Study Plan & Personal Practice Reflection
ATS 1044 & ATS 1045

March 2019, Matheson Library
Dr Stephen Joyce & Dr Sarah Jansen
Learning Outcomes

1. Interpret requirements of ATS1044 and 1045 assessment tasks
2. Analyse components of assessment rubrics
3. Discuss goal setting
4. Review the concept of reflection to plan and inform personal practice
5. Critically appraise examples
Assignment brief

Assessment task title: Assessment Task 1: Study Plan and Timetable

Due date: 11.55pm on Sunday 31st March (Week 4)

Details of task: This assessment will help you to create a study plan and timetable for your performance work this semester. The task requires you outline your personal goals for the semester, identify what skills that you need to develop, and clearly articulate strategies to establish an efficient approach to your study of your performance. Being able to articulate such ideas in a study plan will assist you to direct your work with purpose during the semester. Devising a reasonable timetable that includes regular personal practice study time will also help you to develop time management skills. Remember to include in the timetable all other classes in which you are enrolled, as well as outside activities and any paid employment.

View the learning materials on Moodle (via the ‘Assessment’ menu), which outline important issues to consider when developing a study plan. Following, you should download and complete the ‘study plan template’ from Moodle (also available via the ‘Assessment’ menu).

**** Make sure you read the rubric to inform how this task is assessed ****

Release dates: N/A

Word limit: 500 words + timetable

Value: 15%

Watch the video on Moodle!
Use the template supplied!
Note additional details in the rubric …
Rubric

- Concise and relevant outline of goals, identification of skills and articulation of strategies
- Insightful and **clear connection between goals, skills and strategies** to learning in unit
- Plan consistently well-developed, serving to support purposeful learning towards performance / portfolio goals
- Considers all commitments
- Includes regular detailed personal practice / study, and codes activities in an imaginative manner
- **Responds thoughtfully** to personal goals and skills development raised in study plan
- Wide range of **discipline-specific language** used
- Written expression **clearly communicates** meaning to readers, resulting in highly engaging response
- Accurate **citing and referencing**
- Response within word limit
Goal setting …

- **Reflect** on your skills and technique - what needs most improvement?
- Consult sources – what strategies do others use? What strategies might work for you? What will you start with. Do you have a “Plan B”?
- Be SMART
  - Specific – goals linked to *specific skills / techniques* for improvement.
  - Measurable – in your reflection, how will you know if you are improving or when to change your strategy?
  - Achievable – what is realistic within the timeframe of one semester, with all your other commitments?
  - Actionable – through the personal practice strategies you put in place.

So what might a study plan look like?

Note: we read, analysed & discussed the exemplar provided on Moodle - specifically whether goals, skills and strategies were consistently linked throughout.
Assignment brief

Assessment task title: Assessment Task 1: Personal Practice Reflection

Due date: 11.55pm on Sunday 31st March (Week 4)

Details of task: This assessment will help you to further develop your personal practice in performance. The task requires you to identify one specific challenge you have experienced in your practice. Reflect on how you addressed this singular challenge and how it has informed your strategies to improve your end-of-semester performance recital.

View the learning materials on Moodle (via the ‘Assessment’ menu), which outline important issues to consider when developing a personal practice reflection.

Possible issues for you to address in the personal practice reflection:

- What are the ways your learning impacts on the development of your personal practice?
- Describe your interest in a particular musical work, style or genre, and explain how this influences the way in which you prepare for a performance?
- Describe how someone else’s feedback on your performance has contributed to the development of your personal practice.

These are suggested starting points but you don't necessarily all of these or you may have identified your own challenge.

The key here is to choose one specific challenge and to reflect critically on it rather than only listing or describing.

**** Make sure you read the rubric to inform how this task is assessed ****

Word limit: 500

Value: 15%

Watch the video on Moodle!
Note additional details in the rubric …
Why reflect on your practice?

Analysing your practice may help you to:

- “reflect-on-practice” (ie past experience),
- “reflect-in-practice” (ie as practice happens), and
- “reflect-for-practice” (ie practice directions you may wish to take in the future)
Rubric

- Clear and concise interpretation of relevant challenge / issue / idea
- Insightful and clear connection between challenge / issue / idea and student’s learning
- **Reflection developed in a clear and logical way**, pointing to a reframing of future practice
- Skilful **integration** of relevant concepts / theory from unit
- Ideas consistently well-supported, with some self-sourced resources, adding depth to the response
- Wide range of **discipline-specific language** used
- Written expression clearly communicates meaning to readers resulting in highly engaging response
- Accurate **citing and referencing**
- Response within word limit
DIEP model of Reflection

- **Describe** [objectively]: what is the challenge you have experienced. How is it impacting your performance?

- **Interpret**: unpack the challenge further. Why might I be having problems with this? How have I addressed it in the past? How do others tackle this? [consult the literature!]

- **Evaluate** – So what will it mean if I can successfully tackle this? What opportunities might it open up for my learning?

- **Plan** – Once I’ve accomplished this, what will be my next focus? What is the obvious next step?

Note: We then used this framework to examine the exemplar supplied on Moodle, and identified description, interpretation, evaluation and planning in that order as the reflection develops.