

**Capturing a Vision: A Study of Goal Setting and its Impact on Engagement
in the General Music Classroom**

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Abstract

Goal setting is a critical skill for all students to learn in order to achieve success.

The purpose of this empirical study is to investigate the implementation of goal setting and observe if it increases engagement in the third-grade general music classroom. In this study, research and interviews of elementary teachers from other subject areas will be used to implement goal setting in the classroom. Students will be guided through the process of SMART goal setting in the beginning of the school year. Goal setting will be modeled by the teacher through lesson objectives set individually and as a group. Students will be observed during class to see if engagement improves through goal-oriented learning. In the beginning of the second semester, students will be surveyed to assess their experience with goal setting and perspective of effectiveness in the classroom setting. All results will be compiled and analyzed to evaluate the effect of goal setting on engagement in the music classroom.

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Chapter 1: Introduction**Thesis Title**

Capturing a Vision: A Study of Goal Setting and its Impact on Engagement in the General Music Classroom

Statement of Purpose

The purpose of this empirical study is to investigate the implementation of goal setting and observe if it increases engagement in the third-grade general music classroom. In this study, research and interviews of elementary teachers from other subject areas will be used to implement goal setting in the classroom. Students will be guided through the process of SMART goal setting in the beginning of the school year. Goal setting will be modeled by the teacher through lesson objectives set individually and as a group. Students will be observed during class to see if engagement improves through goal-oriented learning. In the beginning of the second semester, students will be surveyed to assess their experience with goal setting and perspective of effectiveness in the classroom setting. All results will be compiled and analyzed to evaluate the effect of goal setting on engagement in the music classroom.

Rationale

Goal setting is a critical skill for all students to learn in order to achieve success. “Top-level athletes, successful business people and achievers in all fields all set goals. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge and helps you to organize your time and your resources so that you can make the most of your life” (Personal Goal Setting). The same is true for the music classroom. A clear vision of what one is working towards brings focus, meaning, and purpose to the skills and content that need to be learned and mastered to achieve the final goal. In other words, students are engaged. When

students are engaged in learning, many difficult behavioral problems are eliminated.

Furthermore, goal setting can also build a team culture as working towards a common vision brings people together.

Expected Findings

The data gathered through this study will be used to inform future teaching practices to aid in the improvement of student engagement, ownership of learning and behavior, and the ability to set personal and team goals. I expect that the practice of teaching and implementing goal setting will improve engagement and consequently behavior in the general music classroom, as well as grow the student's ability to self-examine and take ownership of their own learning. I would anticipate that not all students will take the time or care to reflect, plan and implement these personal and team goals. Some strategies used to teach and implement these skills will be found to be more useful than others. I hope that through this study I will discover effective ways to guide the students through the process of goal setting.

Chapter 2: The Need

Student Engagement

If one were to approach a teacher and ask what their primary aim is when teaching their subject matter, undoubtedly one would receive an answer something to the effect of being able to communicate their content in such a way that students understand and master it. However, in order for this goal to be achieved, students must be engaged. Teachers understand that “if students are not engaged with the content to be mastered, they will not learn it” (Bender, 2017, p. 1). William N. Bender, an expert on instructional practices in the classroom, shares an accepted definition of engagement as “students’ cognitive investment in, active participation with, and emotional commitment to learning particular content” (2017, p. 2).

Student engagement directly correlates to a higher level of success in school and beyond. If disengagement becomes a trend that continues through all of a student’s schooling, the result can seriously affect their entire life.

For students to succeed in today’s increasingly global and complex economy and become career and college ready, they need to be able to think critically and solve cognitively complex problems. Students who just go through the motions, but are not emotionally and cognitively engaged will not develop the higher-order thinking and problem solving skills that will be necessary to compete for the jobs of the future. (Fredericks, 2014, p. 3).

This can also lead to lack of self-esteem and confidence as students have fewer areas of competence and achievement (Rader, 2005). Furthermore, if students are not engaged by the content presented, additional classroom problems present themselves beyond failure to master the given subject. Students who are not engaged become bored, and bored students often become

disruptive, which in turn creates behavior management problems that can affect the learning of the entire classroom.

Conversely, when engagement is accomplished the benefits are numerous. The previous negative results of disengagement are flipped as engaged students achieve much higher levels of success as they reach mastery of a subject, which in turn allows students' self-esteem and confidence to grow. Such classrooms have fewer behavior issues. It "can be the difference between reaching or not reaching learning goals, a satisfying day at work or a discouraging one, and an environment where artistry flourishes or where it is stifled" (Robison, 2018).

