

The Agile Centered Classroom

How do we actively engage students in lifelong music learning and participation?

This Agile Centered Classroom presents a new framework for music education based on the Agile Development Instructional Framework (ADIF) that provides music students the opportunity to problem-solve, plan, collaborate, and to be accountable for their work in the classroom. It is the realization that each student has the inherent capacity to evaluate, plan, execute, and evaluate a musical experience in a way that is valuable to both the individual and the group.

The foundation of the ADIF Philosophy cultivates students' active participation, self-monitoring, recognition of collective action, and promotes shared group understanding. The Agile Centered Classroom integrated with traditional music instruction, offers a clear outline of sequential steps and skills that facilitates student inquiry, collaboration, problem-solving, and creativity

The Agile Development Instructional Framework (ADIF)

Introducing the ADIF process to a choir begins with explaining the process, its expectations, terms involved in the process, and procedures for Sprints (short student-led rehearsals). During rehearsals, the director posts specific learning objectives for the students that clearly label each activity and the intended outcomes. Posting and discussing the learning goals is paramount to help students become aware of the focus of the activity, the desired outcome, and how to apply new understanding toward future learning.

Ensemble Sprint Planning - Guided practice for the ensemble on the ADIF processes led by the director.

Sectional Sprint Planning - Groups formed from the ensemble meet collaboratively to plan, problem-solve, and prioritize areas of concern identified by each group member.

Sprint Sectionals - Each section begins their timed Sprints (short rehearsals) led by students. Each Sprint focuses on one area identified during the Sectional Sprint Planning process.

Sprint Assessment - At the end of the timed Sprint, each section performs for the ensemble to evaluate whether the selected concept or skill was mastered. Students in each group answer the following questions:

1. What went well?
2. What did not go well?
3. What could be improved?

The ADIF paradigm is a shift away from direct/monologic instruction, to a more active indirect/dialogic pedagogy encouraging deeper learning and deliberate practice. The Agile Centered Classroom provides a reliable structure to implement national and local standards, develops active student-centered problem solving, collaboration and accountability, enhances the quality of student participation and concert performance, and supports teacher reliability and accountability of music education.

Ackles, Brian O. 2018. Agile Development Instructional Framework (ADIF): *A New Strategy for Student-Centered Music Education*. Choral Journal, September 2018. Vol. 59, No. 2