

## Teacher Work Sample

Music Education  
9/26/16

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#### 1. Learning Context:

*School district:* Ogden School District

*Name of school:* Mount Ogden Junior High

*Title 1 school?* No

*Demographics of school:*

\*Based on results from 2015\*

Total enrolment: 893

7<sup>th</sup> graders: 313

8<sup>th</sup> graders: 290

9<sup>th</sup> graders: 290

Males: 453

Females: 440

American Indian: 4

Asian: 7

Black: 10

Hispanic: 418

Pacific Islander: 3

Multi Race: 26

White: 425

Low Income: 555

*Description of school climate [who attends, leadership style, parent/community involvement, school-wide discipline plan (if any), physical environment, academic environment]*

Mount Ogden junior high is a middle school organized for students in 7<sup>th</sup> grade through 9<sup>th</sup> grade. Situated on one of the main roads in Ogden, Mount Ogden is two stories tall with a small basement and some extension buildings. Mount Ogden has a very strict dress code. Students are unable to wear sheer clothing, ripped clothing, shorts/skirts that are too short, hats, shirts with large logos, as well as other revealing clothing. If students are not in conduct with the school dress code, teachers give students a class shirt or scrub pants to wear for the day over their clothes. The administration is very active in the school, and always actively walking around the hallways interacting with students and parents. Parents are involved with the PTA organization that helps at various events going on. Parents also have been known to volunteer for tutoring, helping with musicals, and other special events and trips at the school.

Mount Ogden offers many extra curricular activities on top of the core classes from sports, to science clubs, to music. Students are also encouraged to participate in student leadership through student government, with positions offered to students at every grade. Mount Ogden has a big push for academics. Students with high academic standing have an opportunity over two weeks to join a class during the last 30 minutes of the school day in period called flex. Teachers have flex classes they teach from study halls, extended subjects (ghost hunts, specific history topics, ect), to active sport classes based. If students have a high academic standing, they are allowed to choose where they would like to spend their flex time. Teachers also have an opportunity to request students for their flex periods for academic reasons.

*Grade level: 7<sup>th</sup>-9<sup>th</sup> Grade*

*Learning environment: [attendance, classroom management plan, seating arrangement, level of student engagement in learning, level of safety for learning]*

Attendance in Mount Ogden is taken very seriously. Students are tracked based on their tardies and absences, and are rewarded if they maintain a certain percentage of attendance for all their classes. In the Band, Orchestra, and Choir classes the students seating arrangements are decided based on instrumentation and range of voices. Each group of instruments or vocal ranges will be placed together. In the Band and Orchestra advanced classes, students are seated based on performance and are assigned certain chairs based on their talent. This is done to help students be placed on parts that fit their skill level and to encourage other students to continuously work. Students are managed in a way that always enforces class expectations. Students are stopped if they engage in too rowdy behavior while during instruction time, and are responsible for their own practice. For safety of the equipment and people in the room, students are expected to stay in their seats unless otherwise specified. Also, if there are any visitors they must check in with the main office. Most of the side doors are locked from the outside to prohibit unknown entering of the building.

*Subject matter of lessons: Band, Choir, and Orchestra*

*Total number of students: 300*

*Students with special needs*

With IEPs: 91

English Language learners: 93

Gifted and Talented: Information unavailable

Other (please specify): N/A

*Students' prior knowledge for these lessons:* For most students, their first experience on traditional band and orchestra instruments comes in the 7<sup>th</sup> grade. In the elementary schools, students learn basic music appreciation and learn how to play the guitar. Students come in with just a very introductory knowledge of music. After 7<sup>th</sup> grade beginning bands, student's progress through advanced band and performance band. For choir most students' prior knowledge comes from what they hear on the radio, movies, or church groups. Students are very untrained, and experience their first group choir in 7<sup>th</sup> grade. The other classes feed from what students learn from the beginning classes.

*Students' background and interest for these lessons:* Prior to attending Mount Ogden Junior high, elementary students are visited by the Mount Ogden Junior high bands and orchestra. The Junior high groups do a presentation for the elementary to introduce what options are available in junior high and to get the younger students excited about joining band and orchestra.

*How did your knowledge of these students inform your lesson planning?* Students are starting for the most part on square one. Lessons are structured with the understanding that students are beginners, and are focused around specific skills. The measure of improvement is based on parameters for first through third year players throughout all classes. Lessons are constructed with many review portions, checks, and assessments to ensure students understanding while going on. The material is also presented in several different ways to accommodate various learning styles.

- 2. Lesson Plans.** Provide *3-5 consecutive lesson plans* that represent a unit of study that is based on the Utah standards. Each lesson should include the following:

**Lesson Title 1: Those Tricky Eights**

The following lesson plan is one that was created by my mentor teacher as the first step in introducing eighth notes. I had modified some of the lesson to fit the parameters of this teaching sample.

