Practice and goal setting
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- Understanding the benefits and challenges of practising
- Developing ways we can support our pupils in their practice
- Identifying what is good practice
- Setting goals
- Exploring resources
Motivations to play an instrument

1. I enjoyed music and wanted to play an instrument
2. I liked the sound the instrument made
3. I thought playing would be a good skill to have
4. I saw someone play and wanted to try
5. My parent/guardian wanted me to play
6. Someone in my family played an instrument
7. I started to play after singing/playing music in school
8. My friend(s) played an instrument
9. I wanted to make music with other people
10. I wanted to play in a pop/rock band

Source: fig 5.1 Making Music, 2014
I don't want to practise! I want to skip ahead to the part where I'm awesome.
Added benefits of learning an instrument

- Eye/hand coordination
- Fine motor control
- Confidence & communication
- Realisation of ideas and imagination
- Perception & awareness
- Creative skills
- Listening skills
- Performance skills
- Notation skills
- Technical skills
- Knowledge & understanding
- Cognitive skills connect with practical skills

- Listening skills
- Performance skills
- Notation skills
- Technical skills
- Knowledge & understanding

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Virtuous circle

learning

intrinsic motivation

competency

self esteem
Main barriers to pupils making good progress

5. Lack of funding/cost of lessons
4. Too busy with school/academic work
3. Competing Interests
2. Unsupportive/uninterested family
1. Lack of practice/motivation

Source: fig 5.4 Making Music, 2014
The benefits of making music

- Encourages creativity, imagination, and ideas
- Integrates the development of knowledge and understanding
- Provides opportunities for expression of feelings and emotions
- Encourages self-evaluation and independent learning
Progression and Practice

Dependent learning

Independent learning
How we can support our pupils in their practice?

- Leader
- Champion
- Collaborator
A Good lesson

Structure
Listening and Diagnosis
Level of Challenge
Learning of Skills
Mindset

A good practice

Structure
Listening and diagnosis
Level of challenge
Reinforcing of skills
Mindset
A time to play
Structure

Beginning  Middle  End
Listening and diagnosis

Knowing and Solving
Why and Try
Right or Wrong
Reinforcing of skills
How much time should our pupils spend practising in one week?
Time to play

It depends!

Structure    Timing    Mindset
Mindset

Focus

Balance

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What can you do in a lesson when your pupil hasn’t practised?
What can you do in a lesson when your pupil hasn’t practised?

ABRSM Teacher Conference Practice Challenge!  
November 2019

Name __________________________

Your practice challenge total is __________________________ Good luck!

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Total</th>
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Total

Whenever you practice this week write in the number of minutes you have done towards the grand total. Don’t forget to get your card signed by an adult! Happy practising!

Signed (adult) __________________________
A good lesson

• Structure
• Listening and Diagnosis
• Level of Challenge
• Learning of Skills
• Mindset

A good practice

• Structure
• Listening and Diagnosis
• Level of Challenge
• Reinforcing of Skills
• Mindset
• A Time to Play
Setting goals

- Achievable
- Measurable
- Adaptive
- Enjoyable
<table>
<thead>
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<th>Setting goals</th>
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<tbody>
<tr>
<td><strong>LESSON ACTIVITIES</strong></td>
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<tr>
<td><strong>PITCH</strong></td>
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<td><strong>TIME</strong></td>
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<td><strong>TONE</strong></td>
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<td><strong>SHAPE</strong></td>
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<tr>
<td><strong>PITCH</strong></td>
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<tr>
<td>Accuracy, clarity and definition of notation and intonation</td>
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<td>Familiarise yourself with D major, and use it creatively</td>
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<tr>
<td>Spot scale and arpeggio patterns within the piece</td>
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<tr>
<td><strong>TIME</strong></td>
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<tr>
<td>Suitability of tempo, stability of pulse, sense of rhythm</td>
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<td>Clap the pulse and feeling the strong beat</td>
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<td>Make up words to fit the rhythm</td>
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<tr>
<td>Play the rhythms and bowings on one string before adding the string crossings</td>
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<tr>
<td><strong>TONE</strong></td>
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<tr>
<td>Control and projection of the sound, sensitivity and awareness in use of tonal qualities</td>
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<tr>
<td>Try smooth bowing on the quavers</td>
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<tr>
<td>Listen to the effect of lifted upbows on the crotchetts</td>
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<tr>
<td><strong>SHAPE</strong></td>
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<tr>
<td>Effectiveness and clarity of musical shaping and phrasing</td>
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<td>Play the rhythms and shaping but without the LH fingers</td>
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<td>Try to play the dynamics in reverse</td>
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<tr>
<td><strong>PERFORMANCE</strong></td>
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<tr>
<td>Overall command, involvement with the music, musical communication</td>
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<tr>
<td>Watch the Minuet on YouTube</td>
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<tr>
<td>Think about how to convey the mood of the dance</td>
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Setting goals – Minuet from *Anna Magdalena Bach*
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