

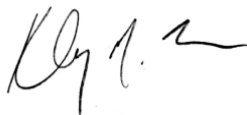
MUED 271 Field Experience Observation Form

Date: December 1, 2017

Location: Elkton Middle School

Time: 1:30-3:30pm

Teacher: Mr. Kley Todd



Host teacher's signature: _____

What was/were the objective(s) of this lesson?

This was an experimental class for Mr. Todd. It was a combination of aural skills and ear training, listening, singing, sight-singing, and music technology. There are not as many students in the class, but they were all engaged and interested in what was happening!

What National Standard(s) do you think was/were addressed in this lesson? (Please be specific (e.g., Anchor Standard 4: Analyze, interpret, and select artistic work for presentation).)

There were many different anchor standards addressed in this class, mainly because there were so many different activities happening within the class period. The students *created* their own pieces using music technology and iPads. (#2 Organize and develop artistic ideas and work) They also *responded* by doing a listening log at the beginning of the class. They were shown a video of the song "White Winter Hymnal", were asked some critical thinking questions, and were able to respond and submit their answers online. (#7 Perceive and analyze artistic work) They then were able to *produce and perform* by rehearsing their choir piece, White Winter Hymnal. (#5 Define and refine artistic work for presentation) Through all of these activities, they also *connected* what they had learned from their listening, sight-singing and rehearsing, and technology. (#10 Synthesize and relate knowledge and personal experiences to make art)

What Virginia Standard(s) of Learning for Music do you think was/were addressed in this lesson? (Again, please be specific (e.g., K.6: The student will demonstrate a steady beat, using body percussion, instruments, and voice).)

Many SOLs were implemented in this class. For example, "6.1 The student will read and notate music", the students read music from their score of the piece they were performing, and then eventually were identifying solfege by writing on a smart-board score! Another standard that was performed in the class was "6.10 The student will investigate aesthetic concepts related to music". As they did their listening exercise, the students were asked multiple questions. "How did you feel as you listened?" "What did you like about it?" "What did you dislike?", etc. They all responded very well also. Very thoughtful students!

How did the teacher accomplish her/his objectives?

It seemed as if the students knew the schedule already, and that they were excited to do each of the activities. Mr. Todd had already predetermined the schedule with a great amount of thought and meaningfulness. When it was time to switch activities, he calmly and clearly announced what he expected the students to do, and they followed instructions without hesitation!

How did the teacher assess individual students' understanding?

Mr. Todd asked copious amounts of critical thinking questions. He was able to balance his questions between effectively teaching and effectively assessing understanding. The students were very comfortable with the fact that they could raise their hand and ask any question they needed, while still getting a thoughtful answer that was directed toward individual understanding.

What does the teacher do that seems to help student learning in this classroom?

Much like the answer to the previous question, he was very focused on the thorough understanding of the material from each student. He was very thoughtful of how to answer questions in a way that got students thinking and assessed their learning, and then he pushed them even further, to always be learning to the best of their ability.

What does the teacher do that seems to hinder student learning in the classroom?

There isn't much, actually. One main point that I can address is that the amount of time between transitions of activities, and even times that the teacher is quiet, or taking their time to get things set up, can be an issue mainly because of distraction among the students. This gap of time gives them opportunities to become rambunctious and talkative.

What do students do that seems to help their learning in the classroom?

Almost all of the students were extremely engaged in the activities that were happening. They all had opinions about their listenings and projects, and all responded very well to critical thinking questions. I feel that their willingness to learn and interest in music very much helped their learning in this specific classroom.

What do students do that seems to hinder their learning in the classroom?

I could tell that there were little friend-groups among the students in this class. Because of this, they would tend to socialize when they were supposed to be listening or responding. The feeling of having a friend with them can be a great thing, but also a source of distraction at some points!

What action(s) on the part of the teacher do you think would improve student learning in this classroom?

I feel that a decrease of down-time (teacher taking their time doing tasks) would lessen the amount of volume and talking amongst the students. Even further into this, the decrease of talking amongst students will decrease the amount of time needed to get their attention again!

What action(s) on the part of the students do you think would improve student learning in this classroom?

Focus, essentially. If they are engaged and concentrated on the work in class and less focused on their friends, then they could improve how they learn! However, this is middle school, and friends are also important to them. They are already so engaged and willing to learn now though, however, that the decrease of distractions are the main way to enhance their own learning.

What other comments/observations do you have?

I thoroughly enjoyed spending time in Mr. Todd's classroom. He showed a great amount of classroom management and patience, which are *essential* as an educator. He is a fantastic teacher, and I hope to implement the musical ideas that he has into my own classroom one day!