

Margaret Geary Observation

Tuesday, October 9, 2013

Music Grade 4

What did you want out of this class? Did you get it?

Activity as soon as students entered. Sharing about thanksgiving. Nicely done everyone listened respectfully. Praised Gus and Julian for being more respectful.

You have a very positive attitude.

Students in a circle—possible placement of students could lead to less silliness. Balance between enjoyment and being silly.

What mark would you give Gus and Julian at this point? Comments to parents? How do they improve?

How much silly singers do you accept before consequences?

Activity you explained, possible modelling with another student for everyone. Possible reminder that everyone works with everyone else in the class as a partner.

You moved to be next to Julian and Gus. Proximity works well at times Good Job!

Waited for everyone to be with you.

If you send a message to a student by giving consequences—message actually sent to everyone.

Does that improve anything? What if message never sent?

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Tuesday, September 24, 2013

Music Grade 4

Students entered the room and you started the lesson immediately. Students knew what to do. Introduction activity went smoothly and quickly.

Waited to for everyone to get settled for next activity. Utilized a very clear and upbeat voice. It looked and sounded like you were enjoying what you were doing and enjoyed teaching the class. The students seemed to respond to that. Had students work with a partner, part of that was holding hands, you were sensitive to some students not feeling comfortable with that so talked to the class about what else they could do. Had students in a circle and you stood outside so you could watch everyone.

Moved on to new activity and again waited for students to be with you. Nice touch to practice what you wanted students to do on the instruments before you had them move to them.

Really good participation activities flowed into each other and transitions were smooth.

Very nice lesson Margaret!

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Tuesday, October 1, 2013

Music Grade 2

Students entered singing, everyone knew what to do. Pacing: How long do students sit for?

GAME

Two students not participating? What to do? Mark?

Good way to introduce instruments to students.

Students liked the activity.

How do you arrange things so students do not speak all at once?

Great use of voice.

Students were very interested in learning about new instruments.

Introducing new instruments ways to do it?

They were all with you---will they use them?

Did you do what you expected to do in this lesson?

Closure?

Margaret Geary

October 17th, 2013

Grade 3 Music Class

Warm Up: Four Beats After

Students participated enthusiastically

Your enthusiasm for music is very obvious - you were comfortable and smiling

Students responded in kind with smiles and correct movement

Body: Calgary with Me

Students love to speed up when playing the pulse and if you don't catch them everyone picks it up and speeds through songs. As the teacher, you can always reset the pulse by using the piano/ sticks/ drums/ (especially if they lose the beat)

What other strategies could a teacher make students attend to the beat more?

Good for you - you brought them back by stopping and then using your voice to bring students in row by row.

Good for you - you were watching students and trying to correct students who had the wrong notes as the song progressed.

Good for you - you went played with them and encouraged them to listen to their peers and correct their beat if they aren't playing what they should.

Overall you were positive and encouraging - students will rise to this atmosphere.

Food for thought:

If you talk loudly to students they will respond loudly - and as the class continues they will get louder.

If you talk overtop of them, they will continue to talk and again, get louder.

Try to stamp, tap and pat softly and students will respond softly. Then they will transfer this into playing softer - the sound isn't as harsh.