

A Summary of Research-Based Principles of Effective Music Teaching

All teachers in all subjects use general teaching skills. These skills involve clarity of instruction, use of questioning, and classroom management techniques. Teachers must be well-prepared not only in their subject, but in their general teaching skills. With the above skills, there are also cycles teachers are recommended to follow. These cycles include, teacher presentation of tasks and information, student response, and teacher feedback. This demonstration of cycles has proven effective in teaching mathematics and English, but it has yet been proven as the most effective combination of cycles for music. More studies are being done to figure out what combination of cycles is the best way to teach music. But to see that these cycles and skills have been effective in some basic subjects, we look at them with music as well.

Teacher presentation is the use of classroom rules and signals while teaching. Teacher behaviors play a major role in their presentation. To display the proper behavior, teachers are required to use signals. These signals are separated into categories of attention signals, used to gain students' attention, "do-it" signals, used to indicate when students should respond to questions, and response signals, used to indicate how students should respond to a question. The use of signals and presentation has shown how much achievement students have made in the class. There are some rules to be followed with these signals though. These rules involve rules in the classroom and the proper use of signals to inform the class as said before. These rules are especially necessary for large groups of students to behave

the appropriate way towards the teacher and their fellow peers. Proper signals are vital if teachers want to increase their presentation in the classroom.

Presenting information and instruction and the clarity of instruction are also necessary components for general music teaching. Teachers not only present academic information, but also social information and instruction as well. There are steps that allow for teachers to be effective in the instruction of their subjects. Some of these include reviewing previous lessons, beginning lesson with a short statement of goals, using small steps to deliver new material, and asking many questions. Describing what goals a teacher would like to have in their class is a necessary way to show students what they should aim for and how to get there to where they want to be. These steps make for well-prepared teachers with well-structured courses. Clarity in the information and instruction given is significant in students' learning because of the need for them to understand the material and know what is required for them to do. There are specific elements that should be avoided when wanting clarity, including vagueness of terms, mazes, discontinuity, and frequent use of the word "uh." These distract from clarity in ways of not being clear with the desired lesson, false starts, pauses, or repeats in speech, or interrupting the flow of the lesson. These can be fixed with practice though.

Demonstrating, questioning, checking for student understanding, student response, and teacher feedback are final ways to ensure the proper instruction techniques. Demonstration is important when teaching because it allows for students to understand the principles being taught and imitate the teacher when they do something in front of the class. Questioning is important also to ensure

student achievement. Asking students questions help them to learn by applying the knowledge they have been taught to the question. There are specific types of questions to be asked and a specific number of questions that is proper to be asked. The age group of the students, the level of achievement in the class, and the material being learned determine both the type of question and the number of questions. The responses to these questions require patience and the proper criticism when given correct or incorrect answers. With the answers to questions, teachers will check for student understanding and find what material they need to review or move to next. These aspects also allow students to respond which is necessary for teachers' success in the classroom. Teachers need these responses and need to give proper feedback when the responses are appropriate or inappropriate. The questions, responses, and feedback are vital to the achievement of students in the classroom. Without all the general skills, students will not achieve what they should.

What I have realized in this log is that teachers are required to acquire skills to help students achieve the greatest possible education they can receive in the classroom they are in. As a teacher, I will strive to take these skills and put them into my teaching to understand what is the right way to connect to students and help them learn in the best way possible. I realized I have had teachers in the past that did not use these skills to their ability and we as students were not as successful in those classes compared to the teachers who used the skills properly. I plan to use these skills to my utmost ability and gain the respect from my students as well as the feeling that they are learning what they should be learning.