

Entry 5

Formal Observations Guiding Questions for a Single Lesson

Name: Bobbi Ehrlich School: Bluemont Elementary

Grade Level/Subject Area: Music – Kgdn Date of Lesson: 1/22/14
(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)

1. What are your goals and objectives for the lesson? What do you want the students to learn and be able to demonstrate?

I'm looking for the students to understand high, middle, low and be able to demonstrate this on the bells. I'm also looking for a beginning understanding of loud versus quiet. This lesson is a transition between the two concepts to see if they can begin to separate the two ideas in their minds.

2. Why are these goals and objectives suitable for this group of students? What evidence do you have that you have high but reasonable expectations for your students?

The students understand high and low, so now we are putting a middle pitch in. They have demonstrated that they can play the bells in their first week back, now we are just singling out some pitches. The students are quick to pick up on concepts as long as they are challenged, so I think they will pick up on each of these concepts pretty quickly.

3. How do the goals and objectives build on previous lessons and how do they lead to future planning?

Previously we introduce high, middle, and low with the counting song, and now we are transferring that to a higher level of thinking by putting it onto the bells. By introducing loud versus quiet, we can begin to differentiate. The next class they will be seeing that pitch level and dynamic AREN'T the same thing and work to separate those in their minds. This will prepare us for my unit, which will be learning all about the instruments in the orchestra, where they should then be able to tell pitch and dynamic.

4. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?

Students have trouble being able to separate pitch and dynamic. I am hoping that by putting the two concepts in two different portions of the lesson and emphasizing this difference and the transition there, they will begin to separate them in their minds.

5. How do these goals and objectives align with a.) National and/or state standards, b.) District standards, goals, or scope and sequence, c.) School QPA/NCA Targeted areas of Improvement?

This lesson touches on many different national standards (4 I believe). This district scope and sequence looks for children to be able to tell pitch and dynamic differences, so that is right on target.

6. How do you plan to engage students in the content? What will you do? What will the students do?

Students will have the chance to play instruments, move around the classroom, and use critical thinking skills to stay engaged in the content. My job is to make sure that all students are involved in the lesson with rotation through instruments and proximity to assess the students.

7. What instructional materials, resources, and technology will you use?

The songs used mostly come from the Spotlight on Music textbook as well as one song that I found online. I will be using the stereo system and document camera to assist in teaching the students. They will have bells to play on.

8. How do you plan to assess student achievement of the goals?

My assessment will be informal, through questioning and observation of individual performance.