

# Outcomes

Chris Gleason



# Outcomes



# My Outcome For This Outcome Presentation

CMP teachers will describe and offer examples of rich, clear, meaningful, intentional student outcomes.



TIP:  
Practice  
What  
You  
Preach

# Share With Someone Next To You...

A successful experience you and your students had in the past few years. List the most important things your students learned from that experience.



# Who is steering the ship?

- The experience you shared -
  - Was this your intended outcome?
- A rudder steers the ship
  - Are you proactively steering the ship or reacting to the prevailing winds?
  - There are a lot of destinations, but you know your students the best. Why are you taking your students in this direction?
  - A good outcome allows you to look back after teaching a piece and not be surprised with the result.



# Definition of Outcome

- What are some other names for outcomes?
- Goals, Objectives, Purpose, Aim, Target, Essential Learning, Expectation
- It is “WHAT” we want students to learn.

# Importance of Outcomes

- “It is in the defining of outcomes that the teacher’s role grows in importance.”

Whether consciously or not, it is the teacher who prioritizes what students should know, be able to do, understand, appreciate even value.”

# Outcomes Help Us To...

Change from a reactionary/triage teacher to a teacher who uses a thoughtful plan.



# Analysis Payoff

- A teacher who knows a piece intimately is better able to make an intelligent decision about what is important to learn.
- Thorough analysis will allow the teacher to better prioritize an excellent outcome from many potential good outcomes.

“To see a world in a grain of sand...” William Blake

- Where is your “outcome” destination?
- How deep will you go or is it better to stay “surface level”?
- A thorough analysis allows you to “dive deep” into your curriculum.



Courage to Teach – Parker Palmer

“But sounding good at the concert IS  
our outcome!”

Why write down our OUTCOMES if we do  
them anyway?

Because we want to be “PICCI”

- **Prioritize** – not just by what we notice, but based on what is needed.
- **Intentional** – Be thoughtful and intentional rather than reactive or in “triage mode”.
- **Clarity** – fuzzy thinking/writing = fuzzy teaching.
- **Context** – Skills do not stand alone. Analysis shows how skills contribute to larger idea.
- **Illuminate** – Skill writing illuminates what our students really need to focus on and which skills are most naturally suited to a particular piece of music.

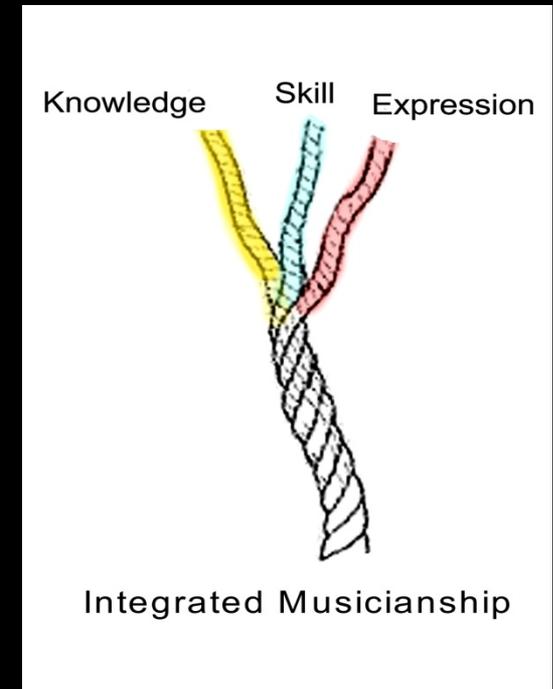
# Types of Outcomes

- Skill (perceptual-motor)
- Knowledge (cognitive)
- Affective (feelings\*)

# Why All Three?

Because strong, independent musicians...

- have developed skills
- understand what they're doing
- convey meaningful expression.



Missing even one of these strands compromises the strength of the experience.

# Skill Outcome

- What we want students to be able to do.
- Natural part of what we do – foundational to making music.
- Overall teachers are comfortable teaching certain skills and diagnosing errors.

# Skill Outcome Examples

- Students will perform with a variety of colors, showing awareness of timbre as an expressive element.
- Students will perform the sixteenth note passages correctly in “Encanto”.

# Knowledge Outcome

- What we want students to know.
- Understanding of how music works in terms of its theory and historical contexts.
- Skill and knowledge outcomes can be blurred. What is your focus?

# Knowledge Outcome examples

- Students will analyze and describe compositional devices that create tension, suspense, and surprise.
- Students will define the term pentatonic.

# Affective Outcomes

Why bother?

**Do You Ever Ask Yourself...  
"Why Bother?" (I do.)**

(VERY PERSONAL (ONFESSIONS FROM A TRIATHLETE IN TRAINING.)

