

## MUSIC 441W – Elementary General Music Assessment of In-school Teaching

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Grade level   2   Date   12/6/2013   Total (40)   39  

5 = excellent; 4 = very good; 3 = acceptable; 2 = poor; 1 = unacceptable

  10   A. Musicianship (10)

My musicianship was good overall. I used a nice vocal model (light and energetic) that I adapted based on the individual's needs (even lighter for students that needed encouragement to use a light voice). My tempos were appropriate, and I kept the MB/rhythms going in each song despite a few minor piano slips. I could work on connecting the mbs of my rhythm patterns more (they're a bit staccato).

  10   B. Communication with students (10)

My instructions were mostly clear and concise. There are a few things I could have modeled instead of saying (see teaching procedures), but overall I communicated well. I set expectations in terms of movement and participation that I have not set before this class. Most students responded well to this. My movement and nonverbal gestures were appropriate and worked well.

  5   C. Assessment of student learning and feedback (5)

I was very pleased with my feedback in this lesson. I am getting better at giving a variety of concise feedback. I pointed out the students who demonstrated excellent singing voices or rhythms, and offered encouraging feedback to those who struggled more. I also incorporated modeling into my corrections, which was helpful. I stopped the class at one point when their ostinato became too disconnected from what I was playing on the piano – I'm getting more of a sense of when this needs to happen and when I can let them struggle through something. The students consistently missed the pickup at the beginning of Peas – I could have addressed this (modeled what it sounds like with the "ready sing").

  9   D. Teaching procedures (10)

This mostly went well. I could have modeled more of the instructions for the "I Like Hobby" activity. Additionally, I could have come up with a more effective way of teaching the Spanish text (might it be appropriate to provide the written text if they struggle with something like this?). I messed up the form, but it was very cool to see how it became a teaching moment for the students. I acknowledged my mistake and allowed them to correct it – it shows them that mistakes occur and we can fix them. I also learned a lot about how much they have absorbed from my teaching!!

  5   E. Professionalism (5)

I was very professional during this teaching episode. I am learning how to be even more of a "teacher presence."

Primary goals for student teaching:

1. Think through task analysis principles thoroughly.
2. Use modeling as much as possible.
3. Continue to work on giving better feedback.