Intrinsic Motivation

But how does an educator foster this high level of engagement in one's class? How are students best motivated? Should the motivation be intrinsic or extrinsic? The primary source for intrinsic motivation is internal. A person is motivated to learn or do something due to the desire to do it "simply because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment" (Mulvahill, 2018). This is in contrast to extrinsic motivation where the source is external. In other words, a student is motivated to engage due to a reward or punishment that they want to earn or avoid (Mulvahill, 2018). Intrinsic motivation is recognized as the more desirable motivator as it produces self-motivated students. Career Analyst Dan Pink in a talk on motivation shares, "The secret to high performance isn't rewards and punishments, but that unseen intrinsic drive-- the drive to do things for their own sake. The drive to do things cause they matter" (2009). He goes on to define the primary elements of intrinsic motivation as "autonomy, mastery and purpose. Autonomy: the urge to direct our own lives. Mastery: the desire to get better and better at something that matters. Purpose: the yearning to do what we do in the service of something larger than ourselves (2009). Teachers need to find a balance

between the two motivators and help foster intrinsic motivation particularly in younger students (Mulvahill, 2018). Research shows that ways to develop intrinsic motivation include teaching lessons that hold meaning and interest for the students (autonomy and purpose), are personally challenging and provide clear accomplishment when mastered (mastery), in other words, students are deeply engaged.

Goal Setting

Goal setting provides an effective way to reach these aims of developing an engaged classroom where disruptive and inattentive behaviors are minimized, and where the intrinsic motivators of autonomy, purpose, and mastery are fostered. Research shows that such an environment results in successful learning. Rader writes:

Successful people always have had clear, focused goals that guide them to greatness. For example, it took Thomas Edison thousands of attempts and thousands of failures throughout many years to invent the electric light bulb. But he knew exactly what he wanted, and his goal kept him going until he achieved it" (2005).

In the world of education setting goals with students "improves both motivation and achievement. Goal setting encourages a growth mindset. It also supports the development of skills students need to be prepared for their future careers" (Barrett, 2019). Students in such classrooms are persistent, and problem solve to achieve their aims. "They also have the lowest average rates of mal-adaptive student behaviors, including not asking for help when it is needed" (Anderman & Patrick, 2012).

We have seen that key elements of intrinsic motivation include autonomy, purpose and mastery. These elements can all be incorporated into goal setting and implementation. Autonomy is given by "nurturing the students' sense of control over their behaviors and goals" (Pino-James, 2015).

This can be done by allowing the student choice in setting the goal, ways to achieve it, what success will look like etc. Purpose is outlined by a clearly defined goal and path to reach it.

Mastery is achieved when the goal is accomplished.

The Process: SMART Goals

In order for goal setting to be effective in bringing about such high levels of engagement certain considerations must be taken into account. Rader writes that goals should be specific, written down, have a plan of action, reflected on and celebrated when achieved (2005). One method of writing goals that has become popular in recent years is the SMART goal method. SMART is an acronym that stands for specific, measurable, attainable, relevant, and time-bound (Connell, 2016). This means that goals are clearly identified, then can be measured for achievement, they are realistic to complete, they are worthwhile, and have a time-frame (Set Smart Goals, 2016). This process can be completed for individual goals, or as a group.

Thus, the process of creating SMART goals with one's students has the potential to foster intrinsic motivation as it can provide a platform to engage those intrinsic motivators of autonomy, purpose, and mastery. Such intrinsic motivation would contribute to an engaged classroom. A classroom that is focused and has minimal behavioral distractions. In such a classroom one would expect to see high levels of achievement in learning.

Chapter 3: Goals in Action

Preparation

The first step of the study was to gather information that could be used to model and shape goal setting in the third grade general music classroom. The information needed to provide ideas for engagement and motivation, the use of goal setting to meet these aims, and the process of implementation in the classroom. These resources came from a group interview with other elementary teachers and supplemental research.

Interview

The group interview was conducted in August with three elementary teachers in the same district where the study was to be conducted. The teachers were all female, and their teaching backgrounds included K-6 life skills, 4th grade learning support, 2nd grade and Kindergarten experiences. They have been working as public school educators between 7-15 years. Questions were prepared for the interview (see Appendix A), but the actual conducted interview became more organic as the conversation between teachers ebbed and flowed. The main discussion, however, did focus on the questions listed below:

- Do you use goals in your classroom? If so how?
- Are your goals student generated?
- If you use goals, how do you introduce them to your students?
- How do you maintain goals overtime?

