

## Pre-Observation Conference Form - PA

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1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?

Students will be performing in an ensemble setting. We will be working on dynamics, intonation, articulations, phrasing and correct notes. Students have had private lessons and should be proficient on their specified instruments.

1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?

This class is a large band ensemble including 7-8 grade students. Students have parts that are specific to their abilities. For instance, there may be six trumpet players, but some are playing Trumpet 1, Trumpet 2 and Trumpet 3. Trumpet 1 required the most skill and Trumpet 3 will be for my lower level learners.

1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?

Students will be able to perform selected music using proper articulations, and dynamics while performing in a large ensemble.

1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?

Often our class uses a video series entitled "The Breathing Gym." This has various exercises to utilize the students lungs and diaphragm and improve their breath support and intonation. We will not be using this today because of needing to use all of our class time rehearsing music in preparation for a concert.

1e. Designing Coherent Instruction: List very briefly the steps of the lesson.

Students will enter the room and assemble the required materials (music, book, instrument, pencil). Students will then warm up by playing scales. We will sing as an ensemble to improve intonation. After we are warmed up, we will tune and rehearse musical selections.

1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?

At the end of the class, the rehearsed selections will show significant improvement. Success doesn't look, but will sound like a musical improvement. From rehearsing a section of music where students are interpreting things differently, to performing great music.