

Autumn Rieger



Self-Assessment

Lesson 5 - Biography

Explain and defend the decisions you made in choosing your objectives and the assessment tools/strategies for this lesson.

Instructional objective(s): Students will research two famous composers of classical music using the internet. Students will listen to pieces of music for each composer. Students will use the information they gained about one of the composers to write a letter to the other composer about their life experiences as a music composer.

The instructional objectives were chosen because of the biography genre the class was studying. I collaborated with my CT on this lesson to determine what two composers had similarities and students could compare. I thought it was important to have students listen to pieces of each composers music and not just do research on each one. Listening to their music helped students gain a better understanding of the classical genre of music and instruments that each composer used to create their pieces.

Students then chose one of the composers and wrote a letter to the other composer asking them questions about their life and shared their own experiences with music and audiences.

Lastly, students were going to conduct research on the internet for them to gain a better

understanding of using technology to gain information about famous composers in history who have made an impact. I used PowerPoint and music available on the internet to engage students and introduce the lesson.

After teaching the lesson and analyzing student work, describe how your decisions impacted student learning. What would you have done differently?

Students were split on the topic of this lesson. Some students did not like classical music, while others realized that they enjoyed it more than they thought they would. Students, who are in band, were more familiar with the two composers and enjoyed spending time discussing the genre and each composer.

I used music from the internet for students to listen to the music. One of Mozart's pieces was done as a Lazar light show and students got a kick out of the show.

I was originally scheduled to do this lesson in the computer lab, but my CT forgot to request the lab for the morning. When she put the request in 15 minutes before the lesson, there was a test being done that day in the computer lab and it was off limits to the rest of the school. So, my CT and I decided to have students do their research on their own time. Hour #1 I ran into more technology problems. My hyperlink to the music did not work because the computer system was bogged down by the testing being done in the lab. I had to do a very slow search for the music and it wasted a lot of time. I bookmarked the sites for hour 2 so time would not be wasted again for round 2.

Hour 2 went much smoother with the internet working and the bookmarks for each site I was going to use ready. My CT decided that the two composers were too difficult for

students to relate to and went back into her book and made copies of other famous people: Freedom Fighters, Music and Arts, Sports, and Science, in which students could choose the person they would like to research and write about. My CT was the one who gave me the original worksheet with composer bio's and requested that I use them to begin with. If I was to teach this lesson again, I would not limit the students with the people in history that they could research and write a letter about. I do think that students had difficulty relating to Mozart and Mendelsson, two gray haired old guys known for classical music, to begin with. My CT realized this after hour 1 as well and I don't think she will make that mistake again for future classes. I ran down to the library and picked-up books about some of the people we had added to the list of famous people who have made an impact for students to use, especially those without a computer at home.

One last thing I would change for next time, would be to schedule the computer lab myself. My whole lesson was geared towards using class time for conducting research and the lab not being available caused students to do all the work on their own time. Some students did not have access to a computer at home and had to write-out their letters.

What were the discipline issues that presented themselves during the teaching of this lesson? How did you anticipate these and handle them?

The discipline issue in this less was chattiness during the time I had to search for the music that did not work. My CT used this time to have students grade each others papers. I did not anticipate the technology problem since I was originally supposed to be in the lab and we had already discussed behavior expectations in the lab. My CT dealt with the chattiness and allowed me time to work on the music.

Explain how you planned for and taught this lesson to meet your target outcome (Characteristics of a High Performing Classroom) and evaluate your success in accomplishing your goals.

1 – Active Engagement of Student Learners: Students enjoyed watching the laser light show with Mozart's music pieces.

3 – High Expectations Based on State/Local Academic Standards: Lesson was planned and taught to address the genre of biography and use technology to conduct research.

7 – Collaboration with Colleagues – Collaborated a week in advance, even know my CT did not follow through on reserving the computer lab. My CT chose the two Music and Arts people in history that mad an impact, but did not consider students being able to make a connection and we had to modify for the second hour class.