

**MEF INTERNATIONAL SCHOOL
PRIMARY SCHOOL - TEACHER FORMAL CLASSROOM OBSERVATION**

Teacher:	Andrew Arcello	Observer:	Mike Keppler
Grade / Subject:	1st/Music	Date of Lesson:	13.3.14
Lesson Observed:	Instruments	Class size:	20

Teaching and Learning	Obs	Not/Obs
The lesson reflected the weekly schedule for subject allocation.	X	
Students were engaged as inquirers and thinkers, and showed responsibility for their own learning.	X	
Strategies were used to support the development of the language of instruction.	X	
The lesson showed evidence that students were exposed to others perspectives and / diversity.		
A range and variety of strategies and resources were used to support learning.	X	
The lesson was differentiated to meet students' learning needs and / or styles to support learning.	X	
The lesson supported the development of student attitudes and skills and allowed for meaningful student reflection and / or action.	X	
The lesson engaged students in reflecting on how, what and / or why of the learning.	X	
Teaching and learning fosters a stimulating learning environment based on understanding and respect.	X	
At the beginning of the lesson students were 'tuned in' to what they were about to learn ('we will be learning about...')	X	
Students were given an opportunity during and / or at the end of the lesson to share their learning.		
The learning environment was based on understanding and respect (classroom management techniques were evident through positive feedback to students and students were respectful of each other).	X	

General Observation

1:04 Scooch off the rug so you have one color in front of you. Lift up your hands and take a breath in like me. Singing the caterpillar song. Stretching bodies before class. Standing on one spot. Looking down at your color – make sure when you are the honeybee you are just in your space. Here is the beehive. Raise your hand if you got to the same color – and if you bumped into someone – beware of your space. I am waiting for my friends to get ready. Come to the instruments please. Sit criss cross chocolate sauce. Boys and girls we are talking about different instruments that make up the orchestra. Tell me about one instrument. Alexi come sit up here so you can see. Irmak just say Danny can you scootch back a bit – thank you. Tell me the name Greta. Yes the yellow one is in brass, how do we play that? Alexi show me another family of instruments. Do you need to stand up to see? Good and how do we play these. What do we call this family...yes part of the wind family. Guitar is part of the string family. On your spot criss cross. Have a spot – lots of room. I am waiting for my friends to get ready. Danny and Alex stop is this a good decision? Alex can you look and find an extra spot. There are 20 spots – enough for every child to have one.

1:13 When I hold up this card, tell me it is wind or string. Do not call out. Wind. Don't call out. Next one. Wind. String. Easy well to tell the difference – how can you tell? Last one, raise your hand. Excellent job. Do you notice how you can tell? Armita we are sitting criss cross. Greta said the wind ones have a spot to put your mouth and the other ones you use your hands with. Yes Daniel we took care of that in HCS – you should stop worrying about it and move on and you will feel better. Stand up and wiggle your hands, feet. Head, shoulders, knees and toes.

1:17 Last time we were here, we created all of our instruments that went with our story. What happened? This silly man ate loads of instruments, what is one instrument he swallowed? What happened when he swallowed the bell? Today your task is to finish putting together our man. He is a bit skinner but he works just as well. Take a peek now, follow the directions, and then ask questions if you need to. We will take our man and he goes on top of your bag like this. What is the first thing you should write on the back of your bag? Once you have glued the man to the bag, put all of your things inside your bag and then we will tell the story together. Take the fat man and glue him on. How could he swallow instruments if he did not have his head? When I call your name, please come and get your bag. Ms. Rose come get your package. Handing out packets to students. When I see you sitting criss cross and quietly, I will give you the bag. Eyes this way. I'm still waiting for my friends... If you are ready, I will give you a bag. One marker from the marker bag and then we will get glue sticks. Name on the bag. I will know you are ready once you have the name on your bag. Rose did you write on Irmak with the marker. Rose, do not write on anybody, markers are for you. Yes you can start to glue the man on the bag. I am coming with glue for people who have their name on. Once your name is on you can glue the man. Going around to help students get

their bags set up. My friend, I asked you to help with the instruments. Show him each one as they go inside the bag. Suhun come with me, I asked you already. Alexi please go pick up the lid to the glue. Why did you throw it? That is not one of our agreements, please treat each other with respect and put that where it belongs.

1:30 Five, 4, 3, 2, criss cross. Schooch back from your friends so you have some space. Irmak come here where there is more space. Rose – you need to come and sit down. As the story is being read...I have to wait, we cannot start with calling out. Much better. As we read the story your job is to add your instruments into your bag. Show me your cello and put it inside your fat man. Reading through book and adding instruments when instruments were highlighted in the story.

1:40 Story completed. Hands on top means stop. Collect instruments in your bag. Find your spot after you put all of your things away and have your name on your bag. Put your instruments down – scooch off the rug. If you can hear me tap your nose, your shoulder. Boys and girls – raise your hand and tell me about your favorite part of the story. Is the kazoo wind or string? Rose sit with your bag. What is that called when we bring all the instruments together – yes an orchestra – nice job Alek. When we standing tall we can go. Let's see if you can earn a music note on your way out. What is one thing we can work on next time? Yes we can always listen better. Mr. Shawn is on the horizon.

Student Observation

- Danny came in sad, but you were able to get him out of his funk when you told him to get over it.
- Rose moving around a lot.
- Students were engaged in lesson and eager to read story.
- New student needing some redirection.
- Alexi was not very engaged at the start of the lesson, but then became more involved.

Strengths

- Quick transitions.
- Songs to support movement and brain activity.
- Giving new student a job to keep him busy since he did not have instruments cut out.
- Lots of reinforcement for positive behavior and following directions.
- Checking in with students to make sure they clear about names of different instruments.
- Lots of modeling and opportunities for practice.

Recommendations / Areas for Development

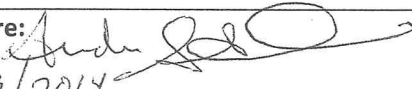
- Students seemed to be clear about names of instruments, but not sure about sounds. Was discussed, but maybe could hear a short piece and then identify which instrument.
- Quick wrap up at the end of the lesson.
- Ways they can identify different instruments when listening to music outside of class?
- Names of instruments cut out to pair with each one – just another visual for some students.

Signature School Principal:



Date: 20.3.14

Teacher Signature:



Date: 20/03/2014

Teacher Comments (if needed)