

Notes on Student Process (November 2015)

group one (3 students):

-strategies:

- played at piano
- sang passages of the music
- sang abstract musical constructs and compared with the actual music
- compared expectations about musical grammar with reality
- didn't move bar by bar but skipped around the score to completed what they knew and then figured out what they

didn't

- tried some analytical strategies suggested by instructor but didn't find them helpful so tried other ones (didn't give up)

-my evaluation of their analysis:

- got the tricky spots and the big picture right, but missed some

details

group 2 (2 students):

- noticed patterns of repetition in the music

didn't move bar by bar but skipped around the score to

- complete what they knew and then figured out what they

didn't

- compared expectations about musical grammar with reality
- evaluated musical features of importance using listening

my evaluation of their analysis:

- not as strong as first group

- needed more coaching to apply the content we'd learned to

this particular example (they used that strategy sometimes, but not fully enough)

group 3 (2 students):

My notes were more incomplete on the process of this group (probably because I was getting more interested in teaching than meta-analysis of my teaching). But they reported looking for small details and then connecting them to a bigger picture.