

My Music Progress: Three Pieces of Evidence

Choose work from different dates. Show one change you can hear or see, then agree on one next task with your teacher.

1 · CHOOSE YOUR THREE SAMPLES

First, agree with your teacher on one thing to notice, such as making every planned clap. Write it in 'My criterion' below. Then choose your performance samples to show that same skill.

Use private recordings you already have, or live demonstrations observed on two dates. For a live demonstration, write what you heard and the task conditions in the table on that date; keep those notes for the later comparison. Give each saved sample a name you can find again. Choose what to keep privately; no upload is needed.

<p>▶ 1 · Starting performance</p> <p>Date: _____</p> <p>Sample: _____</p> <p>It shows: _____</p>	<p>▶ 2 · Current performance</p> <p>Date: _____</p> <p>Sample: _____</p> <p>It shows: _____</p>	<p>📄 3 · Written or creative work</p> <p>Date: _____</p> <p>Sample: _____</p> <p>It shows: _____</p>
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1 · Starting

→ same task + conditions →

2 · Current

Sample 3 can be a marked score, a written task or your own creation. Say what it shows; it does not need to match the performance task.

2 · COMPARE EVIDENCE, USING ONE AGREED CRITERION

My criterion (what to notice): _____

	Starting sample	Current sample
Task + conditions Passage, tempo, help, instrument or voice		
What I heard or saw Point to a moment, mark or count.		

If conditions changed, name the difference before claiming a change in skill.

Fictional example · count attacks made

An attack means starting a sound. Criterion: make each of the 8 specified attacks. Both takes: same eight-attack pattern, clapped at 60 beats per minute, no prompts. Count omissions only; each take has attacks 1-8.

Take	Missed attacks	Evidence
Starting	3, 6	6/8 made
Current	6	7/8 made

One fewer attack was missed in this pair. This count is not an overall music grade.

3 · TELL THE STORY, THEN CHOOSE ONE NEXT TASK

In my words, I notice: _____

My next task is: _____

Teacher check: Does the evidence support this step? _____

Review rubric: I can find my samples or dated observation notes · I name a criterion and conditions · I point to evidence · My next task follows from it. Revise any missing part.

Model: "I missed one fewer attack. Next I will clap the same pattern and check attack 6 with my teacher." Your reflection may be different.

Try it Which current take fairly compares with the fictional starting take?

A: Same pattern, 60 BPM, no prompts. **B:** Same pattern, 40 BPM, teacher prompts. Circle A or B.

Check: A. Same pattern, tempo and help; B changes tempo and adds prompts.