

**Kyle Chamberlin**

**Dr. Campbell**

**General Music Practicum**

**Assignment: September 12<sup>th</sup> 2013**

***How can we recognize kids that aren't engaged and how can we get them engaged?***

Some students I noticed weren't one hundred percent engaged in what the class was doing. Some ways to identify this I believe are through facial expressions. If their head is on their desk, or down towards the ground they most likely aren't interested in what you are doing or saying. Another thing is kids love to doodle in their notebooks, if you notice an individual is writing and other students aren't then they probably are drawing, or working on something else.

There is three teachers in the room, if one teacher goes over and gives that student individual attention they will most likely get involved. This allows the student to gain some confidence because they realize the teacher believes in them. Another thing you can do is call on them and don't give up until they give you an answer. The student might feel discouraged at first however, you allow the student to think and give an answer they will gradually gain the confidence and answer on a regular basis. Finally I believe that allowing the students to be doing something physical is key. This allows students to constantly be active and leave no room for boredom.

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**Assignment: September 17<sup>th</sup> 2013**

***Is volume of information something that will affect the 5<sup>th</sup> graders learning?***

I believe that it won't affect their learning. Our group handed them a sheet containing information with everything they have to do this "semester" and yet they were fascinated with the project. Their faces were vibrant and the atmosphere of the class room was intense. When we presented them with the song they were going to do for the day I was surprised a lot of them knew what it was. They even sang with fully projected voices and it was great.

I do believe though that something has to be done with the set-up of the room. When we were singing with the 5<sup>th</sup> graders in that U-Shape it made me feel like I was giving a lecture. It wasn't welcoming at all, and I feel there's sort of a disconnect between teacher and student. As a new teacher to them I can understand them needing to become comfortable with us so having a little disconnect is okay however, they can express that differently the desk gives them a physical object to hide behind.

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**Assignment: September 19<sup>th</sup> 2013**

***What are the Qualities of a Good Teacher?***

The main quality in being a good teacher is adaptability. As educators we need to be adaptable for student learning and comprehension. Furthermore the teacher needs to wear a "teacher's hat" and take on roles of a plethora of roles. Some include but aren't subject to; advisor, friend, role model, mediator (judge), etc. The students really look up to the teacher for someone as guidance and I believe that as educators we need to take leadership and show our students acceptable behavior so they can reach a standard of excellence.

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**Assignment: September 24<sup>th</sup> 2013**

***How useful is a KWL chart?***

The KWL chart is an excellent way to understand a student's learning. You begin by assessing the student on what they know. Sometimes if the subject matter is complicated the student won't know much about it, but that is okay. You then assess the student on what they want to know. This helps formulate ideas for what you can do with projects, group work, research etc. Finally at the end they write what they learned once the process is over and this is an excellent way to reflect on everything that they have come across and it is extremely affective and a great thing to show administration when they ask what you are doing in your classroom.

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**Assignment: September 26<sup>th</sup> 2013**

***What tools do students need to be successful?***

Students Need:

Models

Repetition

Reminders

Questions

High Level of Energy

Curiosity

Student Teacher Relationship

**TRUST**

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**Assignment: October 1<sup>st</sup> 2013**

***What can we say to the students to solve their own problems?***

When a student is stuck on a question one must not simply give the student the answer. The best questions to ask students to solve their problems are the "Who, What, Where, When, Why, and How" questions. These questions allows the students to think about stuff in a different way. Furthermore you have the student write down their answers so you are framing out the task at hand and then they can see visually what you as the teacher are trying to make them understand.

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**Assignment: October 3<sup>rd</sup> 2013**

***How can we scaffold a "Think Sheet" for students to have full comprehension?***

**Think Sheet = Facets Model.**

This model is an excellent source for questions. The Facets Model was designed to promote the comprehensive study of a musical work and enhancement of students' musical understanding and performance." It has a list of generative questions to ask students to get their gears going, and to link difficult concepts and ideas to one another without being too philosophical or confusing.

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**Assignment: October 8<sup>th</sup> 2013**

***How can we model without disrupting the students creative processes?***

For this we have to give as little detail as possible. Students themselves are very creative. You present them with about 1-3 ideas and they expand on your ideas to about 5-10 different things. Those 1-3 things should be very small things they must use for example: Types of instruments, tempo, meter, and maybe style. The rest is up to the students to mimic. Furthermore showing them an example of something and having them create something similar in form is also a good way not to disrupt the creative process because now you aren't limiting them to style only form, which gives the piece structure and the student a goal to accomplish.



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**Assignment: October 10<sup>th</sup> 2013**

***How can we as teachers recognize when something is going downhill? In addition, how can we solve this issue in a moments notice?***

I believe when students aren't asking or answering the questions given to them then there is an issue. Children need that guided assistance in order to further their knowledge. We can resolve this by simply switching activities. If one exercise doesn't work then you go to another. In addition we can scaffold a simplified model for the children of the end product you wish for them to achieve.