Teacher: [Mentor Teacher] & [Student Teacher] Subject: Beginning Band Class Period: B3		Date: 10/13/16		Abbreviated Standard: band 1.3, 1.4, 1.5	
Content Objective: <b>Integrated math/music lesson plan/measurement of sound and silence, counting Whole Half Quarter notes and rests 4/4 time signature and measures. Subdivisions of time.</b>					
Grade Level: 7 <sup>th</sup> graders					
Accommodations: Students whom are ESL learners, or at-risk students will have the material presented in various ways. Students will see visual pictures, see the work written out, and will use movement as was of learning. Gifted students will have opportunities to show their neighbors, or to come write on the examples on the board.					
Materials/Technology Needed: Inter write board or white board/students my chosen instrument				Vocabulary: <b>Time signature, Whole, Half, Quarter notes/rests, eighth notes, measurement and fractions.</b>	
	Pacing	Strategy	Grouping	Lesson Notes	
Bell work	Normal 3 minute			Normal bell work warm-up 1 <sup>st</sup> three minutes etc.	
Pre-Requisites	none				
Lesson Time/math	15 min			Begin with playing. Stop. Explanation music is measured sound and measured silence Timeline, beats, measure, time signature Whole note representation, then fractions of time, starts with normal math lesson fractions pizza pie and sharing with friends etc. Teach clapping and counting of rhythm on board, demonstrate how to write in the counting also describe as a measurement/ sidewalk block comparison of space measurement/ walking and steps etc.	
Practice Techniques	5-10min			Counting and clapping of various examples and writing in of counts. Also playing on instruments with more exercises in our Book/text	
Formative Assessment	5-10min			Count and clap examples as group and as individuals Written down counting and clapping	
Homework: Counting and clapping/ written down work			Reflection: Make sure at or near 100% understanding but accept actual playing instrument difficulties sound cutting in and out not on purpose etc.		

**Lesson Title 2: Tackling those Tricksters**

Teacher: [MT] & [ST] Subject: Beginning Band Class Period: B3		Date: 10/17/16		Abbreviated Standard: band 1.3, 1.4, 1.5	
Content Objective: <b>Integrated math/music lesson plan/measurement of sound and silence, counting Whole Half Quarter notes and rests 4/4 time signature and measures. Subdivisions of time.</b>					
Grade Level: 7 <sup>th</sup> graders					
Accommodations: Students whom are ESL learners, or at-risk students will have the material presented in various ways. Students will see visual pictures, see the work written out, and will use movement as was of learning. Gifted students will have opportunities to show their neighbors, or to come write on the examples on the board.					
Materials/Technology Needed: Inter write board or white board/students my chosen instrument				Vocabulary: <b>Time signature, Whole, Half, Quarter notes/rests, eighth notes, measurement and fractions.</b>	
	Pacing	Strategy	Grouping	Lesson Notes	
Bell work	Normal 3 minute			Normal bell work warm-up 1 <sup>st</sup> three minutes etc.	
Pre-Requisites	none				
Lesson Time/math	5-10min			Begin with playing. Stop. Review of previous lesson with eighths notes. Assess students learning by student's ability to recall information.	
Practice Techniques	10min			Counting and clapping of various examples and writing in of counts. Also playing on instruments with more exercises in our Book/text	
Formative Assessment	10min			Count and clap examples as group and as individuals Written down counting and clapping.	
Homework: Study for written notes test with included eight notes.			Reflection: Make sure at or near 100% understanding but accept actual playing instrument difficulties sound cutting in and out not on purpose etc.		

**Lesson 3: Tricksters Mastered**

Teacher: [Mentor Teacher] Subject: Beginning Band Class Period: B3		Date: 10/15/16	Abbreviated Standard: band 1.3, 1.4, 1.5	
Content Objective: <b>Integrated math/music lesson plan/measurement of sound and silence, counting Whole Half Quarter notes and rests 4/4 time signature and measures. Subdivisions of time.</b>				
Grade Level: 7 <sup>th</sup> Graders				
Accommodations: The test will be administered in visual formats to in part benefit students whom are ESL learners, or at-risk students. For students whom need additional instruction, the ESL students will be allowed a student translator to explain instructions before the test begins.				
Materials/Technology Needed: Several copies of written test			Vocabulary: <b>Time signature, Whole, Half, Quarter notes/rests, eighth notes, measurement and fractions.</b>	
	Pacing	Strategy	Grouping	Lesson Notes
Bell work	Normal 3 minute			Normal bell work warm-up 1 <sup>st</sup> three minutes etc.
Pre-Requisites	none			
Lesson Time/math	5min			Begin with playing. Stop. Have students get materials out for test
Formative Assessment	20min			Students take written counting test, where they fill in the counts to various written examples provided. Students will present their complete understanding of their knowledge of eighth notes by the writing in of values taught in the lessons using pictures provided.

