

## Entry 5

### Formal Observations Guiding Questions for a Single Lesson

Name: Bobbi Ehrlich School: Eisenhower Middle School

Grade Level/Subject Area: 7<sup>th</sup>/8<sup>th</sup> grade band Date of Lesson: April 30, 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 better overall concept of the structure of the piece and be able to feel the transitions while listening through the ensemble.

Objectives:

By the end of class, students will apply breathing concepts discussed during the warm-ups to the piece.

By the end of class, students will clarify transitions between different styles of the piece, executing them with 90% accuracy.

By the end of class, students will assess vertical alignment throughout the piece in order to improve their performance.

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 putting on finishing touches for their piece to be performed at the Wamego Band Festival. The students have notes and rhythms but are shaky on the transitions in the piece. They also need continued focus on the vertical alignment as they transition to take the piece to the next level.

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

Previous lessons we have worked on these transitions some, but they are still having troubles. We have also discussed the form of the piece a bit (not in formal wording, but basic talking through it).

As the students get ready for the festival, the most important thing is for them to get these transitions well. Everything else is nil if they cannot transition well.

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

Students at this age struggle to conceptualize the upcoming transitions in their heads and feel them right away. I plan to combat this with counting aloud and following beat patterns to help internalize the feeling of these transitions.

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 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 speaking, playing, and listening. The students will be doing a lot of playing and evaluating the performance. I will be helping guide the students through the transitions until they are capable of feeling them on their own.

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

I will be using the music for Childhood Hymn and the worksheet packet.

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 the transitions smoothly and accurately.