MUE 101-102-103, 201-202, 203 Practica

Week One  Classroom Management

Are behavioral expectations posted, positively stated? Does the teacher create a pleasant, positive atmosphere for learning? Does the teacher “catch” students being good? How are consequences administered? Do any students exhibit hyperactivity or attention-deficit disorder behaviors? How would you react to student behavior in this class? What would you prescribe to enhance classroom management?
Week Two       Lesson Plans

Sketch the teacher’s overall lesson plan by observing the class. Are all facets of “The Lesson Plan Blank” met in the teacher’s lesson plan? Does the lesson “flow,” effectively connecting ideas/skills toward mastery? What suggestions could be made to improve the lesson?
Week Three  Singing

Are the students singing in each class? Are the students encouraged to produce a healthy sound/tone? Does the teacher use the gamut of vocal literature including multicultural examples? Are canons/rounds used to introduce harmony? What suggestions would enhance singing in this classroom?
Week Four  Performing on Instruments

Describe the variety of pitched/unpitched instruments for the students to enjoy. Are students playing instruments both by rote and note? Describe instrumental teaching techniques. Are there both concert and accompaniment opportunities? How can instrumental education be improved?

Week Four  Middle School/High School

Describe the vocalization/warm-up period by enumerating step-by-step how the choral director works with the voices. Describe “getting the breath started” as well as notating vocalises. Label vocalises as to the intent or goal to be achieved. Does the vocalization period extend into solfege, improvisation/creativity, and sight-reading? Do the vocalises used seem to have been chosen by the director to facilitate singing the selected music for the rehearsal? Does the director stop and vocalize during the rehearsal to achieve a particular note or passage?
Are students being taught to read and notate music? Is solfege emphasized along with hand signals? Are there student opportunities for decoding works to be performed or learned? Does reading music include both vocal and instrumental music? Are there other means to emphasize reading/notation music?
Describe student opportunities to manipulate pitches/intervals and rhythms using voices and instruments. Are there opportunities for free improvisation, individual improvisation, and group improvisation? Describe opportunities for students to compose original works and arrange music.
Describe student opportunities to listen to music focusing on perception of the elements of music. Are students able to describe music verbally, visually and through movement? Describe student opportunities to experience recordings of their own performances for analysis and evaluation. Suggest ways to enhance evaluation, analysis, and listening.
Week Eight  Understanding relationships between music and other arts/disciplines;  
Understanding music in relation to history and culture

Describe student opportunities to combine art forms through visual arts, theatre, dance, 
and music. Does the teacher's choice of literature reflect history and multiculturalism? 
Do the students verbally and physically demonstrate understanding of relationships 
between music and other arts/disciplines?
Week Nine   Assessment

Enumerate a variety of assessments utilized by the teacher to determine student mastery of concepts/skills.
Week Ten  Teaching/Coaching/Small group directing

Volunteer for a teaching opportunity with students and reflect/document that experience below.