

Kaitlin Hughes
Observation #3
10/6/10

1st and 5th 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 1

- ✓ + Solfege warm-up/initial “gathering” exercise. Students understood, you demonstrated good pitch and hand motions.
- ✓ - *December ‘Round the World* went well as a whole, especially your reinforcement technique and process. However, during the last few minutes when you were in a “down time,” you probably should have gone back over it again. The beginning-end concept of reinforcement would serve you well, particularly since you see them so infrequently.
- ✓ + Lesson plans are well thought out and very well written. I will use these as positive examples for future classes.
- ✓ Love the newsletter to the teachers. I am not sure how much input you have, but it’s a great idea. Goes in the B.A.M.
- ✓ - “Clap your hands” game introduction was good. BUT, careful about having kids actually “chop” the link between kids. Check with Mrs. Hill first – I worry about student-student contact.
- ✓ Good use of “children’s interval” in the *Doggie, Doggie Where’s your bone* song.
- ✓ - Make sure you keep kids under control during free movement dance exercises. Make sure they stay right by their desks.
- ✓ + Overall, I loved the way you handled this class. Well done!

Grade 5

- ✓ Initial Focus activity: Staff/note recognition refresher
- ✓ - With this age group, move a little faster, but without creating a hectic feel.
- ✓ - You should also use a more clear speech pattern. You mumbled several times, thereby disengaging a number of students from the exercise.
- ✓ Good job using students to pass out recorders. They were quiet and respectful.
- ✓ I really liked your PROCESS for kids learning the tunes on recorder
 - a) Sing pitch with note name
 - b) Sing with fingering (no recorder in hand)
 - c) Sing with fingering and recorder in hand
 - d) *Then* play
- ✓ - You had them aurally learn the wrong pitches in regards to the recorder exercise. You sang two different descending scales: One was the natural minor and one was the mixolydian mode (C, Bb, Ab, G and C, Bb A, G). That is why the one girl said it sounded scary. They actually were a bit confused when they started to play, because they wanted to match their verbal pitch to recorder pitch. Make sure you correct this.
- ✓ Discipline (both classes): Overall, your facial expressions and proximity discipline techniques work very well.
- ✓ + I really liked the way you handled the wide variety of maturity levels in this class. You have some with the “too cool for school” attitude, all the way to the much less mature, almost 3rd grade mentality. You were effectively able to keep everyone engaged and kept the structure of the class moving. Well done.

Wrap-Up

You did a fantastic job today. This was by far the strongest of the 3 observations, as it should be. You are demonstrating great skill in your teaching for this stage of the process. As I told you, I get the sense that you are consistent with your classroom planning, teaching and discipline. This is *exceedingly* important for all teachers. Keep up the excellent work.

-Scott Humphries, Director
Instrumental Studies
and Music Education
Manchester College
604 E. College Ave.
N. Manchester, IN 46962
Phone: 260/982-5331