

Danielson Pre-Observation Form

Evaluator: Michael Estep
Practitioner: Christopher Lyons

All questions required

Pre-observation (Planning) Form

Please complete this form prior to your scheduled observation.

1. To which part of your curriculum does this lesson relate? *

Students will be using instruments to create music. Students will be developing technical skills and working collaboratively to perform on their primary and secondary instruments. We will be using practice journals to think critically about music.

2. How does this learning "fit" in the sequence of learning for this class? *

Students are developing skills that are beneficial to their proficiency. At the beginning of the school year students have set personal goals which they are working to accomplish.

3. Briefly describe the students in this class, including those with special needs. *

Most of the students in this class are working on their primary instruments. There are few students that are spending time focussing on secondary instruments. Secondary instruments have been distributed to students based on a balanced ensemble and their technical skill. The senior high group is currently struggling with one of our concert pieces but is very comfortable with the other.

4. What are your learning outcomes for this lesson? What do you want the students to understand? *

Our warm up is intended to get the students focussed. The goal would be that they breath together, play together and focus on the tone of their instruments. The objective of playing a chorale is to work on tuning in perfect harmonies. Scales are used to get students acquainted with the key of our music. The scale pattern is intended to increase finger dexterity. Students will be working as a group to listen and play music together. I'd like them to understand the importance of a balanced ensemble sound.

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. *

Students will be actively engaged in the lesson today by playing their instruments. Students will work as one large group to perform on their instrument.

6. How will you differentiate instruction for different individuals or groups of students in the class? *

Students have been distributed individual music that is suited to their playing abilities.

7. How and when will you know whether the students have learned what you intend? *

The sound produced by the group is an indicator whether or not there has been improvement over the course of a period. Assessment is used constantly to help guide instruction.

8. Is there anything that you would like me to specifically observe during the lesson? *

Can you hear and audible difference in sound production from the beginning to the end of the class?