The teachers shared that they do set goals with their students and see it as a valuable tool to aid motivation and engagement. The special education teacher shared that she shares the specific IEP goals with her students, and testing day is actually an exciting one for students as they are

excited to see their progress. She went on to share that she provides immediate feedback related to their goals and is sure to celebrate their achievements. The other teachers shared their methods of sharing goals with students which included sharing charts with students and using ClassDojo. They also reiterated the value of tracking and celebrating met goals. When asked if goals were student-generated in their classroom, they all responded yes, especially for behavior goals, but they provide a lot of guidance. The teachers have discussion with the students, provide choices, and work to guide the students through good decision making, problem-solving, and how their choices have positive and negative consequences. For content goals, they said they set them as a group, but still bring the students into the process. One shared that it's important to break down long-term goals into short-term goals for the students. They all tracked the goals using a variety of different methods. For behavior, they often use something big and colorful that all the students can see. Other ideas were ClassDojo and personal folders for reading progress. Some final thoughts that were shared included the admonition that while teachers love creating clear goals and it's important to stay simple and consistent. A few good goals are better than too many as one can easily get lost in the many new initiatives. That following through on a few goals is much preferred to trying to implement too many and then becoming inconsistent.

Implementation

The final step was to gather additional research needed for the process of implementation in the third-grade general music classroom. Resources for teaching SMART goal writing were found (see Appendix B) and chosen to guide the students through the process of goal writing. Goal writing was introduced and practiced during the first few lessons of the school year. Students were given a draft paper (see Appendix B) that helped them understand what SMART goals are and how to write them. The class had a discussion and activity that helped them learn

the difference between specific/non-specific goals, for example ‘get better’ versus ‘learn a song on bucket drums.’ Then were guided through the draft paper, where they identified their goal, how they would reach it, specify a timeframe, and if it was realistic for music class or not. Once the draft paper was completed, they were given a goal paper (See Appendix B) and asked to write their goal in sentence form. Some of the students’ goals included ‘play a song on bucket drums,’ ‘play a song on xylophones, and ‘play a duet.’ The goals were then collected, graded and saved by the teacher to be redistributed during the following semester.

Additional Goals

Another aim of the study was to model and use goal setting on a short-term scale throughout each lesson in order to build motivation and engagement. Objectives of lessons were presented by way of a PowerPoint, and behavior goals were set at the beginning of the year and tracked with a behavior chart. If the behavior goals were met by the end of a marking period, the students were rewarded with a special fun day in music class. As the winter concert approached students had clear goals before them, as they worked to learn their repertoire and meet the performance goals of big voices, motions, attitude and behavior. The students earned their first reward day at the end of the first quarter, in November, as they had reached their behavior goals. However, they did not reach their behavior goals for the second quarter period, and so did not receive a reward day. During the second semester, group content goals were presented with a greater visual emphasis for the students. A poster (see Appendix C) was placed in the classroom, that showed the primary songs that would be worked on for the third quarter. The poster also included skills to be mastered such as rhythm. Once students mastered a song as a group a star was placed on the chart. If they achieved a specific skill goal such as writing a rhythm composition using level 1 rhythms, they also were awarded a star. Levels were created once

certain skills were attained. The tangible representation and celebration of a goal has been seen to be motivating to the students as they have been more engaged and consequently behavior as a whole improved during the third quarter as seen by the improved status on the behavior charts.

Reflection Survey

The final step of the goal writing process was reflection. For this process a google form was created for the students use (see Appendix D). In the beginning of the second semester, students' written goals were returned to them. They then completed the google form reflection.

The questions are listed below:

- What was your goal?
- Did you meet your goal?
- On what song or activity did you meet it?
- If you did not, why?
- Did writing a goal help you in music class?
- Why or why not was goal writing helpful to you?
- Would you like to write goals again?
- How could it be better if we did it again?

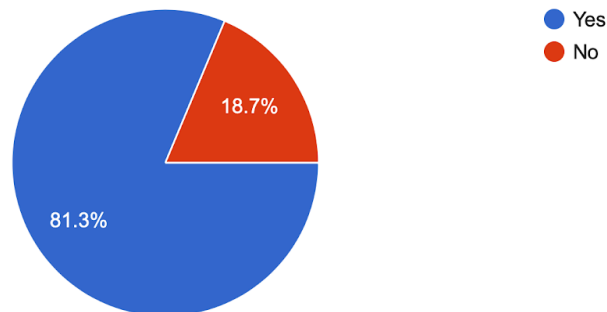
Of the 91 responses (see Appendix E), there were a large variety that ran the gamut of thoughtful and insightful to rushed and careless. However, there were only a few that entered the latter category and overall the students' responses were helpful and positive. Most of the goals written were to play a song on an instrument that we would cover in class, such as the bucket drums.

