

Exit Tickets in Music Class: Prompts, Tips, and Strategies for Student Reflection

An exit ticket is a short reflection or response activity that students complete at the end of a lesson or rehearsal. By incorporating exit tickets, music teachers can achieve a variety of goals, such as:

- Encourage student voice and reflection
- Check for understanding
- Inform future rehearsals or classes
- Promote active listening and ensemble awareness
- Support student accountability and individual growth

Explore the following prompts and strategies to bring student voice to the forefront of your music classroom. Remember: Be intentional about when you collect exit tickets. You don't have to use them for every rehearsal or general music class. Focus on moments when they will be most meaningful.

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Post-Rehearsal Review: Prompts for Ensembles

Beginning of the Rehearsal Cycle (Sight-Reading & Early Learning)

- What was the most challenging part of today's sight-reading? How did you approach it?
- What do you already like about this piece, and what are you curious to learn more about?
- What section of today's music felt easiest to play? Why?
- How does this piece compare to others we've played? What makes it unique?
- If you could ask the composer one question about this piece, what would it be?
- What's one musical goal you have for this piece by our next rehearsal?
- What section of the piece do you think will need the most individual practice? Why?
- What's one thing you can do at home to improve on this piece before the next rehearsal?

Mid-Rehearsal Cycle (Building Musicality & Refinement)

- What section of today's rehearsal showed the most improvement? Why?
- What is one area where we still need to improve as an ensemble?
- How did your section contribute to the success of today's rehearsal?
- What was something you noticed about another section that helped the ensemble?
- What is one musical detail (dynamics, articulation, phrasing, balance) you focused on today? How did it impact the music?
- If you were conducting today, what would you have the ensemble focus on next?
- What's one thing the group did really well today that we should keep doing?
- How did you demonstrate active listening during today's rehearsal?
- What's a small change you could make in your playing that would have a big impact?
- If you had to teach someone a tricky part of this piece, how would you explain it?

End of the Rehearsal Cycle (Final Polishing & Performance Prep)

- What section of the piece do you feel most confident about? Why?
- What is one thing you want to remember while performing this piece?
- How does this piece make you feel when you play it? How do you want the audience to feel?
- What's one last detail we should focus on before the concert?
- If you could give the ensemble one piece of advice before the performance, what would it be?
- What do you think the audience will enjoy most about this piece?
- What's one personal goal you have for the performance?
- How well do you think the ensemble communicates the emotion of the piece? What could make it even stronger?
- Imagine you're an audience member hearing this for the first time. What would stand out to you?
- What's something you've learned from working on this piece that you can apply to future music?

Promoting Student Voice: Prompts for General Music Classes

Encouraging Reflection & Student Voice

- What was your favorite musical activity today? Why did you like it?
- What is one new thing you learned in music class today?
- If you could teach someone else one thing from today's lesson, what would it be?

Checking for Understanding

- What is one word you would use to describe the music we listened to today? Why?
- Can you name (or draw) one instrument we used today and describe its sound?
- What was a challenge for you in today's lesson? How did you try to overcome it?

Building Musical Awareness & Expression

- How did the music we played or sang today make you feel? Why?
- What's one thing you would change about today's performance?
- What is one way you used your body to match the music's dynamics (loud/soft) or tempo (fast/slow)?
- If you had to teach today's song to a friend, what would be the first thing you'd tell them?

Encouraging Participation & Growth

- What is one thing you want to get better at in music class? How can you practice it?
- If you could add something to today's music class, what would it be?

Exit Ticket Tips and Tricks

Here are some **tips for using exit ticket prompts in music class** to ensure they are effective and manageable:

1. **Keep It Quick & Simple** - Exit tickets should take only a minute or two to complete.
2. **Choose the Right Format** - Use index cards, sticky notes, or digital tools (Google Forms, Figjam, Padlet, or Seesaw).
3. **Align with Daily Goals** - Select a prompt that connects to what students worked on that day.
4. **Make It Low-Stress** - Emphasize that there are no “right” or “wrong” answers—just reflections. Use exit tickets as a way to hear student voices, not as a graded assignment.
5. **Review & Respond** - Look for trends in student responses to guide future lessons and rehearsals. Share key insights with the class, such as common struggles or favorite moments.
6. **Vary the Approach** - Mix up the format—some days, have students write responses; other days, use a think-pair-share model. Try using drawings or emojis for younger students to express their thoughts.
7. **Use for Student Ownership** - Encourage students to set personal music goals based on their responses. Let students suggest future prompts or reflect on their progress over time.
8. **Make it Accessible** - Allow students to record audio or video exit tickets, if that’s more appropriate for their age and ability.