[WWW.BROOKKREDER.COM](http://WWW.BROOKKREDER.COM)

# The affective.

## Not just for “feelings” anymore!

- Yes, an affective outcome can include students’ feeling responses
- But ALSO, might include
  - Values
  - Opinions
  - Desires
  - Wishes
  - Personal Knowledge
  - Self Awareness
  - Character

# The Goal of an Affective Outcome

## **To foster a meaningful connection**

This could be...between the student and

- a) the music (aesthetic awareness)
- b) themselves (self awareness)
- c) other students (relational awareness)
- d) the big world
- e) a life-changing insight or idea

# Seems Like Extra Work

Q: But it's music. Doesn't the affective just happen anyway?

A: Sort of. But we're talking about being *intentional* about it. Going deeper. Thinking beyond just getting a "rush" at the concert. Actually setting up experiences for students to explore this dimension. For example, *having* an affective response is cool. But *understanding* that response means I've learned something important about myself. My world just got bigger, richer.

# Writing an Affective Outcome: 3 Places To Start

1. **Your Students** – Think about what your students needs. What's lacking in their attitudes, their behavior, sensitivity, spirituality, emotional intelligence? What would an idel kid look like to you?
2. **The Music** – What feelings or affects does the music suggest to your? Hint: look at your analysis and your heart statement. Hopefully there are some affective words there.
3. **You** – What value, ideas, experiences, artistic concepts, or things about the world excite you or move you?

# This is Messy Stuff

1. **Brainstorm Courageously.** Take a risk.
2. **Don't be afraid of the unknown.** Mystery, confusion, multiple possibilities are part of life. Embrace them. Most of school is finding the one right answer...most of life is weighing various choices.

“By admitting that you don't have it all figured out-but are genuinely struggling to understand – you are modeling two profound characteristics for your students: humility and curiosity.”

# Three Things I Care About

- Curiosity-- isn't something we should lose as we get older...it should get stronger!
- Becoming an Expert Noticer – What art teaches us.
- Self-reflection – Why do I do the things I do? Why do I value the things I do? Why do I do things I know are wrong?

# The Four Kinds of Affective Outcomes (pp. 36-39)

- **The Composer's Craft** – what has the composer done? What compositional devices has she used to create the mood or affect of the piece?
- **The Meaningful Performance** – as performers, we can shape the mood and affect of the piece by the way we sing or play it. (Interpretation)
- **Building Community** – How could this piece be used to teach us about our group identity, build our sense of teamwork, create an atmosphere of trust, openness, or sensitivity?
- **Personal Knowledge** – What can I learn about myself through the study of this piece? What does this piece have to teach me about my values, opinions, fears and desires?



Is it possible that some pieces don't  
have an Affective Outcome?



Nope.

It might not be obvious.

It might not be clear from the title or  
lyrics.

You might have to ponder it for awhile.



# Life's Big Ideas



- Curiosity
- Expert Noticer In All of Us
- Self-Reflection
- Empathy
- Trust
- Awareness of and Experience of the Beautiful
- Ambiguity (*Bist du bei mir* who is "you" God or loved one?)
- Analogies, metaphors (helping us see the world in a new way)
- Birth. Growth. Decline. Death.
- A Great Story
- Open-minded to what seems "weird" (exotic expands)
- Part of a larger group/community
- Tension and Resolution (all good music relies on tension)
- Life--Not always pretty nor is all art. Point can be to provoke

# Added Benefits

- More interesting, fun and meaningful work=faster rehearsals with more invested, hard working students!
- Possibilities for more sophisticated repertoire
- Students learn faster and deeper, and retain anything better when it's tied to the affective.



“It is the humanity  
expressed through music  
that draws us to and  
sustains our relationship  
with this art form.”

