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MusEd 351
Teaching Project Reflection

Most of my teaching projects at Ball State University have been solo based. I found this project to be very interesting in the fact that there were four of my peers instead of just one working on the project. We wanted to make sure that we mutually agreed on our topic and song. Through emails to our cooperative teachers we eventually found that we wanted to do a listening lesson that involved Christmas or Holiday music. We initially decided to teach the concept of ostinato using the song "Carol of the Bells". After we began to plan our lesson we realized the dynamics would be a simple review topic for the children of our classrooms. We choose the song "Sleigh Ride" by Leroy Anderson due to the obvious changes of dynamics. We met as a team in total twice to prepare for our lessons. It was fun and interesting to hear all of the ideas that we were throwing into our lesson. We wanted to make sure that we covered all aspects of what a good listening lesson should entail. We wanted our students to not only listen, but to be moving at some point in the lesson as well. Using the suggestions that Dr. Inks gave us we were able to put together a solid lesson that would reinforce the term dynamics, introduce new terms such as Forte and Piano, and have students be able to identify where dynamic changes occur in a given piece.

I knew when teaching elementary students I would have to not be so uptight and strict. I wanted to become a little looser in body language and in speaking to the children. I felt that I was able to convey this very well by talking louder and giving off

good body language that showed that I was engaged in the lesson. There were a few times that I felt that I went blank I was not able to recover as quickly as I should have. I also noticed that I need to call on “students” names more. Just saying “Yes?” and pointing makes them feel not as important I feel. I also felt that I should be more confident when singing. I feel that a better sense of the song “Jingle Bells” would have been able to get our topic of Dynamics fully established to the students.

I felt that Ellie and I were great partners. I had worked with Ellie in MusEd 353 and we were able to develop a mini unit at Burriss Laboratory School. Ellie and I are able to work off one another’s idea’s and develop them into methods that can get children to full understand the topic. As a team we were able to introduce the idea of a Holiday or the Holiday season by using the sleigh picture. It got the students involved and ready for the music we were going to be listening to. Ellie did a great job of explaining what dynamics were and getting the children to understand how the function in music. As a group we could have been more enthusiastic toward the concept. I felt at time in the video where we seemed very flat and uninterested in what we were teaching. There were areas where it was fun teach but also areas for improvement. I would also of like to working on our closing activity more. At points it seemed unprepared and nervous as if we didn’t know what we were doing. Being more comfortable with that can help us in the future when we are teaching with our field partners.

In the future we are planning on adding Mezzo Forte to the list of terminology that the students will be learning. After listening to the recording on my own, and

viewing Dr. Inks comments, there are time in the recording where the dynamic change and contour is not so obvious as compared to the beginning and middle of the song. Adding Mezzo Forte can eliminate any confusion that this may cause. We must adjust our music length as well. Even as the teacher I felt myself drifting off during the recording and finding it hard to stay on task. By adding the cards this eliminated some of the boredom but it was still there near the end. By shortening the music clips and asking more questions after these clips we can keep the students engaged in the lesson.

I felt that Elli and I were able to cover several of our INTASC standards in this lesson. INTASC one (Knowledge of Subject Matter), two (Knowledge of Human Development), seven (Instructional Planning Skills) and eight (Assessment). By providing multiple techniques of understanding dynamics whether it be through listening, visual, or movement we are able to see and assess where students may have been struggling and adapt our teaching methods to best fit the students own learning abilities.

As I look at this project as a whole, I feel as if this is become one of my best learning experiences at Ball State. As a team we were able to successfully convey the concept of Dynamics to students and provide multiple learning opportunities to these students and give them an informal assessment during the lesson. The success that we had in this project must be carried over to our in field lessons. Using the suggestions from our lesson plan, video, Dr. Inks, our in field music specialist and one another we can ultimately improve the way an already good lesson become better in the field.