

Kaitlin Hughes
Observation #1
9/9/10

2nd and 3rd Grade Elementary Music

Key:

- ✓ + Indicates superior effort and/or teaching
- ✓ Indicates excellent effort and/or teaching
- ✓ - Indicates that you need work in a particular area
- Indicates that much work is needed to correct a particular area

Grade 2

- ✓ Started everyone together with the group rhythm exercises on the over head
- ✓ Had the students stand and stretch. This helped them continue to get focused for class.
- ✓ You then reinforced the first rhythms orally by vocalizing
- ✓ Voice placement exercises
- ✓ You had excellent organization in the “train” lesson in regards to moving the Orff instruments from row to row, what the rows that did not have instruments were to do, etc.
- ✓ - Explain the “train” visual on p. 12-13 before beginning the lesson. You tried to explain it while they were singing. Do not do this again. All explanations must occur before you try to teach a concept.
- ✓ - Several times mixed up the words rhythm and melody. Not a big deal, everybody slips up from time to time. Just pay attention to what you are saying.
- ✓ - You had a bar line immediately after the time signature. Always use proper musical mechanics.
- ✓ - Your opening Orff mallet demonstration was behind the overhead. The students could not see what you were doing.

- ✓ - Provide more clear instructions on how to find the first note on the Orff instruments. The kids did a lot of uncontrolled banging around. Think about what we discussed regarding this procedure.
- ✓ - The “in a cabin” game at the end was awesome, until the end. Most of the kids had no idea why you ended it early (due to behavior). Make sure that the class as a whole knows why you stopped. It will help control overall behavior in the future.

Grade 3

- ✓ + I really liked it when you acknowledged the third row for “being patient” during the “Great Big House” lesson. Since they had to wait for the instruments, your statement did 3 things:
 - a) Allows for positive reinforcement for the whole row of students
 - b) It lets them know (even if they don’t consciously realize it) that you are still keeping an eye on them
 - c) This of course, has a ripple effect on the class. If the class knows you are watching all the way back to the third row, then they also know you are watching them as well.

- ✓ Initial Focus activity: You did oral/visual rhythm exercises
- ✓ Had the students stand and stretch. This helped them continue to get focused for class.
- ✓ I really liked you using the student leader during stretches
- ✓ Voice placement exercises (sledding and rollercoaster)
- ✓ Discipline (both classes): Overall, your facial expressions and proximity discipline techniques work very well.
However, on the check-minus side – as we discussed – when you are using your voice to discipline do the following: a) lower your tone slightly, b) raise your voice slightly, and c) make your words more crisp and biting. It will convey what you need it to convey.
- ✓ - Make sure that you explain how to breath during your final stage of stretches. Have them breathe in through the nose and out through the mouth. It will help reduce their pulse rate a little, but will mainly settle them back down to learn.
- ✓ - During “Great Big House”, you did not keep them quiet during the cd playing/listening of it.
- ✓ - Then, you did not ask them to sing the song with the cd until the song was well underway.
- ✓ - Experiment with ways to keep the students from playing the instruments until you are ready for them to do so. We talked about several ideas.

Wrap-Up

Overall, you are right where you should be at this stage of the game. I know it may seem that there are a lot of things that need attention, but most of them are minor things that will come with even a little more experience. One of the things I noticed was that you seemed a little nervous at times. It didn't come through often, but I think it was nerves as opposed to lack of preparation. You seemed well prepared in general. I look forward to seeing you around Sept. 23rd.

-Scott Humphries, Director
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