

MUSIC 295A – Peer Teaching Self-Reflection

Leading an Activity

Practicum Teacher's Name Michael Loughran

DOMAIN A: Musicianship

√+ *Melodic accuracy*

Since I was not singing within this task I did not really have to evaluate specific melodic accuracy. However; I kept the melodic contour of the song evident in the duple rhythms that were chanted by the students. I wanted to make sure that the rhythms were not terribly random and that they would be able to relate to the actual piece I chose to play.

√+ *Rhythmic accuracy*

The rhythmic accuracy was kept very accurate because I made sure that when the students were done marching they were patting the macrobeat even if they were not chanting at that particular time. Making sure that the students were keeping the pulse of the duple march by speaking in a duple pattern and using duple rhythms so there was no confusion. I should have kept the verbal cues very consistent however and that possibly could have affected some of the student's responses. I need to make sure that I stay consistent with such cues.

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

Since I was not singing I did not give a ready-sing, but a "ready-chant" type of verbal cue. I kept the cues in duple, but I noticed that I did change the wording of the cue every now and then and that concerns me that the inconsistency might have affected some of the responses that the students gave. However, by having the students keep patting the macrobeat that helped keep the pulse of the activity going, which therefore allowed consistency within the prompts and the responses.

√ *Vocal/Instrumental Model*

The voice that I chose to use was very animated and full of range with up and downs in my voice. I used a lot of range when I was referring to different moments during my teaching. I tried to use a slower softer voice when I really wanted to make sure the students were listening. I also tried not to yell, but speak at an elevated level that way I could project to the rest of the class. There were still some instances where my voice went into vocal fry and I trailed off the ends of my sentences, which could cause the students to not understand the lesson.

√+ *Body movement and gesture*

My gestures were very clear and exaggerated, but not over the top. I made sure to pat the macrobeat very exaggerated and then when I pointed to each section I made sure to make it very clear when it was that corner's time to chant or echo. Also I made a very exaggerated gesture to the whole class by moving my whole body. I could have traveled around more to demonstrate marching with the other students rather than march in one place, that would have helped them stay in time more and not feel neglected.

√+ *Musical decisions*

I stand by all of my musical decisions. I wanted to make sure that the duple rhythms chanted were slightly extracted from some of the actual sections of the orchestra in the piece. By starting the students patting the macrobeat and then the microbeat I established the duple rhythm and also when there was no recording I kept the duple feel going by having them pat the macrobeat.

Overall Performance Rating:

Category	SUPERIOR	GOOD	SATISFACTORY	UNSATISFACTORY
Criteria for Rating	The teacher <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The teacher <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The teacher <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The teacher <i>rarely or never</i> and <i>inappropriately or superficially</i> 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 precise and clear; however, I should have specified more clearly to echo the other cards rhythm there was a moment of confusion and that could have been avoided with more articulate instructions. Also, I feel that I may have talked a little bit too much during the teaching, which is an on going process for me to work on.

√+ *Non-verbal cues and directions*

My non-verbal cues were very exaggerated and the gestures seemed to be very clear. I did not speak when explaining to them how we were going to begin marching and I just had them follow my patting of the macro and micro beats and I think that worked effectively. I need to still talk less and do more.

√ *Eye contact*

I gave equal eye contact to each corner when I had to, also when I wanted a specific corner to chant their rhythm I made sure to look at them in the eye and waver and glance all over the room. I could have spent more time with each corner during the time when the students were marching by marching around the room helping them chant their rhythm.

√+ *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 made sure that I visited each corner and spent in each corner. Although I should have marched around more to the farther back two corners because I felt that they were a little bit neglected during the game. It was very hard to micromanage everyone. I need to make sure to spend equal time with every student but not too much with one group.

√+ *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.

Overall Performance Rating:

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

IMPROVEMENT:

I feel that one area of needed improvement is that I tend to ramble on. The tonal activity teaching really challenged me in how much information I could relay without becoming too wordy. I think I still did a great job; however, there were moments in the teaching where I felt that if I had just slowed down and said it a different way, perhaps the students would have responded more accurately. I think one of the reasons I begin to become so wordy when I teach is that I have not practiced enough and then I begin to search for words to get my point across, I can fix this for my next teaching by thinking of what I am going to say during the teaching and see if there is a way I can decrease it to 10 words or less. I will then practice in front of a camera and friends and see if my point can still be received well without sacrificing any important information. Also I begin to get really wordy with my teachings when I am nervous and practicing in front of friends more times, or in front of a camera will help ease my nerves and thus help me not be so wordy and get straight to the point during the teaching.