

Entry 5

Formal Observations Guiding Questions for a Single Lesson

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Grade Level/Subject Area: 7th/8th grade band Date of Lesson: March 31, 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 learn to play in a connected, legato style and add some musicality to the phrasing of a lyrical piece of music.

Objectives:

By the end of class, students will execute a legato tonguing style in the context of Childhood Hymn 75% of the time.

By the end of class, students will demonstrate an understanding of phrase length and shape in Childhood Hymn 80% of the time.

By the end of class, students will assess matched styles of articulation and proper style in Mission: Impossible.

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 learning a ballad for the Wamego Band Festival in May. The students have learned notes and rhythms but are currently playing in a choppy fashion as if it were a fast march. I believe these students are old enough and have matured enough as players to be capable of connecting notes and phrasing, but that it will take some extra practice. I believe that my expectations are that they learn this concept, not that they perfect it – which makes it reasonable. This concept will not be mastered in one class period, but they can gain the knowledge that will allow them to develop the skills over the course of the 9-weeks.

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

The only previous lessons on this piece were in sight reading, so this is the first step beyond the notes and rhythms that they sight-read pretty well. In order to really move the audience with this piece, it is important that the students can exude as much musicality as possible. The first step to this is the legato style, after which we can talk about dynamic phrasing and the musicality that is beyond the page.

With Mission: Impossible, the students need to be able to feel that groove in order to be able to keep the piece together. In the future, we will be adding the melody lines and countermelodies on top of this driving groove, but the students must understand that groove first.

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

With legato playing, students often struggle with exactly how to tongue and being able to use enough air support. I am anticipating the air support problem by having the students warm-up with breathing gym exercises that will get them using the full extent of their lungs to support the sound.

With Mission: Impossible, the biggest difficulty will be in keeping the rhythm in 5/4. I plan to use a metronome to help hold the students accountable as well as scaffolding the approach to the rhythm.

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, 5, 6, and 7. There are no district standards/goals/scope and sequence for instrumental music.

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, singing, playing, counting, and listening. There will be questioning techniques used to see if they are listening and grasping the concepts that they are to be addressing. I will be moving around the classroom a bit to be sure that students are participating and executing correctly.

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

I will be using the music for Childhood Hymn and Mission: Impossible, an audio recording over the speaker system, worksheet packet, metronome, and the melody page.

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

Most assessment will be done through aural assessment of whether they are making it sound correctly. There will also be questioning assessment as well as observing them for correct posture, breathing, and execution.