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**Assignment: October 17<sup>th</sup> 2013**

***How does one approach a student who is struggling with the material?***

When a student is struggling with material there's a variety of options to approach this. The first one is let the other students pair off into groups and collaborate amongst peers to achieve a common goal while you as the teacher work one on one with the student struggling to get them up to speed. Another way to approach this is have the students inform their classmate on what is going on; this means take notes for them, call them and tell them the homework assignment as well as go to their house and give them the work they missed. This is great if someone was to miss school for a day or two.

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**Assignment: October 29<sup>th</sup> 2013**

***How can we introduce metacognition into our classrooms?***

Metacognition simply means to think about thinking. The best way to introduce this is to give kids a problem to solve. Then question every answer they give you. You ask them "Why do you think it should be this?" or "Why do you think so and so wrote it like this?" This allows them to engage in what is going on as well as you making them think is it or is it no the correct answer?

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**Assignment: October 31<sup>st</sup> 2013**

***When structuring a lesson what is the best way to approach a piece of music?***

Synthesis, Analysis, Synthesis. This is an ideal model for approaching any piece of music. Give them an ideal sound to strive for then have them run through it once the image is in their head. Since it will most likely be rough you rehearse the sections that didn't go so well. Piece by piece you work your way from one end of a section to another. Finally you put the pieces back together and have them play the whole thing to apply it in context.

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**Assignment: November 5<sup>th</sup> 2013**

***How do you know when it is time to move on to the next part of the lesson?***

When students stop asking questions, or you feel the topic has been dragged on for too long that is when you move on. Some students may not fully understand a topic like other students in the class will and it gets frustrating for everyone cause everyone is on a different level. However, to satisfy the needs of everyone I would move on when I feel each student has a least a general understanding of what is going on. Then later in another lesson bring back the spot or idea that was giving the student trouble and scaffold for them either a think sheet for their thoughts or a simplified way of saying what you want them to learn.

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**Assignment: November 8<sup>th</sup> 2013**

***When we as teachers can't provide students with a proper model due to lack of recordings, health issues etc. Where can we turn to?***

There's a variety of resources you can use if health prohibits you as well as technology. You can ask a friend to record them singing for you. In addition you can play on your primary or secondary instrument if you are feeling under the weather and can't sing. Also there are colleagues who share a common goal with you and that's for their students to receive the best music education they can get. So letting them take over for one day would do no harm, or ask them for help if something is too complicated.

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**Assignment: November 12<sup>th</sup> 2013**

***Why is it difficult for students to do two things at once, after introducing them separately then trying to put them together?***

Students tend to be single tasked, and I believe it is just a difficult concept for them to grasp in general. It is something they probably have never done before, or have but never actually been asked to think about how to do it, in addition be put to the test on it by making it clear they are performing two tasks at once. In addition, I believe that if teachers are persistent towards what the student can grasp I believe that any student can accomplish this task.

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**Assignment: November 14<sup>th</sup> 2013**

***How can we get students to project their singing voices, especially if they do NOT want to sing?***

I think for students to project their singing voices you can't give them reasons to not project. If you want them to sing they must sing. Students always ask the question "Well why are we doing this?" "How does this have to do with anything that i'll need for the future?" Well... I believe that you give them a purpose they will do it for you. In addition I believe the connection between the student and the teacher needs to be very strong. If the student doesn't respect the teacher as someone who is trying to further their education, the student then immediately shuts down, and distances themselves from that specific teacher.



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**Assignment: November 19<sup>th</sup> 2013**

***Is memorization a concept students grasp onto quickly?***

Yes, the younger you can get students to memorize information the better, As a child the brain isn't fully developed but memorization of material is a crucial part to the development of a student. If you give them information that is relevant to society, such as manners, what to do in certain social situations, washing your hands, brushing your teeth at the specified times etc. kids will just know that. Routines are a great way for students to memorize ideas, and concepts. For example if every day at 9:00 you are to do social studies, and they know what items they need for that particular class they are most likely to get them out themselves without you asking. In addition teaching them to walk in a single file line in the halls and remain silent because classes are going on is a great way to teach discipline to students, without being harsh, and teach them manners.

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**Assignment: November 21st 2013**

***How can we get students who are rowdy to mellow down?***

If you give students challenge that you know they will struggle with but can get, it will mellow that individual down. Students I believe are always looking for a way to exemplify their knowledge to their teacher. However, there is a social scene where sometimes it is the "unpopular" thing to do. Another method is to give the students 1-2 minutes of social time between activities to get the chatter out of their system, that way you can focus on giving the directions and know they will be focused because they got their conversations out.

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**Assignment: November 26<sup>th</sup> 2013**

***With the informance approaching and next Tuesday being the "Dress Rehearsal" how can we prep them for the rehersal in a span of only 5 minutes of teaching? What are some stratigies to approah this?***

Stratigies:

- Keep the energy level up (Move from one activity to another)
- Do not let ANY mistakes slide, correct as much as you can in the allotted time slot
- Have one solid run through where both the student and teacher are confident
- Inform them as to what is going to happen in the dress rehersal in the lesson prior to the dress rehersal
- Consider all scenerios as to what can go wrong, and inform them that no matter what happens look up to see where we are, and we can get through this.
- Explain to them quickly how proud you are of their accomplishments and that you look forward to watching them in the informance exemplify their knowledge.