

Observation

1. Greeted the guest.
2. Sang welcoming song followed by questions and discussion leading to integrated lesson on Australia.
3. Introduced Kookeburra. Rote process was appropriate. Discussed words to promote understanding. Emphasized appropriate vocabulary.
4. Transitioned into introduction of instrument demonstrations. Made instrument lesson engaging by sharing information and performing examples.
5. Verbally reminded students by calling students by name when needed.
6. Set selected vocabulary words rhythms and accents in various meters with accents. Modeled, practiced and individually assessed. Provided assistance, encouragement and positive feedback. Accents were challenging concept/skill was broken down (isolated the most challenging aspect of two accents together). Differentiated instruction as needed to accommodate various skill levels. Gave students choice on performance tempo.
7. Performed words on drums. Modeled and explained. Students were asked to perform without speaking the words (audiate). Provided individual assessments with feedback and second chances. Motivated and encouraged (smiled, "bring it home," "let's do it")
10. Seseere eeye – reviewed parts for 3-pt harmony. Helped Zack learn the difficult harmony to hear. Motivated and encouraged. Layered it. Made it fun.

Comments

Excellent teaching! I am amazed at the depth of your teaching skill and understanding. I would love a video of this! Great work! I only have a few thoughts on what you could consider for improvement with this lesson.

- 1) Teach students to attend to and maintain the pitches at the ends of phrases. They are capable of doing this.
- 2) Consider inserting some opportunities to put the micro-beat (subdivision) in their bodies (tapping the subdivision of the rhythm patterns) to promote steady beat.
- 3) Consider Weikart's folk dance teaching process in teaching the word rhythms:
Step 1: They observe you and describe what they hear/see using their words.
Step 2: They say the words while you perform the rhythms.
Step 3: They speak and perform the rhythms.
Step 4: They whisper and perform the rhythms.
Step 5: They think (audiate) and perform the rhythms.