

MUSIC TUTOR CRITICAL REFLECTION DIARY

Please refer to the outcomes framework (below) when reflecting. You don't have to collect all sources of evidence - your project manager will discuss with you which are essential or optional sources of evidence.

Name:

Date:

Venue and project:

WHAT WENT WELL?

.....

WHAT DIDN'T?

.....

WHAT SIGNS OF MUSICAL PROGRESS OR UNDERSTANDING DID YOU NOTICE?

.....

WHAT SIGNS OF PERSONAL AND SOCIAL OUTCOMES DID YOU NOTICE?

.....

DID SOME YOUNG PEOPLE ENGAGE DIFFERENTLY/TO A LESSER DEGREE?

.....

WHAT COULD YOU DO DIFFERENTLY NEXT TIME?

.....

WHAT DID THE YOUNG PEOPLE SAY ABOUT THE SESSION?

.....

CHANGING TRACKS OUTCOME FRAMEWORK

OUTCOME 3	INDICATOR	MY SOURCES OF EVIDENCE	OTHER SOURCES OF EVIDENCE
Increased musical skill, knowledge and understanding in young people	Improvement in young people's skills (in their chosen area of music making), e.g.: instrumental/vocal technique, composition, improvisation, ensemble, performance, technology	<ul style="list-style-type: none"> • Successive audio recordings/commentary • Tutor co-created reports with children and young people • EY music evaluation tool such as SDI where used. • Group delivery progress tracking reports • Arts Award portfolio if taken • Case studies 	Comments from teacher/SENCO/parent
	Improvement in young people's knowledge of different musical styles, genres and cultures		

OUTCOME 4	INDICATOR	MY SOURCES OF EVIDENCE	OTHER SOURCES OF EVIDENCE
Young people develop agency through music making activity	The young person makes choices about their engagement in and through their musical activity	<ul style="list-style-type: none"> • Any record (written/audio/film) showing young person exercising choice in music learning. Under 5s can exercise choice-so this indicator is suitable for EY work. 	Comments from teacher/SENCO/parent
	The young person can identify their own progress and can set short term goals in the areas they need to work on further. (Not EY)	<ul style="list-style-type: none"> • Any record of young person thinking about their own progress and next goal 'I played well' 'I need to learn more chords' 	
	Young people show increased ownership of their music making: -through independent learning -through applied critical reflection -by working through or round barriers or set-backs	<ul style="list-style-type: none"> • Case studies on individuals • Arts award portfolio 	

CHANGING TRACKS OUTCOME FRAMEWORK

OUTCOME 5	INDICATOR	MY SOURCES OF EVIDENCE	OTHER SOURCES OF EVIDENCE
Young people develop resilience through music making activity	The young person and the tutor/leader develop a relationship of trust, using music to build a place of safety.		Comments from teacher/SENCO/parent
	The young person reports using music/music making to express, moderate and change their own emotional state (for example taking out frustration on the drums).	Baseline and end of delivery questionnaires (this can be a conversation—it doesn't have to be a formal process).	
	The young person reports using music/music making to express, moderate and change their own emotional state and can use this approach in their wider life.	Young people may use their music making consciously as a way to cool off, off-load difficult feelings, or to offer critical challenge to social injustice.	

OUTCOME 6	INDICATOR	MY SOURCES OF EVIDENCE	OTHER SOURCES OF EVIDENCE
Young people increase their ability to find and join, or build a musical community	The young person becomes part of a musical community relevant and appropriate to their situation	<ul style="list-style-type: none"> Evidence of friendships within the music activity, young people finding the 'role' in the group. 	Comments from teacher/SENCO/parent
	The young person is progressively able to share their music-making and/or collaborate with peers and close adults.	<ul style="list-style-type: none"> Recording of performances including young people's comments about sharing their work. 	
	The young person takes on a leadership role (see definition) within an activity or project and is able to reflect on this.(not EY)	<ul style="list-style-type: none"> Evidence of young person positively affecting others participation (by leading, by supporting, by giving a good example.) 	

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MUSIC**



LOTTERY FUNDED



Supported using public funding by

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**Hertfordshire
Music Service**