

FOCUS SESSION 3 (Vocal & Instrumental) - Ending the Year Observation Outline
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School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

Questions to consider:

CULMINATION

Are there any traditional year-end activities for the beginning instrumental students (for example, a district-wide concert, a visit to a more advanced band/orchestra/choir rehearsal, a visit from older students, or a field trip)?

RETENTION

Which of the band/orchestra/choir students will be attending a different school next year? To what school will they be moving (middle school? junior high school?)?

When do students decide whether they will continue to participate?

In the students' next year of school, is a performing ensemble considered an elective? If so, how many electives can they choose? What other electives are available? What other music electives?

Is ensemble participation included in the students' formal school-wide registration process? Might it fulfill anything in addition to a Fine Arts requirement?

Does this teacher employ any specific strategies to encourage continued participation?

Among students who choose not to continue, has the teacher noticed any particular pattern (boys? athletes? students demonstrating lower performance achievement? other characteristics?)?

CONTINUATION (for instrumentalists only)

Do students with school instruments get to keep them over the summer?

Other than private lessons, does the school or district offer any formal opportunities to continue performing on their instrument over the summer?

YOUR OWN QUESTION

Formulate one question or group of related questions to ask the teacher. This may be an extension of a topic addressed in previous visits or an entirely new topic. Include your question as well as the teacher's response in your report. This section is not a group project and should be unique to each individual student.

FINALLY . . .

Once again, think about and comment on these things:

What changes do you notice from your last visit? Musically? Socially?

Do you notice any changes in the one-on-one interactions between the teacher and particular students? In other words, do you notice any students for whom participation in this group and with this teacher has become a strong part of their personal identity? (A difficult question, we know. But it is an important one.)