

Entry 5

Formal Observations Guiding Questions for a Single Lesson

Name: Bobbi Ehrlich School: Bluemont Elementary

Grade Level/Subject Area: 3rd grade Music Date of Lesson: February 17, 2014
(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?

Goals:

Students will develop a stronger understanding of rhythm and it's division into quarter notes and eighth notes. Students will also begin to understand the relationship of pitch and direction.

Objectives:

Given a beat track, students will demonstrate a steady beat through different body actions with 90% accuracy.

By the end of the lesson, students will perform rhythm cards in succession with 75% accuracy.

By the end of the lesson, students will differentiate between rhythm and steady beat and be able to perform each with fewer than 3 mistakes.

By the end of the lesson, students will decide if a melody is going stepwise up or down and be able to notate this with fewer than 2 mistakes.

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?

These goals and objectives are suitable because these students are currently working on steady beat and rhythm. Last lesson we struggled with some objectives that were at a higher level, so this time I will be backing it off and approaching it at a slightly different angle. By taking it back a couple of steps, I'm hoping that they will be able to grasp it and therefore fly through things a bit easier.

As far as the pitch and direction, this is my first time working with them on this. I am hoping by incorporating the boomwhackers and some body percussion, the students will be able to grasp onto this idea of pitch pretty easily.

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

These build on previous lessons by having the students begin to work on refining their abilities with quarter notes and eighth notes. They are getting a lot better at knowing the counts that go with the rhythms, but keeping it steady has been a problem. In order to be able to move into instruments and playing melodies, the students have to understand steady pulse and feel that internal rhythm. By learning a bit about pitch and melodic direction, the students will also be building up into playing instruments.

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

A common difficulty that I have seen when working with the students already is that they don't really feel the steady pulse when asked to use their brains. They can mimic and keep this pulse, but they become overwhelmed when asked to do something on their own. I hope that through repetition and immersion in steady pulse, the students will begin to grasp this so that it becomes natural and then they are free to use their brains in the creative processes.

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?

These goals target the national standards 1, 2, 3, 5, 6, and 7. In the district curriculum, the students are back in grade 1 and 2 for the scope and sequence, learning pitch direction and notation as well as quarter notes and eighth note rhythms. This is where the students are at developmentally in music though, so that's where we are going to learn.

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

Students will be engaged in the content through kinesthetic movement, vocal production, instrument performance, and visual learning. The students will have the chance to clap and count, use word rhythms, play instruments, play games, and sing. I will be leading the students through, using rote-teaching, copy-me activities, and some guided teaching.

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

I will be using a speech poem – Bee Bee, Bumblebee with the students as well as the song Hot Cross Buns. Throughout instruction I will need my CD containing a beat track, laptop/video/projector/YouTube video, rhythm sticks, miscellaneous non-pitched percussion instruments, Boomwhackers (B, A, and G), and dry erase crayons in matching colors to the boomwhackers. I will also need rhythm cards for the rhythm card drill.

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

Most assessment will be done through observation of students as they perform the various portions of the lesson. There will be multiple opportunities for them to perform alone or in small groups in some way that proves to me that they are understanding rhythm and pitch. Simple group responses to questions about melody direction will help me to see if they are starting to understand this concept as well.