The Following is an reflection of the lesson plan done by my mentor teacher that identifies specific data and rationale for the methods used in this lesson:

**Implementation/Reflection**

I would like to say the lesson is always perfect and 100% of the students received 100% accuracy on the written and performed assessments of this objective. I have included the data from this lesson and its original success. The continuation of this objective in music reading and acquisition skills is mandatory to learn how to play and we continue to learn more and are taught in many more ways until we have a firm grasp. I identify this beginning skill as a basic to the music language as much as addition and basic math functions are to math. Once 4/4 time signature is started then scaffolding is used to bring in other measurement tools in music forward. This includes other base or key methods for measuring time after the basics are understood. Music happened before the math or written down language of music was described

by written down symbols, so in some ways I feel written down music is only a description of music by someone who tried to make logical sense out of it. I am glad they did, it sure does make it easier to teach and explain rather than just playing something and saying out loud “It goes like this”.

The initial or 1<sup>st</sup> test is attached which was a written rhythm test which 127 students took 8 students were absent for the lesson and I do not have any data for them.

103 scored 90-100%

11 scored 70-89%

13 scored <70% (many of these scored very low 10-30%)

These concepts and objectives get re-taught, re-taught, re-taught, and re-taught!!! I assess and re-teach in many different ways time/ space/ measurement understanding of these concepts is a necessity in music and math.

### **3. Focus Students:**

#### **Description of student 1**

Prior learning: 7<sup>th</sup> grader, and came from a generic music elementary background. Lose understanding of rhythm sounds with Ti Ti Ta’s

Academic ability: Smart and go getting. She is motivated, and tries to her best to understand. Has done a good job on previous testing.

Personal background: White female, comes from a family with both parents and other siblings with musical background.

Other relevant characteristics: Plays Trombone, only Trombonist in this class.

Influence of these characteristics on your teaching

Only trombonist in class so needs some additional checking up on to assess understanding on instrument.

#### **Description of student 2**

Prior learning: 7<sup>th</sup> grader, and came from a generic music elementary background. Lose understanding of rhythm sounds with Ti Ti Ta’s

Academic ability: Smart, but struggles to pay attention and is easily distracted. Involved with soccer, and doesn’t practice.

Personal background: Hispanic Male, family situation information not available.

Other relevant characteristics: A percussionist.

Influence of these characteristics on your teaching

Percussionists have specific skills that need to be refined during these lessons, such as counting out loud.

### **4. Reflection and evaluation of lessons, including analysis of assessment data.**

#### **Analyze student learning:**

*Performance of student 1 during these lessons based on your assessment data. Provide detail about the quality of the student’s work or provide a quantitative summary of his/her performance. Discuss the student’s misunderstanding or errors as well as how you will modify instruction to improve student performance.*

Student 1 did very well during the lessons. She was focused and not distracted. Student didn't interact too much in the discussions, but participated in the activities and got a perfect score on her formative assessment. The material was clearly mastered in this student.

*Performance of student 2 during these lessons based on your assessment data. Provide detail about the quality of the student's work or provide a quantitative summary of his/her performance. Discuss the student's misunderstanding or errors as well as how you will modify instruction to improve student performance.*

Student 2 had a hard time focusing, and talked a lot to his neighbors causing him to be behind. Several interventions were introduced to moving his seat to avoid distraction, sitting him closer to the front during certain activities so he could see, as well as answering many questions. We had student try examples on his own and encouraged him to come in afterschool to help answer more questions. During his formative assessment he did very poor, and was asked to come to a required help session to focus on his understanding of material and to give him an opportunity to retake the test. A common misunderstanding for this student was where to put the up beats and their relationships with each other.

**Analyze teaching effectiveness:**

*Instructional decisions made during instruction, due to time constraints, students' needs, other alterations:* some alterations we had to make involved the amount of time per lessons. Due to scheduling, and students understanding we had to extend some of the lesson plans and re teach and re teach.

*What did you do differently than what you originally planned? Why?*

I would have the students do more activities writing in counts. I would also have students create their own rhythmic idea and write in the counts to check for students understanding. Also I would adjust the time lapse. Do to other schedules and other priorities that came up, the test got pushed back a lot farther then I would have liked: for some students that was not a problem, but for others they struggled.

*What worked?*

The whole interactive activities with writing it on the board and having the class clap it was very effective. It got the class involved and helped identify who was struggling.

*What didn't work?*

Students whom were either far behind or super ahead quickly got board or frustrated. The extra help some students needed required way more time that was possible in a single classroom.

*How would you modify the unit in the future? Why? What would you do differently in the future?*

In the future I would try several different activities so students had different ways to try the task would have been. This would include writing down answers with the teacher, clapping rhythms on the board, or any kind of games. Many different methods I think would help students with differentiation stay on task. Also consistency of the review would help a lot. Due to many factors the test on the material was push back far more than I would have liked. More review in even quantities would have been more helpful.