

Music Post Conference - Jennifer Kuhn 10/12/2021:

Instructional Planning:

1) What was the focus for the lesson?

The focus for this lesson are ABA form, sixteenth note rhythms, audiation, and composition.

Smart goal: Students will play Peanut Butter Pie on mallet and percussion instruments with 80% accuracy (as determined through informal assessments and observation) by today using audiation. Students will accomplish this goal by rehearsing the parts with audiation and getting feedback on their parts. Accomplishing this goal will allow students to be able to perform music at a more challenging level in the future and is a stepping stone to music literacy reading notes on the staff.

2) Talk about the content that you hoped students would know and understand by the end of the lesson. What skills did they demonstrate to you?

Students will know the poem Peanut Butter Pie and will have been introduced to the note values up to the sixteenth note and eighth note/sixteenth combination. The previous lesson we practiced reading the poem rhythmically and made a list of the classes favorite desserts. Students also defined and gave examples for the word alibi.

Students will also know the classroom rules and expectations for playing instruments in the music room. They will demonstrate that they can read the rhythms Ta, Ti-ti, tika-tika, and ti-tika.

Students were able to demonstrate reading rhythms, speaking rhythmically to Peanut Butter Pie, playing on mallet and percussion instruments with correct technique, and following classroom procedures and rules. Students also demonstrated audiating the poem Peanut Butter Pie to help them with partwork. Once students audiated their poem they were able to successfully play their parts. Students also demonstrated ABA form, using student generated desserts for the B section. They demonstrated playing their instruments quietly while keeping steady beat during the B section as well. During the composition section of the lesson, students demonstrated that they could successfully create and read their composition that they transferred to their worksheet.

3) What standards were addressed in the planned instruction?

- The activities, assessments, and resources align with Ohio's Learning Standards by using the following standards:
 - 4.2 CR Compose short compositions using known rhythms and whole note and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4, and 4/4 meter, using phrases and large form notations and a variety of sound sources.
 - 4.1 PE Read, write and perform using known rhythms and whole note and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4, and 4/4 meter
 - 4.4 PE Play a variety of classroom instruments, along and with others, and demonstrate proper techniques
 - 4.1 RE Discuss the lives and times of composers from various historical periods and cultures
 - 4.8 RE Identify and respond to simple forms (verse/refrain, rondo).

4) Why was this learning important?

Learning note values, composition, and audiation skills builds upon previous musical skills. They are important because they are the foundation for more complex improvisation, music reading, and even language development. These skills also support music appreciation by having more musical skills and vocabulary which allow students a broader range of musical expression.

Literacy is built into the lesson by using the poem Peanut Butter Pie and discussing vocabulary words. Math is used when discussing and learning note values such as multiplication, division, fractions, decimal points, addition and subtraction. Learning audiation gives a sense of achievement and also gives students a chance to evaluate their own performance. Students are constantly using memory to perform and remember their parts.

In my music curriculum I like to look at the big picture as I am planning my curriculum map. I want kindergarten students to be learning skills they can build upon each year with the goal that by the end of 5th grade students will be able to say that music is enjoyable, they feel confident singing, playing, and creating music, and that they can read music. In other words, I want them to develop the skills throughout the 6 years in music to be artful, beatful, tuneful musicians that can fully appreciate music well into adulthood, even if they choose not to be in a music ensemble after elementary school.

5) How was the appropriateness of the goal communicated to the students?

During the lesson students made several connections to their lives about the music listening example and the vocabulary in the poem Peanut Butter Pie. Students are reminded that learning note values opens the door to music reading and composition so they can use these skills to further appreciate and create with music in their daily lives.

6) How did your stated goals fit into the unit, course and school goals?

- The goal is that by the end of the year the students will be able to demonstrate, write, and compose with note values up to sixteenth notes. They should also be able to read notes on the staff by the end of the year. Music literacy is part of the music curriculum.
- The activities, assessments, and resources align with student needs by providing a format to practices notation (math), vocabulary, literacy, and high level thinking in a relatable and musical way.
- The activities, assessments, and resources align with district priorities by using Goal III: Academics: Implement rigorous, clearly articulated PreK-12 instructional frameworks that guide daily instruction and assessment practices.

7) How did it connect to other disciplines?

