

Written Reflection How To:

What is a Written Reflection?

Students have the unique opportunity to reflect on their own contribution to the ensemble and the program as a whole. This idea comes from our curriculum where one of the “Essential Learning Outcomes” is Responding to Music: Valuing the Musical Experience: Listen, Reflect and Respond.

Students use critical reflection to inform their music learning and to develop agency and identity. Ideally, this is a chance for students to honestly reflect on their progress in the class and to question their own success. Through this reflection, students will have the opportunity to identify areas of success, and areas that may need work, on their own terms, in a non-threatening way, this bettering their own understanding of their progress and performance.

How do you complete a Written Reflection?

Here is a sample Written Reflection template below:

1. Re-read last Written Reflection, which is located in your portfolio. If this is your first, then skip this step.
2. Open the Written Reflection document posted on the website.
3. Open a blank word-processing document—title it “Written Reflection” and please add which number it is— i.e. Written Reflection #1
4. Following the sample provided below, add your name, grade, your teacher’s name and the date the Written Reflection is due.
5. Respond to each of the 5 sections quoting the number that seems the most accurate
6. Summarize your mark by giving yourself a grade out of 100 using the following guidelines:

Using the following Rubric, give yourself a mark for each of the following categories:

	0.5	1	1.5	2
Practice	Inconsistent I rarely use in class practice time. I rarely look over my part before rehearsal begins. I don't ask questions about my music. The only time I bring my instrument home is just before playing tests.	On My Way I sometimes use in class practice time to look over my part. I look over my part but I feel unprepared. I do not look at my part outside of class time.	Pretty Good I usually look over my part and circle or identify problem sections. I arrive at class prepared and ready for the first 10 minutes of class. I have looked at my part outside of class, but it is something I am not consistent with yet.	Always I consistently look over my part and circle or identify problem sections so that I arrive at class prepared and ready for the first 10 minutes of class time. When I know it is needed, I make time to look at my part outside of class time.
Attention to Conductor	Inconsistent I do not focus on Mrs. Gregorchuk. I do not have my own pencil. I talk unnecessarily to those around me and need reminders from Mrs. Gregorchuk to focus and act in a positive manner.	On My Way I am not often focused on Mrs. Gregorchuk. I usually bring my pencil. I usually act in a responsible manner but I do get distracted. I sometimes miss musical cues, directions and instructions.	Pretty Good I am usually focused on Mrs. Gregorchuk. I use my pencil to mark my part where appropriate. I usually act responsibly but I do occasionally talk to the people around me. I sometimes miss musical cues, directions and instructions.	Always I consistently focus on Mrs. Gregorchuk. I always use my pencil to mark my part where appropriate. I do not talk unnecessarily to the people around me and I always act in a positive manner. I do not miss musical cues, directions, or instructions.
Active Listening	Inconsistent I rarely focus on how I am playing my part in regards to: articulation, intonation, tempo, rhythm, and dynamics to ensure that my performance is consistent with those in my section. I rarely take the time to learn the fingerings of notes, and rhythms I don't know.	On My Way I am sometimes focused on how I am playing my part in regards to: articulation, intonation, tempo, rhythm, and dynamics to ensure that my performance is consistent with those in my section. I sometimes take the time to learn the fingerings of notes, and rhythms I don't know.	Pretty Good I am usually focused on how I am playing my part in regards to: articulation, intonation, tempo, rhythm, and dynamics to ensure that my performance is consistent with those in my section. I usually work to learn the fingerings of notes, and rhythms I don't know.	Always I am always focused on how I am playing my part in regards to: articulation, intonation, tempo, rhythm, and dynamics to ensure that my performance is consistent with those in my section. I work hard to learn the fingerings of notes, and rhythms I don't know.