81.3% of the students said that they met this

goal.

Did you meet your goal?

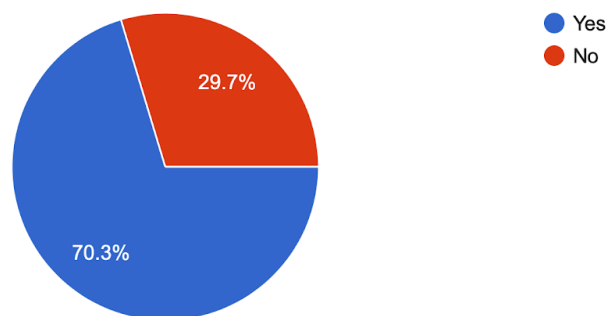
91 responses



For the students who did not meet their goals some replied that they did not because “We didn't do it in class,” “We didn't have time,” or “because I was bisey” (responses are included in their original format and spelling). 70.3% of the students answered that writing goals in class was helpful.

Did writing a goal help you in music class?

91 responses

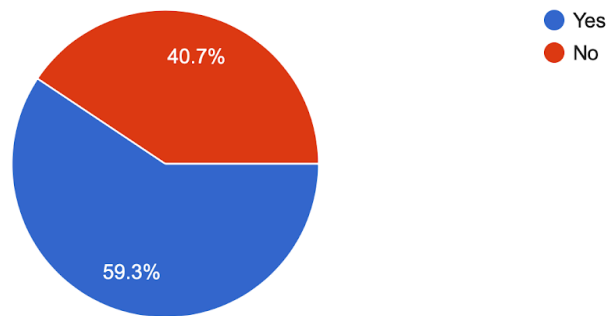


When asked why or why not responses included, “because it made me work hard,” “it helped me be cofident,” “because it motavatid me to reach my goal,” “It incureged me to do my goal,” “It challenged me,” “I for got about the whole thing,” “didn` t need it,” and “It didn't help me reach

goal.” 59.3% of the students responded that they would like to write goals again.

Would you like to write goals again?

91 responses



And when asked how goal writing could be improved students answered, “if it was done we got pizza,” “it could be better by maybe reaching our goal faster or sooner!,” “I would have more practice,” “Pick a different goal,” and “It would be beter if we look at it alot!”

Chapter 4: Reflection

Results

The intent of this study was to observe the effect of goal setting in a third-grade general music classroom. To observe whether engagement and motivation were increased and to discover effective ways of implementing goal setting. To accomplish this project research and a group interview were conducted in order to gather information needed to begin goal setting. During the school year students were guided through the process of writing SMART goals. In addition, short-term goals were modeled in the classroom by presenting lesson objectives, working up a classroom behavior chart, and by creating posters with songs and skills listed that were to be worked towards as a class. Finally, during the second semester students completed a reflection survey on their written SMART goal.

Through the process of the study, goals were found to be effective in increasing engagement and motivation. However, many lessons were learned about effective implementation. For instance, in the beginning of the year all lesson objectives were presented through a PowerPoint as a way to model short-term goals in each lesson. The students did not engage well with this format of presentation. Later in the year, when objectives were simplified by placing just the song and specific skills (such as writing a rhythm poem using level 1 rhythms) on a poster for each class, this was found to be much more motivating and engaging. The poster built a sense of teamwork as each section of third grade had their own poster and became naturally competitive to meet the goal before other sections did. In addition, the poster added the important element of celebration, as when goals were met stars were added to the chart and sometimes a reward such as goldfish was also awarded. Once these posters were added to

the classroom behavior improved, as evidenced by the behavior chart, indicating that students were more focused and engaged.

The process of student written SMART goals and the subsequent reflection survey revealed several insights. Approximately three quarters of the class met their goal and thought writing goals was helpful, but just over half the students would like to write them again. Using their open-ended questions to interpret this data, it seemed that students enjoyed the sense of accomplishment given through reflection of a met goal, however this was diminished by the amount of time that had elapsed between the writing and the revisiting of the goal. Furthermore, the actual writing of the goal became a fairly long and tedious process as it was a fairly open-ended task and many students struggled to write a goal that was appropriate for music class.

Moving Forward

This study has provided many lessons and opportunities for growth. In the future, it would be good to study how the effectiveness of individual writing could be improved by giving the students more guidance in the task. For example, a menu of choices rather than expecting them to write a goal open-endedly. Furthermore, the goal would be reviewed frequently, and reflected on in a shorter amount of time. The goal would be celebrated and the whole process repeated several times through the year instead of just once.

