

# Writing Goals and Objectives

In

Music Education or Music Therapy

# What is a goal?

**Goals** identify a broad or abstract area of functioning for the client, student or for yourself that you would like to address throughout the semester/year? It is a general statement of an intended outcome.

Examples:

To be a better teacher

To sing at KMEA

To learn new repertoire

To play piano better

- What is an example of a personal goal that you would like to attain?
  - To loose weight
  - To find a significant other
  - To get in shape
  - To spend more time with friends/family
- What is an example of an academic goal that you would like to attain?
  - To get a 4.0
  - To pass all my classes
  - To sit first chair in the concert band

- What goals might you have for your music program?
  - To perform at KMEA
  - To make all 1's at district/state large group festival
  - To be a better conductor
  - To plan a program for each elementary general music class
  - To purchase new uniforms for your marching band
  - To improve intonation
  - To increase program size

- Levels of Goals
  - For you as a teacher
    - To be a better conductor
  - For your program in general
    - To increase the numbers of students
  - For each ensemble/class within your program
    - To perform at KMEA (chamber ensemble)
    - To read rhythms (Grade 3)
  - For a particular piece or concept
    - To accurately sing the octavo
    - To identify different rhythmic values
  - For a section of a piece or element of a concept
    - To sing the a cappella section with correct notes
    - To discriminate between quarter and half notes

# What is an Objective?

- **Objectives** are concise and very clearly identify what it is that you are tracking. Objectives may be successive steps towards a goal, or they may define different skills within a goal.

# Examples of Objectives

## Successive Steps

- Your goal may be to lose 20 pounds of weight by Winter Break, and your objectives may start with 2 pounds per week.
- Your goal may be a longer attention span for certain kinds of tasks, and your objectives may start with 2 minutes, then 5 minutes, then longer.
- Your goal may be to have each student practice 30 minutes, 5 days per week, and your objectives may be to start practicing 10 minutes per day, 15 minutes per day, and then longer.

## Different Skills

- Your goal might be learn how to downhill ski, and your objectives may be to learn how to snowplow, how to stop, how to get on the chair lift, etc.
- Your goal might be that the client greet others appropriately -- in that case, your objectives might define the different parts of that skill, like shaking hands, saying hello, making eye contact.
- Your goal may be to accurately sight-read a piece of choral music, and your objectives may be to learn to sight-read the rhythm with rhythm syllables, say the text rhythmically, sing the melody on solfege, etc.

# What are the parts of an objective?

- the condition (optional)
  - Given 30 minute general music classes,
- *the client/student*
  - *Susan*
- *the targeted behavior, operationally defined*
  - *will keep the steady beat on her legs*
- *the criterion to be met within each activity, lesson or session*
  - *for the duration of one 16 measure song in 4/4 time*
- the criterion to be met across activities, sessions, weeks (whichever applies) (optional)
  - each class period for four weeks in succession
- a deadline (the date by which the objective should be met)
  - by the end of October.

# Examples of Objectives

## Personal

- **Goal:** C. will learn how to downhill ski.
- **Objective:** At the conclusion of three private skiing lessons, C. will use the snow plow technique to bring herself to a complete stop at a predetermined mark.

## Music Therapy

- **Goal:** S. will improve impulse control.
- **Objective:** Given a 30-minute music therapy session, S. will exhibit fewer than three obscene hand gestures.

## Music Education

- **Goal:** T. will perform an oboe solo
- **Objective:** Given a 16 measure oboe solo, T. will correctly clap and say the rhythm of the solo passage after 15 minutes of practice with the teacher.

# S.M.A.R.T. Objectives

- Another way to check your objectives is by being "SMART":
  - Specific
  - Measurable
  - Attainable
  - Real-Life
  - Time-Specific
- When you are "SMART" about your objectives, you ask yourself these questions:
  - Did you describe *exactly* what the individual needs to do to achieve the objective?
  - Can you -- or anyone else who tracks this objective -- be certain that the individual has improved? How?
  - Can the individual realistically achieve the objective in the time given?
  - Is the objective describing a skill that the individual really needs to have to function in his or her life? How do you know?
  - Have you specified both (a) any time requirements for the individual's behavior within the session; **and** (b) how many sessions/weeks/months you predict it will take for the individual to achieve the objective?