MUSIC 295A – Peer Teaching Self-Reflections
Teaching a Song with Accompaniment

Practicum Teacher's Name   <u>Michael Loughran</u>

DOMAIN A: Musicianship

___√___ *Melodic accuracy*

Throughout the teaching I felt that I did have good melodic accuracy within the song, however I felt that there were moments where I was not completely on target. During the cadential melodies my IV chord was not exact, also there were some issues with chord progressions within the piano accompaniment

___√+___ *Rhythmic accuracy*

My rhythmic accuracy was very good throughout the song and it remained consistent throughout the teaching. I made sure not to waver from the desired tempo of the piece and I also made sure to keep patting the macro-beat along with the students in the beginning to set them up and used the bass line of the piano to help reiterate the Macrobeat. Overall I felt that I maintained3 my rhythm and the students were able to follow.

___√+___ *Appropriate prompts (ready-sing, etc.)*

My ready and sing fit the first measure; however, the first time I feel that it lacked its direct function of letting the students know when to come in, but after simply restarting I was able to get a cleaner start. I felt that my prompts with the Kodaly symbols and my gestures for when to sing were exaggerated just enough so that the students were clear when to echo or sing.

___√+___ *Vocal/Instrumental model*

My singing voice was very nice and light and I made sure that it carried over the piano, which I feel that it did a nice job of doing. I feel that by being behind the piano it helped to really make sure that my pitch was very accurate. When I was without the piano I feel that I did just as well maintaining the light singing voice necessary for the students to model.

___+___ *Body movement and gesture*

I did a great job of using my body to maintain appropriate gestures. I made sure when I was behind the piano to give facial expression and body movements that would imitate the gesture of my hand that way I could keep my hands on the piano and not have them get in the way of the teaching of the song. I also used very direct gestures for the cadential melodies that way the students knew exactly when to respond.

___√+___ *Musical decisions*

I feel that my musical decision of changing the accompaniment to stay in minor helped a lot with learning the song. There were moments where some of the chord progressions got in the way of actually playing the song. By changing the chords I was able to play the song very clearly for the students and I feel they did better because of it. I really emphasized the bass line to help them keep the Macrobeat going for them at a steady tempo and that way they would not waver in tempo either.

Overall Performance Rating:

Category	SUPERIOR	GOOD	SATISFACTORY	UNSATISFACTORY
Criteria for Rating	The teacher *consistently* and *thoroughly* demonstrates indicators of performance.	The teacher *usually* and *extensively* demonstrates indicators of performance.	The teacher *sometimes* and *adequately* demonstrates indicators of performance.	The teacher *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating	10 (9)	8 7 6	5 4 3	2 1 0

DOMAIN B: Communication with Students

_____√+____ *Verbal cues and directions*
My verbal cues were very clear and I made sure that I explained each step without reading straight from my task analysis. I did not want to "talk down" to the students so I made sure to keep what I said concise and to the point that way I could focus on the points of the teaching the song rather spending more time just speaking.

_____√+___ *Non-verbal cues and directions*
I gave very clear non-verbal cues that were exaggerated motions. Especially when I was signaling the students I felt that I was very clear so they knew when to come in and when it was there turn to participate. I used very large gestures, especially for the cadential melodies, and occasionally would kneel over so that I would be on their level and that way I was not towering above them. I also made sure to smile in an effort to exude good feelings towards the student so they were not concerned about learning the song.

_____√+___ *Eye contact*
I made sure that I memorized my piece as much as I possibly could that way I could focus on looking at the students and communicating the song to them. I had really good eye contact with the section of the song that I taught; however, when I first began to sing the song the whole way through I noticed that I was kind of halfway preparing at the piano while facing the students which looked really awkward, so I think through more repetition I could memorize the whole song and therefore would have had a more effective teaching.

_____√+___ *Vocal projection, clarity, inflection*
I felt that I projected very well to the students. I was not loud but I was still speaking in a forward voice. Although, there were moments at the end of my sentences I fell off my voice rather than keeping it elevated. I spoke in a variety of inflections, which highlighted some of the changes for the students, and it kept them engaged in the lesson.

_____√+___ *Proximity to students*
I made sure that I was at a comfortable distance from the students without towering over them and being overbearing. I also made sure that I kneeled over now and then to be more engaged with the students. I also made sure to move around slightly to give the piece some energy, which let me travel around the room a little bit without being all over the room and in the students' faces. I left the piano as much as I could because I feel that during this activity it is easy to get stuck behind the piano the entire time and it was important to me to feel as involved .

_____√+___ *Exhibits self-confidence*
I made sure that I was constantly smiling and speaking positively about what the students were doing and also tried to keep the lesson going. Even though there was a moment where I had to repeat myself because the students did not understand I made sure to just start the step over without making too much of a deal out of the situation by just focusing on the task at hand.

_____√+___ *Enthusiasm for teaching*
I really enjoyed what I was teaching and I really believe that it was portrayed through my inflection and my overall personality. I generated a lot of positive feelings through feedback and how I was speaking to the students. I also made sure that I was smiling and showing positive gestures. I always appeared to be having a great time, which I was.

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IMPROVEMENT:

I find that my biggest thing that needs improvement is once again making sure my face does not blank when I am playing the piano or focusing on other parts of the teaching. I feel like when I am not trying to think about what I am doing during the teaching I lose my excitement in my face and appear not bored, but focused. I just need to relax and trust my instincts because when I watch my video I notice that I am not actually doing a bad job. I am able to be concise and connect each step, but sometimes I become worried that I lose the students with my loss of facial expression. The only way I can think of improving would be to practice even more and since this was a piano test look in a mirror and experiment with expression without being awkward.