Gabi Spurlock

MUSE 350

Video Reflection

October 02, 2018

For the second teaching task, the objective were to warm up using audiation, to lay through and review number 25 and 26 in the book before learning number 29. The first objective, the warm up, was easily completed and many small issues were addressed and fixed. The second objective, to review and play numbers 25 and 26 went unexpectedly. Number 25 went well, the students were instructed to play through number 25. The first run was a bit messy, so we then chunked it and played it again. I then asked the ensemble to play the whole number again, this performance was much better. I then instructed the class that we would play number 26 and the first run fell apart within 2 measures. I then stopped the group and instructed them to play just the first two measures. A student then raised their hand and told me that they haven’t played number 26 yet. So I asked the students to count the rhythm. After counting, The students were asked to point and say number 26. We continued the lesson plan and taking steps forward in the learning and performance of number 26.

Some of my personal idiosyncrasies still included saying “alright” as a transition word. The best way to make this move forward is to provide better transitions from topic to topic. To fix this habit, providing specific sentences or phrases as my transition, I won’t use “alright” as a filler to fumble my words and begin the next thing. One way I set the tone for learning was a few minutes after the warm up. The classroom teacher wasn’t in on this teaching day, and the students were well-behaved and focused during the warm up, but Mr. Taylor usually takes over the class right after the warm up. So a few minutes after warm ups, several students were poorly focused, or messing with their neighbors. I simply reminded the class that if they continued to be so disrespectful, I will use the check system. From that point, the students were much more focused and respectful. As for my questioning, I feel I did a better job compared to the last lesson in regards to questioning. I could have asked more engaging questions though, a similar aspect of last teaching. I feel I did a good job of engaging all students. During questioning, I called on students who didn’t raise their hands, as well as students who raised their hand, but didn’t raise it often.

The new standards were incorporated well into my lesson plan. Students were asked to first count, then point and say, then finger and say, before finally playing the exercise. Also, during the warm-up, students were given the opportunity to also create audiation exercises. This followed the first standard of creation as students were given the chance to create audiation pattern. The second standard was performance. Students performed on instruments and vocally.

My greatest strength in this lesson was my ability to change my plan. Students had made it clear they weren’t ready to perform number 26 in the lesson plan, and instead of brushing past it to accomplish the day’s goal, I changed my plan and took the time to learn and refine number 26. After taking that into consideration, the students still struggle to get through number 26, and we finished the lesson by returning to number 25 to play a more familiar tune with a more successful sound. My area of needed improvement is definitely questioning. This is something I’ve had a hard time creating authentic questions on the spot for. I can handle asking questions during the lesson, but the questions aren’t deep enough for long-lasting learning.

On a scale of 1-10, my overall effectiveness rating is an 8. As always, there is always room for improvement. The students had a good understanding and performance in the lesson. But my questioning was not as effective as it could have been. I could have asked more questions that sparked deeper thinking.

I have improved in all the above areas since the last teaching. My questioning still has room to improve, but I can still use more authentic questioning that promotes better learning. Additionally, I have had better experience of veering away from my lesson plan. The last lesson, I followed my written plan to a tee, and didn’t veer to teach away from the plan. This lesson, I didn’t follow the plan because it was clear the students needed a different direction than my plan had laid out.