General Playing	Inconsistent I rarely try to play my instrument to the best of my ability. I rarely try make the most beautiful sounds I can. I don't set goals for myself. I rarely enjoy playing my instrument and contributing to the band. I don't take very good care of my instrument.	On My Way I try to play my instrument to the best of my ability. I try to do my best to make the most beautiful sounds I can. I try to set goals for myself and consistently work towards completing those goals. I sometimes enjoy playing my instrument and contributing to the band. I try to take care of my instrument.	Almost Always I usually play my instrument to the best of my ability. I usually do my best to make the most beautiful sounds I can. I usually set goals for myself and work towards completing those goals. I usually enjoy playing my instrument and contributing to the band. I take good care of my instrument.	Always I play my instrument to the best of my ability. I do my best to make the most beautiful sounds I can. I set goals for myself and consistently work towards completing those goals. I always enjoy playing my instrument and contributing to the band. I take very good care of my instrument.
Contribution to Ensemble	Inconsistent I rarely come to class prepared to contribute to rehearsals and performances. I rarely bring my instrument, music and pencil to class. I am rarely engaged during class time. I rarely pay attention to my growth as a musician, independently and as part of the band.	On My Way I usually come to class prepared to contribute to rehearsals and performances. I usually bring my instrument, music and pencil to class. I am sometimes engaged during class time. I sometimes pay attention to my growth as a musician, independently and as part of the band.	Pretty Good I do everything in my power to be as prepared as I can to contribute to rehearsals and performances. I always bring my instrument, music and pencil to class. I am usually engaged during class time. I usually pay attention to my growth as a musician, independently and as part of the band.	Always I do everything in my power to be as prepared as I can to contribute to rehearsals and performances. I always bring my instrument, music and pencil to class. I am actively engaged during class time. I consistently pay attention to my growth as a musician, independently and as part of the band.
				Total: 6.5

Take your total number and multiply by 10 and subtract 5: This is your minimum mark for the assignment

Take your total number and multiply by 10: This is your maximum mark for the assignment

Write down a mark within this range that you think you deserve

7. In 300-words minimum, tell me why you think you deserve this mark.
Somethings you might like to include are:

- A. Areas you have improved in
- B. Areas you think need improvement
- C. Goals you have set or want to set for yourself
- D. Comments about your own improvement
- E. Comments that reflect on your playing or your contribution to the class

8. A Written Reflection is not the place to talk about the piece we are playing or have played or how you feel the class is being taught.

9. Written Reflection due dates will be posted on the SCCS Band Website as well as the SCCS Band instagram account.

10. Written Reflections are due at 3:30 pm.

11. All Completed Written Reflection assignments will be read by Mrs. Gregorchuk and filed in the student's portfolio. These portfolios are available to students in the band room.

12. All students are expected to reread their previous Written Reflections before beginning their next.

13. All Written Reflections remain in the student's portfolio until the end of Grade 8. Upon graduation or departure from the band program, students can request to keep their portfolio.

14. Mrs. Gregorchuk reserves the right to re-assign a mark if she believes a mark is too low or too high.

Please remember that the Written reflection document is worth roughly 40% of your term summative assessment. Please make sure to complete it in a timely manner.

Sample Written Reflection

Written Reflection #1

Name of your Class

Instructor: Mrs. Gregorchuk

Name: Your Name

Due Date:

	0.5	1	1.5	2
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				Total: 6.5

$6.5 \times 10^{-5} = 60 / 100$ Minimum Mark

$6.5 \times 10 = 65 / 100$ Maximum Mark

Reflection

In 300-words minimum, tell me why you think you deserve this mark. Somethings you might like to include are:

- A. Areas you have improved in
- B. Areas you think need improvement
- C. Goals you have set or want to set for yourself
- D. Comments about your own improvement
- E. Comments that reflect on your playing or your contribution to the class

Again, keep in mind that a Written Reflection is not the place to talk about the pieces we are playing or have played or about how you feel the class is being taught.

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Reflection:

So far this year, areas that I have improved include how I look at music before I play it and as I play it, thanks to Mr. Edwards' method to 'think it, say it, play it'. I have learned to use this method both while practicing at home and during class. I have also improved how I play my trumpet, which I can tell because my sounds are clearer, I improved more than I expected to in the first two months of school. Areas where I think I need to improve include my chromatic scale, my speed when I play, my dynamics, note accuracy and rhythm, as well, I need to work on my musical terms and what they mean.

perfect. I like the help helps.

GOOD

yes ✓ A number of goals I have set are to pass the 90's test and to get a really good mark on my second audition since I failed the first one, also, I would like to be more attentive and treat my trumpet with more respect. Sometimes I feel that when I get into the car to bring it home, the case hits the dashboard a little too hard and I'm not sure if you can damage a trumpet through a case, but I do — think I still need to be more careful. I also would like to finish the year with lots of new knowledge about band. One more goal I have for the year is to learn how to be comfortable while playing in front of a crowd or group of people.

NOPE
UNLESS you
AN
ELEPHANT

I contribute to our band by playing to the best of my ability and focusing on what I need to do to help make our band great, but also helping other trumpet players if they don't understand something. So far this year I believe I have been doing okay in band and Mr. Edwards has helped me a lot since the first class we started playing.

you are better than oh!
great start to the year! I'm really
PLEASED WITH your progress AND I THINK
THAT THERE'S A monster player
LIVING INSIDE ME 6.