Conclusion

In conclusion, setting goals and engaging students in this process is a valuable tool in the general music classroom. It brings focus to the lesson and raises engagement and motivation among the students. Providing a way for students to make these goals even more personal by writing individual goals is also highly beneficial. However, the method by which goals are implemented in the classroom is critical for success. It was seen that students engage more with

goal setting when goals are specific, reviewed frequently, visual, meaningful and are celebrated when achieved. This study has taught the researcher many valuable lessons about student engagement through goal setting and provided many new ideas to implement in the classroom. It is the hope of the researcher that others would be able to take these insights and reflections and use them in their own classrooms in order to engage their students more effectively.

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Appendices

Appendix A: Interview Questions

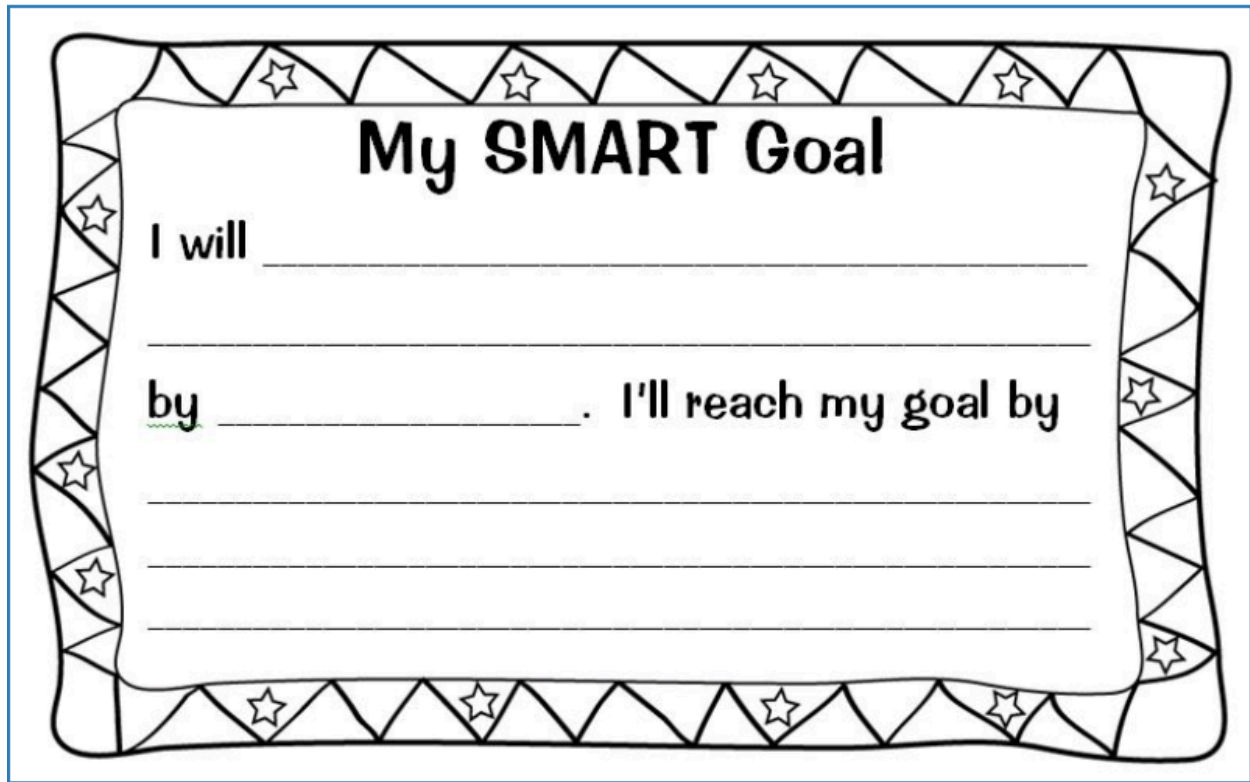
Interview/Focus Group Questions

- What strategies do you use to engage/motivate students?
- What strategies do you use to manage/improve behavior?
- Do you think goals help improve student engagement and behavior?
- Do you use goals in your classroom? If so how?
 - Personal as a teacher
 - For students
 - For behavior
 - To guide content
 - Skill Development (character)
 - Student generated?
- If you use goals, how do you introduce them to your students?
- How do you maintain goals overtime?
 - track them?
 - provide feedback?
 - reward?
- Familiar with SMART goals? Thoughts?

