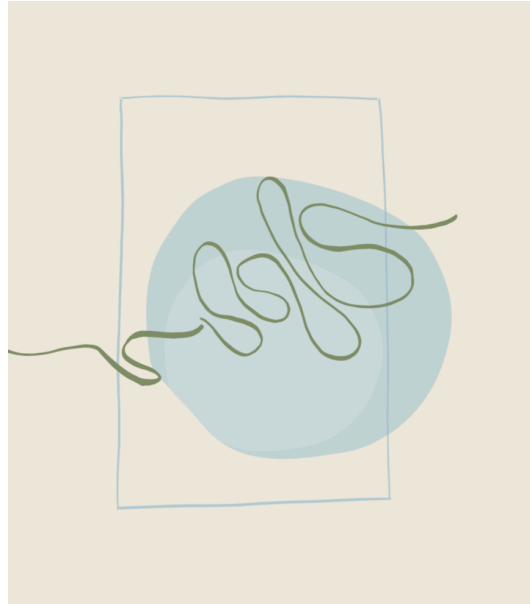


## Exercise 14: Mapping Growth

[A student adaptation of Exercise 8: *Visualizing the Learning Trajectory*]



### Instructions

Step 1 - Ask students to sketch out a visual image of their music learning journey, from when they first started until now.

Step 2 - If possible, present students with the visual aid you created in exercise 8, or some visual representation of your own practicing journey. Point out the difference between a big-picture look at growth over time, and a “zoomed in” version, which shows all the ups and downs that occur along the way. Challenge yourself to describe learning as a journey; use language that suggests complexity and change rather than steady, upward movement. Describe to your students how skills become more solid over time, but in the early stages it is normal for them to be inconsistent and require lots of re-working and re-learning.

Step 3 - Ask students to think of a piece they have had a difficult time mastering, and create another image of their learning journey with that specific piece. Encourage them not to smooth out their ups and downs, but to see them as a normal part of the process.

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