

Video Analysis and Reflection

Name _____ Kathleen Klosterman _____ Recording Date ____February 3, 2016____

Topic of Lesson____Sol and mi, ostinato, singing_____

What InTASC standard(s) did you plan to demonstrate with this video?

- InTASC 1-This lesson has been within a unit that the first graders are going through that focuses on sol and mi and songs that contain these two pitches. By continuing with this lesson and associating more songs with sol and mi, I was able to keep the unit plan and help the students completely understand the concept of focus, sol and mi.
- InTASC 3-When the class entered, I welcomed them and sang the “Hello Song” in which they sing and repeat passages after me. I also had them begin by sitting in front of the chair in the classroom so I could read them a story, which gives them a different view of the classroom and allows them to do something new for a change.
- InTASC 4-Using the concept of sol and mi which has been the focus in this unit, I helped the students become aware of what they were learning about and how it tied into what they learned in past lessons.
- InTASC 5-By reading a book at the beginning of class, I used interdisciplinary skills to show how music relates to all areas.
- InTASC 6-Having them sing their names at the beginning of class allowed me to assess their vocal skills and see how they would do for me this day.
- InTASC 7-Using the unit plan of teaching sol and mi, I planned for this lesson with the intention of continuing this practice and helping the students fully understand the concept.
- InTASC 8-I multiple instructional strategies in my lesson to teach them the song, ostinato, and read them a book. This allowed the students to connect the information I was teaching them and answer any of my questions I have.
- InTASC 9-By watching my video and reflecting upon my teachings, I am able to make better lessons for the next day. I found that this lesson continued to get better as I did it several times, and I improved on it as I went on.

Demonstrate the degree to which you accomplished your goal:

I feel that my goal for the students was accomplished completely and as well as I was hoping and planning. The students learned the song and ostinato I taught them very well and were able to perform both with a recording. They answered all of my questions and gave me examples from the story I read showing me that they paid attention. The students learned everything I taught them regarding the song and ostinato, and even picked up on the fact that our song “Rain, Rain, Go Away” involved sol and mi. Having the students pick up on this fact reassured the fact that

the prior lessons I was teaching were done well and they were picking up on those sounds and connections.

Self-Analysis of My Teaching

What are some of your personal idiosyncrasies? What can you do about them?

One of my main idiosyncrasies is talking too much when giving directions and presenting my lesson. I am working to shorten the amount of talking I do when I am teaching and using more direct language instead of really detail instructions.

Another big thing I noticed about my teaching was the sense of a lag or slowing of the lesson when I am trying to think of what I want to say. So not only do I talk too much, but I also slow down the lesson when I am thinking about how to phrase some of my questions, comments, or directions. I will continue to work on each of these things by thinking through what I want to say before I start giving my lesson, and maybe slow down my train of thought when instructing so I can think a little more clearly. I noticed in my video that I tend to mess with my hair a great deal, and it was distracting to me while watching my video, so I can't imagine what the students think when I am flipping my hair. I will try some different things such as putting my hair up when teaching and avoiding touching my hair when teaching. I find also that I let little comments and questions from students take ahold of the lesson and sometimes drag it down a bit too. I am working on keeping the focus of the students and finding my direct answers and comments to these little things that may disrupt the lesson.

What happens to your voice in different situations?

When I am caught off guard in some situations by students questions or comments, I am very good at keeping my cool and keeping my voice at the right level. I just need to work on the answers to these outbursts. When I have gotten a tad bit frustrated in a lesson with some students, my voice lowers and becomes a little stern. I make a point to not sound mean but just that I mean what I say and to follow directions. Usually students listen and do what I ask, and follow directions I give. Sometimes when I get excited my voice gets higher, but usually the occasion calls for a different voice level. I find myself having appropriate voice inflections for the right situations.

What did you do to set the mood or climate for learning? Would you do anything differently?

When the students walked into the classroom, I opened the lesson with the "Hello Song", which welcomes them into the room and begins the lesson well. After this, I had them echo a "yoo-hoo" back to me after I sang their name. I assessed their singing voices when doing this, and noticed how they would use this skill in my lesson during the day. I started reading the book Cloudy with a Chance of Meatballs to them, and gave them things to think about while I read the story. I felt that this was an effective opener, and drew the attention of the students very well. I am happy with this mood and environment I set up for learning.

Analyze your questions. What do you notice in terms of quality, levels, wait time, your response to learners?

I noticed that my questioning in this lesson was direct and done fairly well. I waited for them to answer and if they needed help answering the question, I gave them help and a little more information. I tried to ask questions that were at their ability level, with some difficult questions such as after listening to the book, what sorts of foods fell down on the people in the city. This required the students to listen carefully to the story and draw conclusions from the book. Also, I felt that I responded to the students well, giving them feedback as whether they were correct or not and helping them with more information if they need a little more encouragement to answer the question. One of the questions I asked was about whether I used my speaking or singing voice, and because I tried to put that into the lesson in the wrong place, it didn't go as well as I was hoping it was going to. The student had troubles answering the question, and also my response was not very clear and informative. Of all of the questions I asked, this was one I was not happy with and I think I could have done it differently.

How well did you involve *all* learners in responding and participating? Equity issues?

I made sure that every single student was able to answer a question, and spoke to every learner in the classroom. Each one of them was to sing after I sang their name, and each one of them gave me a food they remembered from the book. I called on every student for their questions and answers, and when a student raised their hand to say something, I listened to what they had to say. I thought that I let every student talk and every student participated well in the lesson. I felt it was incredibly successful and the students were able to do well during the lesson.

With what progress are you the most pleased?

I am the most pleased with how quickly the students caught on to my lesson and identifying the fact that our song "Rain, Rain, Go Away" contains the sounds sol and mi. I didn't even have to say anything, and the students were performing the hand signs that pertain to sol and mi. The fact that they made that connection and the next lesson we were working on notating says that they were listening very well to my lessons in the past dealing with sol and mi, and that they were able to hear the song without explanation. The students caught on quickly to the song and sang it extremely well with few run-throughs.

What areas do you believe you still need improvement?

I feel that I need improvement on my feedback to the students and how I praise or tell them to do better. I thought I did well with this, but I said very good or gave other praise without being specific as to why they did well. I will work to be more specific and to have exact reasons why I am giving the feedback I am giving them. I

feel that I could also work on not letting those things the students say get me off track. I will try to let them tell me what they would like to say, but then know exactly what to do to get back on track and know what we are doing next. I feel that working on these things will help me to become a better teacher and making the lessons successful for my students.