Learning Outcomes

1. Interpret requirements of ATS2122 and 2123 assessment tasks
2. Analyse components of assessment rubrics for these tasks
3. Discuss how to be more critical and analytical in reflection.
4. Critically appraise assignment examples
Assignment brief ATS 2122

Assessment task title: Assessment Task 2: Maintaining a Learning Journal

Due date: 11.55pm Sunday 12th May (Week 9)

Details of task:
This assessment provides you with the opportunity to further develop reflective practitioner skills by thinking in a critical and analytical way about your personal learning in performance. The task requires you to keep a weekly learning journal (minimum 5 weekly entries) in which you reflect on your experiences sequentially concerning the development of your personal practice. You will identify and focus on issues that you consider to be important to the development of your learning.

Aspects you may wish to focus on in the learning journal might include:
- What challenges do you experience as a result of preparing for and participating in one-to-one/group lessons, workshops and/or ensembles personally, expressively or technically, and how do you address these challenges?
- How do you generate questions and think deeply as a result of your perception of your learning materials, e.g., scores, audio-visual examples and/or published research?
- Compare and contrast your understanding of a particular issue, style, genre or approach with prior, new or other extant knowledge.
- What aspects of your learning change during the semester, how and why?
- What aspects of a specific musical style or method have you learnt about and incorporated into your personal practice during the semester?

The learning journal must contain a minimum of five weekly entries and you should aim to write each entry in your journal every week.

The key here is to reflect critically on your performance practice rather than only describing it and aim to make your entries of similar length.

Word limit: 1000 words

Value: 15%

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

- Clear and concise interpretation of relevant challenge(s) / issue(s) / idea(s)
- Insightful and clear connection between challenge / issue / idea and your learning
- Reflection developed in a clear and logical way, pointing to a reframing of future practice
- Skilful integration of concepts / theory from the unit
- Each entry draws on at least 3 sources
- Ideas consistently well-supported, adding depth to the response
- Wide range of discipline-specific language used
- Written expression clearly communicates meaning to readers resulting in highly engaging responses
- Accurate citing and referencing
- Response within word limit
Why use a reflective learning journal

- To provide a “live” picture of your growing understanding of a subject experience
- To demonstrate how your learning is developing
- To keep a record of your thoughts and ideas throughout your experiences
- To help you identify your strengths, areas for improvement and preferences in learning
- To develop best practice habits as a scholar & professional musician

A learning journal helps you to be reflective about your learning; it is not a purely descriptive account of what you did, but an opportunity to communicate and record your thinking process. It is a record of how and why you did what you did, and what you now think about it.
DIEP model for reflection on personal practice

- **Describe** [objectively]: *what* issues, challenges or new idea have you experienced? *How* are these impacting your performance?

- **Interpret**: unpack further. *Why* is this an issue for me? *What preconceived ideas* do I bring to my personal practice? *How* does this challenge the way I understand [music]? *What do experts say* on this topic? [consult the literature!]

- **Evaluate** – *So what* does this mean for me as a performer? *How does this change* my ideas about …? *What opportunities* does this present for my learning?

- **Plan** – *How will I modify* my personal practice to accommodate this new knowledge. Now that I have learned this, *what* will be my next focus or challenge?

*This time you need to step up your ability to be critical and analytical as opposed to descriptive.*
What should you write about

- What are the key issues or ideas you’ve identified in your personal practice?
- What flashes of inspiration have you had?
- What do you understand so far about your practice habits?
- What do you find puzzling, difficult or contradictory from the literature?
- How you can reach a better understanding about your challenge /issue / idea?
- What resources have helped you to understand and/or been interesting to use?
- How do you feel about the way you have approached your personal learning so far?
- Insights about your values, biases, personal preferences and leadership style.
- Connections between seminars, individual lessons, ensemble experiences, practice and personal learning that occurred to you during this unit or between performance units (ATS1044, ATS1045 and ATS2122).
Balinese music is very closely connected to spirituality. There are more rules to do with presentation and how to treat the instrument than there are in Western music. Instruments and their sound are sacred, even the process of making the instrument is a sacred responsibility. The week 6 readings explained why Balinese music seems discordant. The instruments are intentionally tuned slightly differently to produce the effect. This is preferred to the unison of Western music, which is considered ‘wan and lifeless’. I am trying to appreciate this dissonance separately to how I appreciate harmony and am realising the challenge of ‘bi-musicality’. I hope to incorporate this approach into my next performance.

Descriptive  Analytical
Critical Analysis
ATS 2123
March 2019, Matheson Library
Dr Stephen Joyce & Dr Sarah Jansen
Assignment brief – ATS 2123

Assessment task title: Assessment Task 2: Critical Analysis and Reflection

Due date: 11.55pm Sunday 19th May (Week 10)

Details of task:

This assessment provides you with the opportunity to reflect on and articulate your personal practice in performance as a form of research. The task comprises two parts: first, you must critically analyse the stipulated key reading (400–500 words) using the template provided on moodle; and, second, you must respond to the two questions below, providing examples with reference to the development of your personal practice during the semester (400–500 words).

Key reading:


Questions to address:

- How have you engaged in research-led practice? Provide an example.
- How have you engaged in practice-led research? Provide an example.

(Make sure you understand the difference between the two)

Release dates: Friday 7th June

Word limit: 1000 words

Value: 15%

Watch the video on Moodle!
Use the template supplied!
Note additional details in the rubric.
Read the examples provided.
Rubric

- **Clear and concise explanation** of scope of stipulated material
- **Skilful evaluation of the significance and relevance of work**
- Insightful **interpretation and evaluation of arguments**, demonstrating a high degree of critical judgement
- Provides **evidence of engagement with material to construct new meaning**
- Clear and concise interpretation of stipulated material
- Thorough application of material to student’s learning with relevant examples
- Ideas are consistently well-supported
- Reflection draws on at least 3 additional sources, supporting an original argument
- Wide range of discipline-specific language used
- Academic language and tone are precise, fluent and clear
- Accurate citing and referencing
- Response within word limit
How do you critically question a reading and its meaning?
As with all things, critical analysis requires us to question – so what can we question to reflect on this reading?

- What are the authors’ perspectives?
- What is the central thesis to this work?
- Who is the intended audience?
- How robust and convincing is this evidence?
- What is the author trying to do? Inform, convince, defend, etc?
- Am I being balanced in my judgement of this article?
- How can I use this to change the way I think about my personal practice?
- How can I use this framework in the future?
- What are the broader implications for my future development?

How you interpret the work

How you evaluate

How you plan and apply in your own context
Applying a different framework …
Applying a different framework ...

Note: at this point we analysed and discussed exemplars provided on Moodle: part A (using the template to analyse the reading) and part B (how to integrate the framework into your writing)
QUESTIONS?