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MUSE 356

12 November 2014

Planning

Planning for this lesson went a little better than my first teaching. I thought about what would actually happen when teaching as I indicated in my first lesson reflection, and feel that this helped me when teaching this lesson (INTASC 7). I thought I planned well for the chunks that I would teach as well as made sure I looped the sections in this teaching. When planning for this lesson, I kept in mind how I did in the other lesson, particularly what I wanted to improve on for this lesson. I made sure to meet with Dr. Ester to be completely certain of how I should carry out my process of teaching the concept, and feel this was extremely beneficial to my lesson.

Preparation/Practice

I prepared a great deal more for this lesson than I did the last one. It was the same song of course and I taught the same parts, but even my process of preparing for it was different which I feel I made a positive impact on my presentation of the lesson. I made sure to practice to play the entrances in the accompaniment with the ensemble, which I feel made singing through the piece more successful and easier for my peers (INTASC 4). I was told I did well at keeping with my indicated time stamps, and noticed that with my pacing it didn't feel rushed or slow. I am glad I practiced my entire lesson many times through so I had a good feel for when I would

be rehearsing which chunk and how the entire lesson would feel as a whole. I feel this benefitted me in being comfortable with my lesson and present it the exact way that I wanted.

Strengths

Overall I thought that this lesson was greatly improved from my last one, and everything I did in the last one were stronger and carried out better. Dr. Ester mentioned my intoning of the pitch for the sopranos and altos while conducting and in the time that basses were singing before their entrance was great and it felt good to do and that it didn't waste any time. I will utilize this strategy more in the future when there are staggered entrances for students. I thought that I performed the task of looping well and made sure the sections had their parts completely before moving on. I understand this benefit in my classrooms in the future because students will need to be completely solid on their parts in order to move on and be able to come back without reviewing much (INTASC 8). I thought my music literacy exercise with takadimi was carried out successfully and made the transition to talking about cut time easier and relatable to what we just practiced.

Areas of Improvement

The biggest area of improvement I noticed during my teaching was the fact that I didn't teach cut time correctly. I was very close to teaching it well and presenting the correct definition to the class, but wasn't quite there. For future lessons, I will make sure I know the exact meanings of concepts and musical terms that are to be taught so I am not teaching them incorrectly (INTASC 4). I need to continue to move around during my lesson in order to be engaged with the entire

ensemble, and not stuck in one spot. I moved around for my music literacy exercise with the takadimi, and listened intently, but I didn't move as much with my lesson. I gestured to the sections who I was teaching the parts to, but I still could have moved around a lot more and made each individual person more comfortable and feel that I wasn't restricted (INTASC 3). My transition to singing the melodic line on takadimi with the ensemble was a little shaky and could have gone better and been better explained. I made it a little unclear exactly what I wanted them to do, so for my future lessons I will make sure I am very specific with my instructions and have planned completely what I want them to do (INTASC 9).