

We have studied music hard. The atmosphere both in playing and singing has been a positive one among all the 7th graders. Courage, concentration and the willingness to learn have increased clearly during the autumn.

Studying music means continuous and persistent hard work which includes vocal and instrumental exercises as homework. I am glad if your family has heard you sing and play at home.

In the 8th grade music can be studied as an optional subject two lessons and/or one lesson a week at our school. The goal is to achieve the basic skills in playing the guitar, bass guitar and drums. In the music lessons pupils also sing and perform a lot.

The pupil can choose music as an optional subject and study it either two lessons per week or one lesson per week. The singing and playing exercises vary depending on the amount of lessons the pupil has chosen.

The goal of the music lessons in secondary school is to inspire pupils to take up singing or playing some instrument as a hobby. In addition they support any musical hobby pupils might have in their spare time.

Best wishes Marjo Sahla, music teacher

Evaluate your skills and underline the most correct alternative!

1. LISTENING

1. Do you let your classmates listen to music in peace and quiet?

I'm not able to concentrate Sometimes Yes, of course

2. Are you able to keep quiet and concentrate if your classmate is performing in a classroom, at school festivals or concerts?

I'm not able to concentrate Sometimes Yes, always

2. SINGING

1. Did you sing along bravely during the music lessons?

Not at all A little The best I could

2. Did you try to sing the songs by heart?

I can't memorize the words Some of them Yes, I trust myself

3. Did you sing to the microphone voluntarily?

I wasn't brave enough A few times It was fun!

4. Have you sung at home during this autumn?

Never Every now and then Every week Every day

5. I sang in different voices

I wasn't able to I tried I managed to do that!

3. DRUMS AND PERCUSSIONS

I can play the following comping. Underline the right level of your skill.

QUARTER NOTES	Not yet	I've got it
BEAT	Not yet	I've got it
BEAT, comping with both hands	Not yet	I've got it
Did you practise at home?	No	Yes
Are you able to stay on beat?	No	Yes

4. GUITAR

1. I can play a major D chord	No	Almost	Yes
2. I can play A7 chord	No	Almost	Yes
3. I can play major Em and G chords	No	Almost	Yes
4. I can play along a Christmas carol (Joulumaa) with D, A7, Em and G chords	No	Almost	Yes

5. BASS GUITAR

1. I can play the basic chords in a Christmas carol (Joulumaa)	No	Almost	Yes
2. I can play the easiest chords in Only you	No	Almost	Yes
3. I can play the most challenging chords in Only you	No	Almost	Yes

6. KEYBOARD INSTRUMENTS AND MALLET-INSTRUMENTS

1. I am able to find D, G and A on the keyboard	No	Almost	Yes
2. I can play the most challenging chords with mallets and keyboards in Only you	No	Almost	Yes

7. PERFORMING

Has your courage to play and sing with your classmates increased during the autumn?

NOT MUCH

A LITTLE

A LOT

8. WHICH INSTRUMENT DID YOU LEARN TO PLAY THE BEST? _____

9. WHICH SKILLS WOULD YOU LIKE TO PRACTISE MORE? _____

I interviewed our music teacher concerning self evaluation. The questionnaire is for the 7th graders who fill it and give it back to the teacher. The teacher goes through the pupils' answers and gives her feedback on the same sheet. After that the pupil and the teacher discuss privately about the results if they are in line or not. This enables the teacher to give personal feedback to the pupil and vice versa. Finally, the pupil takes the questionnaire home and shows it to his/her parents who sign it. This guarantees interaction with school and parents. The process is made to be transparent for all the parties involved: teacher, pupil and parents. This is repeated every year and the pupil is able to keep track of his or her developing skills, weaknesses and strengths, which hopefully results in improved self-confidence and achievements.

The process takes a lot of time, it is not just about filling in blankets without further thinking. It is part of the curriculum and the main point is to give both the teacher and the pupil more information about the skills the pupil has acquired during a certain period of time and the skills that are developing. In other words teacher-made tests and standardized tests give information about student learning, but they do not provide all the information. Alternate forms of assessment such as self-evaluation can give that other information.

According to our music teacher the knowledge of music can be tested with a written test. The level of skills however is difficult to evaluate because of limited time and great number of pupils in a class. Marjo, our music teacher, feels that she is not able to evaluate the pupils only based on test results and few minutes of listening to a pupil sing or play an instrument. She says that the music lesson as a whole is a performance, in which many skills are required and she is unable to register all these skills and the level of these skills each and every pupil has. Therefore she uses the self evaluation as a tool to make the pupils skills more visible for both of the parties.

Each pupil reflects their own level of skills, separate from others. This presumably increases pupil's self-confidence. It is important to recognize and acknowledge one's strengths and weaknesses which hopefully results in personal development. Encouraging the pupil to strive for his best performance is also a key element. Everybody is good at something. Of course there are pupils who are not willing to try but usually that is because of the fear of failure. Positive feedback in self assessment from the teacher can work as a little push to the right direction. According to Marjo pupils usually look forward to getting the teacher's personal feedback and they are interested in finding out whether their own evaluation is in-line with the teacher's. It is about dialogue and equity.

Self evaluation in health education

Pupils evaluate themselves as a person and their behaviour concerning health issues. It is usually done by asking questions, and through discussions in the class room.

- Self evaluation in health education is not part of pupil assessment, i.e. the teacher does not use it as a tool for gathering information about pupils' personal lives in order to give a grade. Whether the pupil is leading a healthy or unhealthy life is not part of pupil assessment in health education. However, being active during the lessons and the level of knowledge acquired of the subject are the corner stones of pupil assessment.
- Self evaluation concerning knowing oneself:
 - Characteristics: things that I value, things that I am good at, ideal me, social me
 - Close relationships, experiences, disappointments, dreams.
- Self evaluation concerning habits and way of life:
 - Personal strengths in sustaining health, e.g. good relationships, family-life, the amount of sleep and rest, physical exercise.
 - Personal weaknesses, e.g. stressing out, spending a lot of time in front of a screen, addictions.
- The goal of self-evaluation in health education is that the pupils start reflecting the acquired knowledge to their own actions and choices. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves and about health in general.
- Taking responsibility and understanding one's own behaviour. Why do I make these choices?

Matkamies (Wayfarer by Tone Pavcek)

Kun kuljet, seuraa polkua loppuun saakka.

Keväällä, ruusunnupusta kukkaan,
kesällä, kylvöstä kypsään viljaan,
syksyllä, sadonkorjuusta täysiin viljavarastoihin,
talvella, kun luonto saa puhtoisin lumipeitteen,
kirjassa, viimeiseen riviin,
elämässä, kohti totuutta,
ja itsessäsi – punaposkiseen elämänhaluun

Jos epäonnistut ensimmäisellä, ja toisellakin yrittämällä
kävellessäsi elämän polkua kohti unelmiasi,
yritä

uudelleen
vielä kerran
yhä