Appendix B: SMART Goal Planner and Form

B.1 - Planner

S.M.A.R.T. Goal Planner		
Specific	What <u>EXACTLY</u> do I want to happen?	
Measurable	I will know I have reached my goal when....	
Attainable	With hard work, is it possible to reach this goal by the deadline?	
Realistic and Relevant	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
Time-Bound	I will reach my goal by:	

B.2 - SMART Goal Form

My SMART Goal

I will _____

by _____. I'll reach my goal by

Appendix C: Goal Posters

- **DOUBLE DOUBLE POEM**
with a partner
- **E PAPA WAIARI** *with a partner on rhythm sticks*
- **JOHNNY COMES MARCHING HOME** *on instruments*
- **LIL LIZA JANE** *on instruments*
- **THREE LITTLE MONKEYS**
on instruments

- **READ L1 RHYTHMS** *by playing a song on an instrument*
- **WRITE L1 RHYTHMS** *compose a poem*

Whiz Rhythm Level!!!

- **READ L2 RHYTHMS** *by playing a song on an instrument*
- **WRITE L2 RHYTHMS** *compose a poem*

CrackerJack Rhythm Level!!!

- **NOTE NAMES ON A STAFF** *matching game*

Appendix D: Reflection Survey Form

Goal Reflection

Complete the questions below. Some are choices, some need to be typed.

Name

Short answer text

What was your goal? *

Long answer text

Did you meet your goal? *

☐ Yes

☐ No

On what song or activity did you meet it? *

Short answer text

If you did not, why?

Short answer text

Did writing a goal help you in music class? *

☐ Yes

☐ No

Why or why not was goal writing helpful to you? *

Long answer text

Would you like to write goals again? *

☐ Yes

☐ No

How could it be better if we did it again? *

Long answer text

Appendix D: Survey Results

What was your goal?	Did you meet your goal?	On what song or activity did you meet it?	If you did not, why?	Did writing a goal help?	Why or why not was goal writing helpful to you?	Would you like to write goals again? How could it be better if we did it again?
play a song on the bucket drums.	Yes	the christmas song.	i met it	No	it got forgetting it	No it did not help
To play the bucket drums by November	Yes	Jingle bells at our Christmas show		Yes	Yes, because it helped me learn how to play songs on the bucket drums	Yes no
to play the drum	Yes	i went to the animal fair		Yes	it was because it was fun	No if it was done we got pizza
to play the drums.	Yes	monkeys every were.	no	No	it was not helpful	No i think it was not helpful
to play a song on bucket drums	Yes	monkeys every were		Yes	so i can know drums	No fun.
To play a song on the bucket drum.	Yes	jingle bells.		Yes	it did because it made me remember.	Yes it will be remembered.
to play the bucket drums	Yes	for the christmas show	.	Yes	it was helpful because it helped me with learning a song on the bucket drums	Yes it could be better by maybe reaching our goal faster or sooner!
play a song on the xylophone	Yes	a halloween song		Yes	it helped me reach my goal	Yes i would have more practice
to play bucket drums	Yes	christmas		Yes	yes it did because i LOVED it!	No i said No
play on the bucket drums.	Yes	christmas		Yes	yes it did because it was fun	Yes it is fun.
to play a song on the bucket drums.	Yes	i went to the animal fair		Yes	it did help because i learned to play the drums	No i could do it better
bell	No	crismis song on the bell		No	becuase i cant play the bell	Yes for i can play the bell
drums	Yes	i went to the animal fair		No	because it did not help	Yes we could make it longer
play buck drums	Yes	i went to the animal fair		Yes	because it made me work hard	Yes i cud pick a beter chos
play the bucket drums	Yes	monkeys every were		Yes	so i could beat the goal and help me at home	Yes it could help me at home
play on the bucket drums	Yes	jingle bell		Yes	it helped me be confident	Yes it would write one again
I will play a song on the bells.	Yes	Jingbell	becuse	Yes	it is good hand writing	No not a good idea
bucket Drums	Yes	i went to the animal fair		Yes	yes i lerned to play bucket drums	Yes i wold larn more
to play on the bucket drums	Yes	jingle bells		Yes	to know what my goal	Yes so we can learn it better
my goal was bucket dums	No	i went to the animal fair		Yes	it help me because when i practice i got better	Yes because i like it
learn the bucket drums and write a song and i will practice the song.	Yes	jingle bells		Yes	My goal writing was helpful because it is hard on my own.	No not cool.
bucket drums	Yes	i went to the Animal Fair		No	Because i wasn't here when they wrote them.	Yes No
work hard	Yes	songs		Yes	to help me consortrat	No work harder
playing games for life and play football	Yes	no i didnt meet my song	i didnt lern it case i didnt want to	Yes	to help me onder stand	No i dont noe
to play bucket drums.	Yes	The animal fair		Yes	because it motavald me to reach my goal.	Yes because it is fun to learn play and have fun on instrments
play a song on bucket drums	Yes	jingle bells		Yes	it helped me not be bored	Yes we could play together
To do bucket drums	Yes	jingle bell		Yes	it is helpful because you try to get the goal	Yes It could be better because more people will try harder
play a song on the drums better.	Yes	animal fair	i made it	Yes	i thought if i made my goal it would make me have a better reputation.	Yes it would make us feel good
To play on the buckeldrums and sing a solo for the audience.	Yes	i went to the animal fair		Yes	Yes, it was helpful because it helped me get to things in life.	Yes it would be better if i knew how to sing the song.
TO play a song on bucket drums	Yes	I WENT TO THE ANIMAL FAIR		Yes	IT WAS HELPFUL because i got stuff right	No i would reach my goal
To play a song on bucket drums being focosed	Yes	At the animal fair		Yes	It incured me to do my goal	Yes Yes
To play on the bucket drums	Yes	yes	it did help me	Yes	it was helpful because now i now how to	Yes i would have more goals
isin to the techer when she tacks	Yes	On the animal fair		Yes	It was in kriging to me	Yes Yes
learn how to read all notes	Yes	no	i do not have a song gool	No	i try it	No i do not know
To play on the bucket drums	Yes	when we did chart activity		No	it is not because i think it is easier to type on my crone book	No by doing it on my crone book
play a song on the drums.	Yes	i went to the animal fair		Yes	Yes, it was helpful because it helped me get to things in life.	Yes it could be better by if i knew the song.
to play on the bucket drums.	Yes	animal fair		Yes	it was helpful because i can let it all out	Yes to listen and don't give up
to play the buck grm	Yes	jingle bells		Yes	so you look back at it.	No to help you.
play a song on bucket drums	Yes	a zoo song		Yes	so i can look fowrd to do some thing	Yes there is many things to chrie
		jingle bells		Yes	because now i can do my goal.	Yes i would like to do it again because it would be better