This lesson connects to language arts by including literacy, poetry, and vocabulary. Decoding skills could be developed by the relationship between sound and symbols in both music notation and written composition in older elementary students. Vocabulary and memorization can connect to literacy skills as well. Sounds patterns are very beneficial to students who are reading. Nouns and verbs are very different from tones and chords and harmony, but the parts of the brain that process them overlap. Music making is a multi-sensory experience, activating links to several parts of the brain. As we read and discuss the text we will also be working on reading comprehension. Students are using superior cognitive performance to decipher note reading and audiating the song and words in their head as well.

Reading music directly connects to math as reading music requires counting notes and rhythm and figuring out patterns. Notes are also dealing with fractions as students are learning

that note values like an eighth note get 1/2 a beat each while a single 16th note gets 1/4 a beat.

The lesson also connected to social studies as part of the lesson was discussing Trinidad and Tobago and reviewing where Cuba is located.

Knowledge of students: (Standard 1: students)

1) How did this lesson demonstrate your familiarity with the students' background knowledge? This lesson showed that I knew what musical knowledge students knew before this lesson based on assessments and previous knowledge from having taught those students for over two years. It demonstrated that students knew classroom routines and expectations as well as how to read the rhythms being discussed. This lesson also demonstrated that I was familiar with activities and topics 4th grade students enjoy learning about (like desserts!)

2) Talk about how this lesson was developmentally appropriate for your students. This learning activity is developmentally appropriate for 4th graders because it used appropriate, age level curriculum. It allowed students to move around, play instruments, and was challenging enough to give students something to work for, but easy enough for them to achieve the desired outcome. Developmentally, students also really enjoy cooperative and group activities. Music class develops social skills and problem solving which is another skill these students are focusing in elementary school. As students work together in groups to play instruments they have to work together for a common goal. This lesson also exposes them to various types of music and experiences from different time periods and cultures. This exposure opens their mind to the value in other music and cultures.

3) What strategies did you plan for and implement to meet the needs of individual students.

Students have many different learning styles and needs, so I make sure to include several different instructional strategies in my teaching. For visual learners I always try to include a picture and a short description of the activity on the board. I make sure students are experiencing as much hands on as possible, such as playing instruments and using manipulative like the composition activity. I makes sure students are are experiencing the song or poem in as many ways as possible. For example, we usually start with body percussion to a song/poem before adding instruments. Students were also allowed individual and group work as they worked on their compositions. The compositions were visually pleasing and allowed students to create and have ownership in their compositions.

The student who joins us from the communication unit enjoys listening to the music and playing instruments. I have communicated with the unit staff to ensure what he does in music is developmentally appropriate for the student and find a way for him to join in what the class is doing. For example, he used mallet bars that where a size that is easy for him to hit with a large mallet.

Instruction and assessment

Lesson Delivery (Standard 2: Content/Standard 4: Instruction)

1) How were the goals for learning communicated to students?

- Goals are displayed on the smart board and announced to students at the beginning of class. They are also posted on the 'I can...' board in the music

classroom.

- Goals are modified as needed at an individual level as the lesson progresses by modifying instrument parts as needed and providing a way for students to create extended compositions.

2) How were different grouping strategies used?

Students move during the class for different activities. We started out doing a whole group activity reviewing the Peanut Butter Pie poem with the smart board and discussing our listening activity. Then, students were able to pick what instrument they used which placed them in either a percussion group or a mallet group. And finally, students were able to either work individually or with a partner to create their compositions.

3) How was safety in the classroom ensured?

Procedures and rules for the use of the classroom and all classroom instruments are taught from the first day of music class. Students know the five music rules are: Make smart choices, Use kind words, Speak at appropriate times, Involve yourself, and Care for our space. Students know that by following these rules they can all feel safe to be themselves and allows for the music room to be a safe place to take risks and use their minds to be open to new music, cultures, and ideas. Students are also encouraged to share their point of view in kind and appropriate ways.

4) How was respect for all modeled and taught?

Respect is modeled and taught with our classroom rules and with the philosophy that everyone in music is important. Teaching students the 'hows' and 'whys' of treating classmates and teachers with kindness is a priority. If there is a situation in which someone is unkind to other student we discuss as a class why that behavior is not tolerated. As the teacher I make sure I am modeling respect and positive behavior at all times for the students I teach. Having a classroom management system that applies equally to all students to promote fairness is also a way respect is taught.

Assessment of Student Learning: **(standard 3: Assessment)**

1) How did you check for understanding during the lesson?

During the lesson I checked for understanding by observing students and giving feedback as I watch students engage in the learning goals: playing on their instruments, speaking the poem rhythmically, audiating as they played, and creating compositions. Asking higher level questions to students about the material we were learning gave me an idea of who understood. Walking around and helping students with compositions showed me who could read the rhythms and who understood phrasing.

