers aren't always complete

...'AND WHAT ELSE?'

💡 TIP!

Get comfortable with silence! Wait for students to answer - Thinking takes time!

Digs deeper AGAIN

Keeps probing for further awareness

Demands prioritisation of what's going on

Specifically focusses on the task at hand

'WHAT'S THE BIGGEST CHALLENGE IN THIS FOR YOU RIGHTNOW: Seeks the student's perspective (Not ours!)

Grounds them in the present moment Rather than what has happened before or may happen in the future **PIP**

The answer might not be what you expect!

Encourages them to acknowledge positives first, rather than going straight to the negative

VID

Keep resisting the temptation to give answers! You can make it more specific by adding: "With the dynamics/bowing/articulation/tone etc"

'WHAT'S GOING WELL SO FAR?'

'WHAT ISN'T HAPPENING YET?'

Challenges students to identify the gap between present achievement and goal Encourages a **growth** mindset.

BONUS

Demands metacognition

of the strategy/process they used to identify the problem

'WHAT DID YOU FOCUS ON TO DISCOVER THE PROBLEM?'

'HOW WOULD YOU DO THAT AT HOME?'

They imagine **applying the process independently**

'WHAT CAN YOU DO NOW THAT WILL HELP YOU REMEMBER TO DO THAT AT HOME?'

Encourages **personal responsibility** for **creating a system to improve independent recall**

YOUR TURN!

What question/s you could ask to help me identify problem(s) with my rhythm?

FINDING & APPLYING SOLUTIONS

WHAT STEPS CAN YOU TAKE TO IMPROVE THIS?'

Signals that the solution **will have multiple parts,** and will not be instantaneous

...'AND WHAT ELSE?'

Like before, **Make it more specific** by adding 'about the dynamics' etc?

...'AND WHAT ELSE?'

Seeks multiple strategies

for solving the problem, encouraging deeper thought

Acknowledges past success in problem solving

PIP

If they're struggling, you could prompt with: 'What ways have we solved X problems in orchestra/lessons before?'

HOW HAVE YOU IMPROVED X IN THE PAST? Seeking a **specific**

Challenges them to draw on their own **experience** of problem solving strategies (and remember they have solutions!)

solution for a specific problem

Encourages metacognition about what strategy they are applying

FID

Amplify the efficacy of home practice by modifying this into 'Can you explain how you'll tackle this at home?'

'CAN YOU EXPLAIN WHAT YOU'RE DOING?'

Increases awareness of their problem-solving process

'WHAT'S THE CHARACTER **IN THE MUSIC HERE?'**

Focusses on expression and encourages them to make their own interpretation

WHY DO YOU THINK THAT?

Challenges them to synthesise multiple elements to justify their choice

WHAT DO YOU NEED TO DO TO **BRING THAT OUT? V**TIP!

Asks for **practical** solutions to improve the expression of multiple elements

If you think they're WAY OFF the mark, or they are ignoring elements, prompt with 'What about the tempo/dynamics/articulation supports your idea? What clues might suggest a different character?'

BONUS

WHAT DID WE JUST DO?'

'WHAT WAS THE IMPACT?'

Demands reflection on the strategy you just taught

Helps students **explicitly connect the application of a specific process to an improvement in outcome**

WHERE ELSE COULD YOU APPLY THIS?

'SHOW ME NOW'

Lets student **experience using the new solution independently**, allowing you to review and **check for understanding** Challenges student to identify where to use the new strategy

J YOUR TURN!

What question/s you could ask to help me <u>find solution(s) for my intonation</u>?

EVALUATING PROGRESS





Helps them focus on the process/ solution they are using Challenges them to **evaluate the efficacy** of their current approach

IS WHAT YOU'RE DOING WORKING?

WHAT MAKES YOU THINK THAT?



₽ TIP!

If it IS working, follow up with: 'How could you apply this to another passage/section?'

If it ISN'T working: 'How can you change your approach to be more effective?'

Demands student agency in the process

WHAT CAN YOU DO TO LEARN THIS THOROUGHLY?

Expects rigour, completeness and that it has become embedded

TIP!

Useful both in lessons, and as a challenge for setting goals for home practice on a specific issue Demands student agency

WHAT GOALS WOULD YOU LIKE TO SET

THIS WEEK?'

Make it **time-bound**, repeated over time this encourages students to become more realistic

'HOW WILL YOU KNOW YOU'VE ACHIEVED

THEM?



Challenges student to **set their own success criteria** and **assess their own progress**



'WHAT MILESTONES WOULD YOU LIKE TO SET?'

Challenges them to **break** down large goals into smaller progress points

'HOW WILL YOU TRACK YOUR PROGRESS EACH DAY/WEEK/MONTH/TERM?'

Challenges them to create a system/method that is useful over a long period **Highlights the need for constant evaluation** over short, medium and long timeframes



What question/s you could ask to help me evaluate my progress so far?

REFLECTION



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QUESTIONS?





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