



Student Teacher: Geary

Level/Grade: 7

Subject: Band

Date: April 8 2013

School: RJHS

9:55: "I'll wait" - worked

- think of attention getters that move right into lesson, call - respond

After "I'll wait" worked you asked how week was and the group got loud

9:57:

B^L

After playing scale, kids talked once it was quiet played again but people who talked missed instruction

B^L

ṗ ṗ - good idea

When finished kid talked - you waited

"off" good, something for them to listen for "good" - what about it was good?

Pencil check - good, a needed thing tough to maintain consistency -

"OK, no more talking" - didn't work -

10:00

- "What is phrasing"

- how many weren't listening

(Passing things out - ~~off~~ Its a good idea to experiment with different ways to hand things out)

10:04

- "eyes on the board"

rain in Spain...

- caps

- Period

etc.

whos listening?

who learning?

how do you know?

Handwritten tally marks: five groups of three vertical lines, and one group of two vertical lines.

Student Teacher

Observer

Handwritten signature of the observer



Pg 2

10:05 - "I'll wait"

once you have waited so many times
whats next?

"smooth and flowing"

- How to check for student understanding
in such a small tight space?

Board work - have it done before class if possible

Legatto - Percussion?

→ don't forget em

↳ Mallet chosen is important.

Percussion is often forgotten in rehearsal

* anacrusis

10:12 -

after playing - dynamics - noticed

crescendo - noticed

legatto - not mentioned -

↳ they were playing
too articulate.

10:15 - March example - Its probably going on too long
by this point. ~~the~~ This feels

to me like a 2 parted. go from
the 1st example right into Psalm
then tomorrow, do ex 2 and
March Sub. late.

Kids in back right haven't done anything.

call them out on it.

→ got Jaden. He didn't know answer
why? why didn't he



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Pa3

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10:18 - Playing eg 2

good energy level but kids weren't listening as well as they should. However they got quiet super fast

10:21 - finished playing eg 2.

- discussion
- Samurai rhythm
- forte - got a little out of hand

10:25 - "I'll wait till there's silence"
→ needs a consequence now for those students still talking

B^b- Samurai rhythm

still part of intro or warm up?

In a piece, what's the order of concept learning?

rhythms articulation dynamics musicality
 Notes read mat phrases

10:29 - "pull out samurai"

35 mins too long
weeks worth of lessons really
In a hand you move slow in some ways

10:34 - we don't have the - promise you'll practice at grade I, if they don't know the rhythm, then can't practice effectively