2) What specific products or demonstrations assessed student learning/achievement of goals for instruction?

Students demonstrated music compositions using sixteenth notes as well as an ABA performance of Peanut Butter Pie on instruments.

3) How did you ensure that students understand how they are doing and support students' self-assessment?

I provided a great deal of immediate feedback to students as they engaged in the activities we were doing for class. I asked students to self assess as they played with a thumbs up, thumbs sideways, or thumbs down. Students found that the more repetition we did, the more they were able to point thumbs up. They also assessed the dynamics for the piece and whether or not they felt we were together as a group when playing the instruments and audiating the poem.

4) How did you use assessment data to inform your next steps?

Assessment data showed that lots of work is needed on note recognition and their corresponding note values. Therefore, there is time during each class period set aside to practice this skill with a variety of engaging activities.

If many students are struggling I will be able to take a step back and reteach a concept. If I can see all students have mastered a concept I know the students are ready to move on. Assessments in music allow me to know what the students need from me in order to be an affective teacher for them.

5) Why is it important to provide specific and timely feedback?

Timely feedback is important because it allows students to correct as they are doing. Timely feedback allows growth because if it is timely it is more meaningful to the students. It also allows me to be more specific with the students in what they can improve or what they are doing well.

Professional Responsibilities

Collaboration and communication (Standard 6)

1) How do you cooperate with colleagues?

Cooperation with colleagues is a daily activity as it is essential to student success. I collaborate any time a student is struggling with a behavior. Another example with being the co-chair for the music council where the music teachers collaborate with each other to plan music and curriculum choices.

An example of a positive collaboration with a colleague is with the P.E. teacher and the technology staff to get announcements up and running. The P.E. teacher and I have gotten together over many plan periods to problem solve how to get the announcements started and looking professional. I also cooperate with colleagues in monthly music teacher meetings and have been invited to professional development with a few select teachers as a result. I make sure I am building positive relationships with the other colleagues in my building. Sending notes and gifts to teachers that go out of their way to help me or be kind is something that I really love to do.

2) How do you work with others when there is a problem?

When there is a problem I work with others by clearly communicating with others in a professional and kind way. I try to approach a problem by making sure I am helpful in solving the problem. For example, when a student was having a problem behaving in specials classes, a colleague and I worked together to find a positive solution for that student. That particular student really enjoyed sparkly crayons and we created a classroom management system for that student involving the crayons. It made a positive impact for that student.

3) What is your communication style with students? With families? With colleagues?

I try to be as warm and understanding with students, families, and colleagues as possible. I try to approach students with the understanding that their behavior is communicating to me underlying needs. It is important to assume positive intentions and approach the situation with kindness first. I communicate with families knowing that that child is someone's baby and as a parent myself, I can relate. It's hard to get a negative phone call and it's wonderful to get a positive communication from a teacher. I communicate with colleagues by being as generous with my time as possible and warm and friendly with my interactions. I go out of my way to build positive relationships with colleagues.

4) In what ways do you seek the perspectives of others? Give an example.

I daily collaborate with the other teachers about student behavior and ways to refine various aspects of lessons to better serve the students. For example, the other special teacher I often seek their perspectives about classroom behavior. There are some students that have higher needs and I often collaborate with the other special teachers to see what works for them and what doesn't with classroom management for those particular students. It is helpful to know when other teachers have problems with those students as well and what they do to solve those problems. I often learn of a backstory to students by seeking the perspective of others as well, which helps me empathize and build a relationship with that student.

Professional Responsibility and Growth (standard 7)

1) How do you apply knowledge gained from other experiences into your teaching?

When designing lessons I often draw on many experiences. The professional development that I regularly participate in always keeps lessons up to date and relevant to students. Extensive travel allows me to provide first hand experience of music from other cultures. Being a parent allows me to use my knowledge interests and experiences of children the students' age. Using experience from everyday life allows me to provide real life examples during lessons to students as well.

2) Discuss ways you reflect and analyze your teaching.

Reflection as a teacher is necessary to growing and becoming better. I personally reflect each lesson on what went well and what needs to be improved for the next time. My husband is a teacher and on my 40 minute drive home each day we both go over our day: what we could have done better, different, and what went well. I also videotape myself and this year I bought a special stand and gimbal to assist in recording myself more often. This allows me to refine how clearly I communicate to students and reflect on my pacing. I also think it is important to reflect with other colleagues about my teaching and things that happened during class. All of these things help me to assess how well I am growing as a teacher for my students.