

Case study student A2

Process

In the first period of 2024 I saw A2 regularly. In 2024 she went from primary school to the first year of secondary. Where she was often together with her friend X in primary school during the study hour, they are now still having fun but not during practice hours. When they are together during practice hours they are peer learning, creating music together, playing for and with each other. In general we worked on musical strategies. Marieke (her teacher) and I had correspondence about ways to make her play more freely. Marieke used wonderful techniques with colors, storytelling, imagery, sound images etc. I picked up on that and created a planning for the second semester.

12 March 2024	Planning to exam and playing with a sound image. 'Stoere' left hand, feeling the musical flow, playing with the song in mind, playing with a story.
26 March 2024	Not ready to play. Together with River.
28 March 2024	Attention: playing in tempo with different strategies
2 April 2024	Attention: musical playing
9 April 2024	Performing the program with peer
11 April 2024	Performance preparation story telling
16 April 2024	Performance preparation playing in pulse / affirmation: I am well prepared and I can perform my pieces with a pulse in a tempo.
16 May 2024	Practicing playing in tempo
30 May 2024	Discovering the musical story
6 June 2024	Reflecting on the student concert and trying strategies for next time

Notes: A2 used a lot of new techniques to work on performing with a musical story. They are not yet automated. She is able to use a basic reflection on her own performance. The conversations on development with her teacher are very pleasant and often an enthusiastic exchange of ideas and inspiration on teaching and motivating joyous music making. Her teacher is extremely good at explaining rich and musical strategies as well as planning. A2 is using the folder, everything is in there.

Questionnaire

In the questionnaire she states that:

She is coming to group lessons, because they are obligatory

When she needs help she contacts a coach

She uses her teachers notes in the LearningLAB folder and her repertoire is in there

She studies the same amount of hours but more in school, she likes it better

She enjoys playing and loves her instrument

A challenge is having patience

Exams for music make her nervous, it is simply exciting

She knows how she can tackle challenges with strategies, her teacher describes them in detail

She is not unsure of her focus as her teacher tells her she is doing fine

She is not more positive of her studies with the use learninglab, she feels she is as competent as before

She is fine with her exam, the same as last year

She learned about performance preparation in learningLAB

Reflection of LearningLAB coach:

She did learn a lot about performance preparation as she prepared for a competition and her exams last year and this year, this situation made her practice very well planned and structured. The comments of the jury were taken into the next process to play more with a musical story.

Interview Susan Williams

Teacher interview by Susan Williams:

What are for you signs of motivation in a student?

Being part of a group. Part of a whole program – singing, theory solfege etc. Group lesson. Happy, enjoying, they practice, ask questions & know when & where they need help, bring their own pieces & wishes & ideas what they want to do in the lesson.

What is ‘good practice’ in your opinion?

We talk about how to practice. Find what’s difficult & what to work on – rhythm, phrasing etc. Then strategies for those things. Colours, stories, rhythm exercises. Write it in the LLAB binder. What, why & how.

What do you think is important for your students’ wellbeing?

Ability to concentrate. Some students bother others. Regular schedule, not too much pressure. Irma helps with how to approach practicing. Different topics than in the lesson. The competition was a very positive experience, motivation. Moments in the year where something special is happening.

How much practice do you expect from your jong KC students? What is enough? (do you ask for/recommend a certain amount?)

No specific amount. Jong KC guidelines: junior (7 y.o.) 30 mins, 8 y.o: 45, then 9 y.o: 1 hour. After -more. Depends on their concentration level. What is more important than how much. More than 1 hour is too much. Talks with the parents. Play as long as she is engaged.

How much connection do you have with the LLAB coaches?

Only with Irma. She sees them once a week & sends a message in teams about what they did. Sometimes a small conversation through teams. And through the binder. They write their own notes & I check. Sometimes they take too much time with the organising. We use the calendar for the important events. Older ones use it more.

How do you experience the communication with the coaches?

Fluidly – through teams.

What do you want to know from the coaches about the sessions?

What do the students ask?

How do you perceive/think about the program?

They know that someone drops by. Focusses their practicing. Broader context – they are part of a practice program.

Do you see any changes in your students' (name) behaviour or learning processes in the last months, that you could connect to the coaching sessions? What?

Hard to say. Very young students. We always did lesson notes.

What would you like support in from the Learning LAB?

Someone there to go to / talk to (about their whole program). Take them to classes. Too much time & responsibility on their own in primary school. Scheduling help. Realistic expectations. Dealing with stress. Logistics – e.g. moving a harp around the building. Tune the instrument in time... Being realistic.

Binder: we spend a lot of time explaining the words – too difficult for 10 y.o. Some don't have Dutch parents. E.g. Motivation. Goal. New vocabulary. Abstract terms – concepts.

Would you like to be a LearningLAB coach?

Yes – but I live in Eindhoven. 8.00 is not viable. Orchestra job.

Other

River loves to go to concerts and she takes her LLAB binder with her and gets autographs.

This interview was taken before the summer. A2 was still in primary. What worked really well was preparing for a competition and going through a full learning cycle. After the competition we created a booklet on the process, from the very beginning. With a calendar, a practice plan, the teachers notes, trial concerts, recordings, reflections, affirmation, visualization and the competition and its outcome. We also added background information of the competition with information of Rosa Spier (after whom the competition was named). The detailed description of strategies and steps to take during the week of her teacher are very helpful. She mentions that we are also working on other topics. These are the topics from the group meetings. I am aware that teachers are not aware of them maby. **We need to create a situation in which the teachers are aware of our general topics that correspond with the process in the year.**

Sep-Nov first cycle to exams (Dec Christmas program)

Jan-May second cycle to exams (June Summer festival)

A1 is a very motivated and social student. With the class they have a lot of fun and they learn a lot from each other. There is a good balance between reflecting on qualities in others and creating learning goals for herself. She is open in conversation and expresses her emotions clearly and articulated. She loves working with creative strategies and develops quickly using them. This change in focus from worries to diving into creative works well for her.