

NAME _____

MUSED 305 – Introductory Music Methods II

OBSERVATION A - Getting Started / Beginning Materials
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School: _____ Teacher: _____

Date: _____ Beginning/Ending time: _____

ASK YOURSELF: What can be answered without asking?

Questions to consider (Getting started):

How many students are in the class?
What is the instrumentation? How many students are there on each instrument?
Are there different class sessions for each instrument group?
(*Band only*) What do beginning percussionists play? Snare only? Mallets? A broad range of percussion instruments?
(*Strings only*) What process did the teacher/class use to tune?
In what grade are the students? Is it only one grade level or is the group mixed?
How much time per week is available for beginning instrumental class?
Is there a room specifically devoted to instrumental teaching? Describe the setting instructional. Did you observe anything that helped create a welcoming, stimulating or “musical” atmosphere?

Questions to consider (Beginning materials):

What types of materials are the students using? A method series? A combination of books? Materials put together or created by the teacher?
What sort of balance do you observe between exercises, songs, solos, ensemble pieces, etc.?

Questions to consider (Teaching strategies & student achievement):

Describe the teacher’s approach to this class. What things did you observe that helped facilitate and recognize success? Give a specific example.
Did you observe any teaching or classroom management strategies that seemed particularly effective for a beginning level group? Give a specific example.
Identify one specific instance of student musical achievement. That is, describe one case in which an individual student or group of individual students demonstrated a high level of musicianship, mastery and beauty. Was this achievement a result of a particular teaching strategy, a peer (student-to-student) interaction or independent exploration and problem solving?