Shaping Sound Musicians p. 27

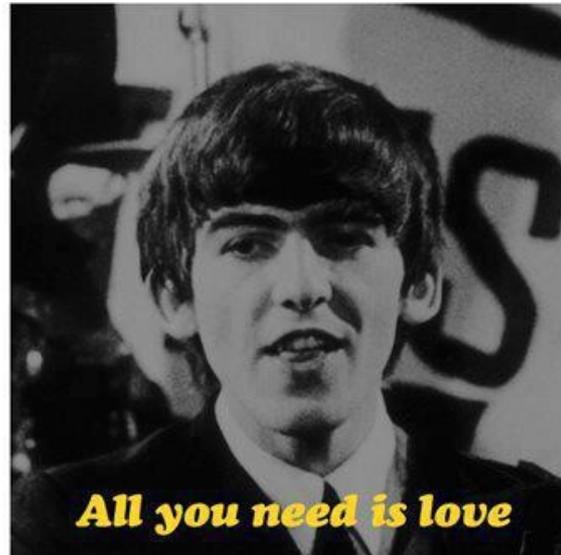
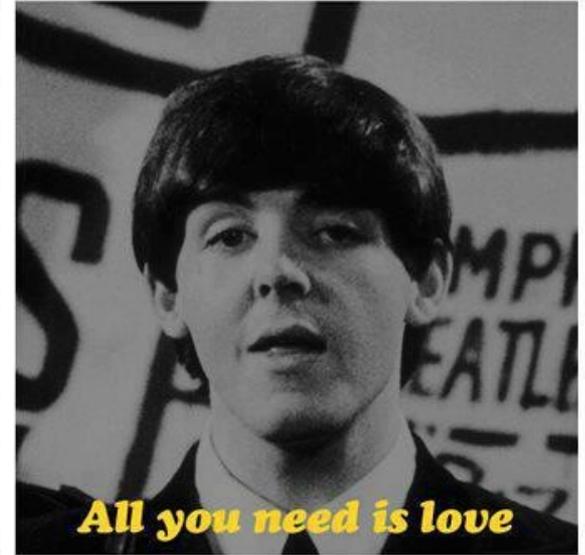
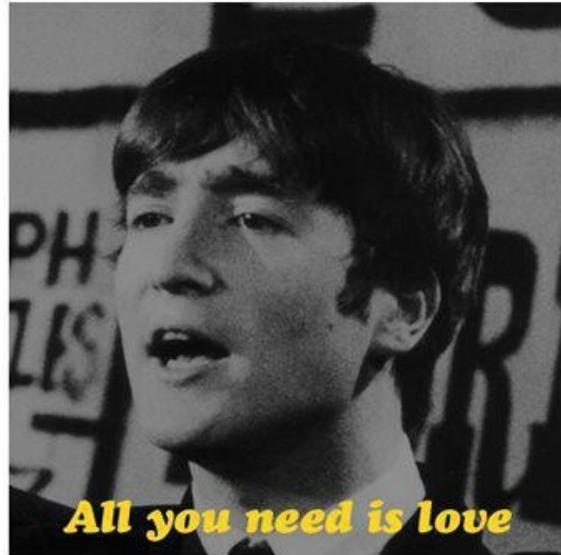
# Affective Outcome Examples

- Students will explore themes of consonance and dissonance, both in music and in their personal relationships.
- Students will appreciate the music.



Outcomes:  
Words ARE  
Important !

Need to be  
clear with  
your  
writing!



# General Tips for Writing Outcomes

- Use the analysis and your heart statement as a starting point for writing outcomes.
  - One outcome will most likely be related to the heart.
- Skill/Knowledge/Affective outcomes do not need to relate to each other. In fact, it is better that they be very different.
- If an outcome could be better taught with some other piece, dig deeper.
- Outcomes often use the same verbs as strategies remember that outcomes are an end in themselves....the farthest point of learning your students will experience during that piece.

# No Titles.....



Outcomes should be specific enough to be helpful, yet broad enough to transfer. The transfer needs to be intentional, not accidental.

Example:

“Students will memorize *Perpetual Motion* by learning the notes in each phrase of the A, B, and C sections.”

“Students will demonstrate how phrase structure and form enhance their ability to memorize a piece of music.”



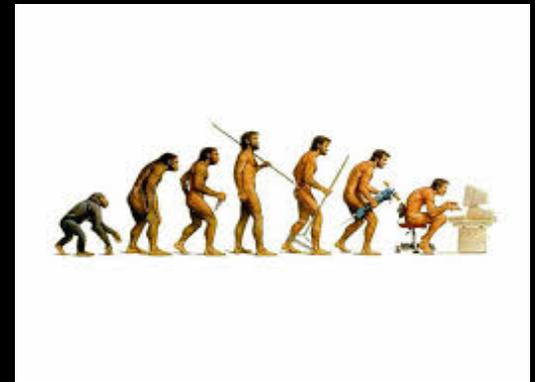
## Is it a Strategy or an Outcome?

The student will read and compose rhythms in 6/8 meter.

- For a 5<sup>th</sup> grader this could be an outcome.
- For a senior this might be a strategy used to get to a higher level outcome.

# The Evolution of Outcomes...

- Evolving an outcome might appear to be just “word-smithing”, but the more clearly the words are written, the more power they carry.
- We ALL have to work and rework outcomes – rarely emerge in perfect form on the first try!
- Keep asking “Why”



# For Example...

## **Skill Outcome**

- Students will enter on the “and” of beat one.
- Students will demonstrate the counting skills necessary to enter at any beat point in a measure.

## **Knowledge Outcome**

- Students will understand and write the counting and feel of duple and triple rhythmic patterns.
- Students will identify and define the musical principle of hemiola.

## **Affective Outcome**

- The students will like playing in band.
- The students will feel valued as a contributing member of the ensemble.

# Outcome Points to Ponder

1. Great educators don't sight read the score in front of a band. They have specific goals and a reason for everything they do in rehearsal. (church group "again")
2. "Teach the way we were taught" – great at skill, ok on knowledge, but affective is an after thought. BE INTENTIONAL about the affective. (Weston Noble)
3. When appropriate, share outcomes with your class. (going for a run)

