

The California All State Music Educators Conference in Fresno , 2019
“A Learner Centered Approach to Teaching Independent Musicianship
In the Full Ensemble”

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“The Self-Regulated Learning Music Practice Strategy Curriculum,” integrates practice strategies with the processes and practices that are key in developing Self-Regulated Learning. Students take control of their own music learning through modeling, goal setting, problem solving and self-reflecting. The SRL-MPSC is designed to be integrated into daily band class, enhancing independent musicianship as well as broadening the literature level.

Adolescent Cognition / Executive Function

- Affected by Social and Physical Environmental
- Involves Working Memory which drives Mental Processing Speed
- Inhibitory Control
- Mental Flexibility

The Mental process of Cognition drives and support the learner’s ability to Self-Regulate

What is Self-Regulation?

Self-Regulated Learning is commonly described as a construct that refers to the processes that can facilitate the development of strategic, motivated, and independent learners. (SRL) involves goal-setting, strategic-planning, maintaining organization, controlling the environment, self-monitoring, self-assessing, adjusting, and self-reflecting (Zimmerman, 1989).

There are three phases of Self-Regulation

	Forethought –	Performing -	Reflection.
In Music	Goals	Practice Problem Solve Monitor / Adjust	Assess Reflect Set new goals

Self-Regulated Learning in Music Practice

- Provides the tools necessary to monitor thoughts, actions and metacognitive skills
- Increase Self-efficacy (the belief in one's ability to learn)
- Increases learner Intrinsic Motivation
- Supports Life Long Learning

The Characteristics of a Self-Regulated Learner

- Motivation – Take Control and ownership of learning
- Plan their learning strategies
- Monitor and adjust in their learning
- Evaluate and Reflect
- Attribute their success or failures to factors in their own control

“The Self-Regulated Learning Music Practice Strategies Curriculum”

Provides the Full Ensemble setting with a curriculum that addresses and incorporates all of the Processes and Practices for Developing SRL

- Focused Goal Setting / Strategy Tools / Reflection
- Student Centered Instruction
 - 10% Explaining – 40% Leading – 50% Engaging
- Self Monitoring and Assessment
- Problem Solving
- Collaborative Group Activities
- Group Discussion and Student Modeling

“The Self-Regulated Learning Music Practice Strategies Curriculum”

Teaches students that music practice should be

Deliberate - Informed - Mindful

The Three Music Practice Strategies Categories

Element Elimination - Repetition with Thoughtful Intent - Make It Musical

Self Monitoring is taught by using the “5 Rules of the Road”

The Self-Regulated Learning Music Practice Strategies Curriculum Lesson Plans

Power Practice I

Power Practice II

Power Practice II

The Power Practice Lesson Plans are set in a framework that contains 7 teaching components that may be presented either sequentially or non- sequentially and each Power Practice Lesson Plan is creatively designed to fit to all ability levels and periods of instructional time.

The Seven Teaching Component

- Daily Warm Up – Sight Reading - Rhythmic Audiation
- Mental Practice – Creative Visualization
- Application of Practice Strategies Using
 - Unison Etudes – Repertoire – Technical Proficiencies
- Collaborative Group Activities
- Group Discussion / Reflection / Student Modeling
- Final Group Performance
- Set Future Practice Goals

Group Collaborative Activities

- Practice Behavior Observation Exercise
- Verbal Mediation Exercise
- Visible Learning Exercise

The SRL Music Practice Strategies Curriculum Also provides

- Guide Note Exercise for Pitch Reference Help
- Metro Rhythms with Corresponding Etudes to develop Sight Reading Skill
- “Celebration of Knowledge” Assessments for each Power Practice Lesson
- Example lesson plans that include National Music Standards