WELCOME AND INTRODUCTION

This Curriculum Guide is designed to prepare, reinforce, and extend learning concepts and ideas from the MPR Class Notes Video *Give & Take: How to Respond to Feedback*.

The information and activities in this guide are intended to make music come alive and to align with Minnesota Standards in Music Education. We hope you will personalize, modify, or adjust content to meet the needs of your unique classroom.

In this curriculum, you will find a number of activities both directly and indirectly related to content from *Give & Take: Responding to Feedback*.

The learning objective of this video and curriculum are directly linked to this Minnesota Arts/Music Education Standard:

| K-3 | 3. Artistic Process: Perform or Present | Perform or present in a variety of contexts in the arts area using the artistic foundations. | Music | 0.3.1.3.2 | 2. Reflect on a performance based on the feedback of others. |

PREPARING TO WATCH THE VIDEO

Just as literacy teachers use pre-reading strategies, music teachers can likewise use pre-listening/pre-watching strategies. This helps students create a mental framework within which to organize new ideas, to relate new content to prior knowledge, and to make connections.

1. Start by asking students: *Why* is it important to reflect on our musical performances? Some possible answers:

   a. To notice what went well and what sounds good so we can keep doing it!
   b. To notice trouble spots so we can improve them through repetition and more practice.
c. To improve performance skills in general.
d. To improve listening skills.
e. To gain confidence.
f. To help us learn to respond to the reaction of an audience.

2. Discuss: Why is it might be difficult to listen to feedback? Some possible reasons:

   a. Taking risks is hard!
   b. It’s not always easy to hear and accept that something we’ve done needs improvement.

3. Brainstorm a list of qualities/character traits needed to respond well to feedback. The list might include:

   a. Patience
   b. Persistence
   c. Good listening
   d. An open mind
   e. Humility (being humble)
   f. Desire to improve

4. Brainstorm a list of ways to give feedback to others in a positive way. The list might include:

   a. Acknowledge/recognize positive aspects of performance.
   b. Use encouraging language. Don’t use adjectives like “bad”. Instead, say something like, “I’d like to hear what it sounds like with more enthusiasm,” or “Can you try it a little softer?”
   c. No matter what, use a nice tone of voice when delivering feedback.

REINFORCE IDEAS AND CONCEPTS FROM THE VIDEO THROUGH ACTIVE LEARNING

1. Many musicians perform at contests. Some students might even have siblings who
perform in high school solo and ensemble concerts or festivals. Explain to students that the judges for those contests go through training to learn how to give feedback well. Find a judging sheet and show it to students so they can see how contest judges give feedback in a structured way.

Here is a sample of a judging sheet used by the MMTA piano competition. Judges use this form to give suggestions, comments, and feedback to student musicians.

| Competition comment sheets which are given to student entrants will include the following information: |
| Competition ____________________________________________ |
| Date __________________________ |
| Entrant Number ______________ |
| Instrument or Voice Category______________________________________ |
| Judges will be guided in their remarks by the following considerations, as applicable: |
| • Interpretation: style, tempo, dynamic control, phrasing |
| • Technique: rhythmic accuracy, articulation, intonation, tone |
| • Memorization, Stage Presence, Artistic Maturity |
| If additional pages are used, write the Entrant Number at the top of each page. |
| Composition/ Composer/ Duration |
| Signature of Judge |
2. Most people have seen TV shows like *American Idol* and *The Voice*. Discuss how those judges give feedback. Some of them are bad examples of how to give feedback well. Ask students how those judges give feedback, and ask them if those judges are doing it well. Why or why not?

**EXTEND LEARNING WITH PROJECTS AND ACTIVITIES**

1. The best way to grasp the process of giving and getting feedback is simply to do a lot of it. Such practice is an essential part of understanding and performing music. Here are a handful of easy-to-implement ideas:

   a. Model the practice yourself in the classroom as much as possible.
   b. Encourage and facilitate positive feedback among peers.
   c. Stage a talent show and appoint a panel of judges. Have a second panel of judges who evaluate how the judges give feedback as well.
   d. Create a small chart to post on your classroom that lists techniques and reminders about how to react to feedback positively. It might look something like this:

   **TOP TIPS FOR DEALING WITH FEEDBACK**

   1. *Everybody makes mistakes.* That’s how we learn!
   2. *Be patient and persistent!* Musicians need time and repetition to improve.
   3. *Celebrate your successes.*
   4. *Take a deep, slow breath.* Feeling in control of our bodies helps us listen better.
   5. *Every musician, no matter how accomplished, needs good feedback.*

**STANDARDS**

As mentioned in the preface, this curriculum directly addresses the standard that address the role of feedback in the artistic process. To have an integrated approach, practice feedback activities on classroom performance that reinforce concepts from the artistic foundations or creation of new work.
CLASS NOTES™ from Classical MPR

Video Series Curriculum Guide: How Do Composers Compose?

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