What was your goal?	Did you meet your goal?	On what song or activity did you meet it?	If you did not, why?	Did writing a goal help?	Why or why not was goal writing helpful to you?	Would you like to write goals again?	How could it be better if we did it again?
drums songs	Yes	songs		Yes	goal writing was helpful because I can now do my goal	Yes	it would be good so that I can get better at bucket drums.
Lern Rhythms	No	no	I didn't	No	it never happened	No	a easier task
play a song on the drum	Yes	gingolbels		Yes	it was becues i got beder at music class	Yes	net hand writing
play a song on the bucket drums	Yes	animal fair		Yes	It was helpful because I can let it all out	No	Learn rhythms and listen
Create a song and make a band	No	nothing	We did not do it in class because the song was not piano type	Yes	It challenged me	Yes	become a singer
to play the xyl	No	none		No	it was not because I forgot the goal	No	not better
song on bucet drums	Yes	jingle bells		Yes	learned to play a song	No	don't know
to play the drums	Yes	yes I met it	yes	No	it did not help	No	practice
to play a song on the drums.	Yes	jingl bells		Yes	It helped me learn how to play the drums	Yes	we could do it on our chrome book.
creat a song	Yes	rhythm composition		Yes	to make me work harder	Yes	so you can do another goal
play the nashente arithom on the drums	Yes	star spangolaid banner		Yes	it kept me calm	Yes	by ... making it better
I will play on the drums	Yes	I went to the animal fair		Yes	so I could learn	Yes	so I keep learning
		at home and a song called Dig It from the movie Holes and I also did that song because it is also a song from my dance class			because we were working on bucket drums and it helped me focus on what we were learning about	Yes	we can all do a solo in front of the class so everyone can know our goal and Mrs.Coates can see our goal live in class so we can do it for fun and practice at the same time
Play a song on the drums	Yes			Yes			
play five song on the drums. (I only got three.)	No	Jingle Bells, The Animal Fair, and Carol of The Bells	Because my music class only did three drum songs	No	I for got about the whole thing.	No	I could forget it again.
song on cups	No	no		No	no	No	no
play on the drums	Yes	jingle bells	i met my goal	No	i forgot all of stuff	Yes	if got in or head
play song on the xyl	Yes	skin and bones		Yes	i forgot stuff	Yes	more stuff
to play song on the bucket drums.	Yes	winter play.		No	didn't need it.	No	write a different better goal
My goal was making a capella song.	Yes	We watched capella singers and sang 2 songs.		Yes	it help me by learning new types of music.	Yes	It would be better by doing a goal even harder.
Play a song on the bucket drums.	Yes	Bucket drums		No	yes	No	Pick a different goal
xyl.	Yes	in music		Yes	so i can remember	Yes	i can play paler
to use percussion	Yes	Loby Loi		No	i knew my goal	No	i can learn some new things
					the only reason I'm doing better is because i'm actually listening in class to learn all my songs by heart.	Yes	nothing
learn songs	Yes	double double poem		Yes		Yes	nothing
To create a song and not get an ODR.	No	I didn't.		No	I don't know.	Yes	I could try again.
To read writhums	Yes	On jingbells		Yes	I don't have many goals.	No	bigger goals
play a s song on the xylaphone	No	jingle bells and the animal fair	We didn't do it in class	Yes	It was challeging	Yes	I want to play the bucket drums
play a song on the buckltdrum	No	the animal fair and jingle bells		Yes	Because when I wrote one it got me threw everything	Yes	Because
creating motions for a song	Yes	Rouldoulph		Yes	Help me stay focused	No	No
My goal is to play a song on the bells	No	Any song	We didn't have time	No	It didn't help me reach goal	No	Be reaching my goal
to learn to play lerored neak raindeer	Yes	lero red neak raindeer		Yes	becuse i focts	Yes	nothing
to play a song on the bucket drums	Yes	carol of the bells		Yes	it was because it mad me happy	Yes	if we want to do a different goal
							wha?
play a song on the bucket drums	No	never	I didn't	No	wha? wha? I don't no?	No	
To play the buket drums	Yes	Bells song	I met the goal	No	No I did not like it	No	Others mite like it
to play on the drums.	Yes	on jingle bell.		Yes	for i can focus.	Yes	by playing the bells.
My goal is to play a song on the bucket drums!	Yes	carol of the bells!		Yes	It was helpful for me because if I forgot I could gest look at it!	Yes	It would be beter if we look at it alot!
to play a song on the bells.	No	nothing.	we did not do it.	No	I did not get to do it.	No	nothing.
							it would be better because
to play a song on the xyl	Yes	the famous man	because I was bisey	Yes	it was not helpful because I did not get a lot of practice	No	I should get practice
play a song on the bucket drums.	Yes	jingle bells		Yes	it helped me focus in music class and work exrta hard.	No	nothing
play bucket drums.	Yes	jingle bellies .	nothing .	Yes	it was.	Yes	i will practice hard.
to sing a duet	No	nothing	we did not sing a duet in class	No	it wasn't help because I did not do it.	Yes	nothing
learn to do a solo on a song	No	no	I was not chosen	No	it was NNNNNNOOOOTTTT because I did not get to do it	No	no
try to play songs	Yes	playing songs on a drum	but I did	Yes	it was not because it help my brain know more about music	Yes	I would know more about music

What was your goal?	Did you meet your goal?	On what song or activity did you meet it?	If you did not, why?	Did writing a goal help?	Why or why not was goal writing helpful to you?	Would you like to write goals again? How could it be better if we did it again?
To play a song on a drum.	Yes	Jingle bells.	I did it.	Yes	This goal helped me because it helped me learn how to play the drums.	No right another goal that is better and do it over and over.
My goal was to play a song on the rhythm sticks.	Yes	The song I played on the rhythm sticks was a famous man.		Yes	It helped me focus.	Yes it could be better by thinking of a better goal.
Play a song on the bucket drums	Yes	Carol of the bells		Yes	It helped me focus	Yes you could ad did you reach your goal
play a song on the bells	No	in music class		Yes	it was not helpful	No I don't now
To sing a song.	Yes	Dancing Monkeys		No	It was not help full because I did not get better at singing	Yes nothing
to play bucket drums	No	i didn't meet my GOAL!!!!!!!!!!!!!!	you didn't pick me	No	it was not helpful because we don't play drums in class	No to help me
i will play a song on the bells	No	Music		No	Writing was helpful to me because i get better at writing.	Yes Good
to play the drums	No	nothing	because i do not have a drum set any more	No	because we do not play drums in music	Yes to help you do new stuff.
to play a song on the xyl	Yes	down to the backer shop		Yes	yes	Yes i would work hard
play on a duet	Yes	double double this this		Yes	it helped me focus	No nothing
my goal was bucket dums	Yes	I went to the animal fair		Yes	It help me because when i practice i got better	Yes because i like it

