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Contextual Factors

- **Community, District and School Factors**
  M. D. Williams Intermediate school is located in Pocahontas, Arkansas, which has a population of roughly 6600 people. For the most part, the community is in pretty strong support of quality education and this public school enforces good behavior, strict rules, and high standards from the elementary students.

- **Classroom Factors**
  In the music classroom, the students stand or sit on risers. There is a TV, a chalkboard, and a CD player. Unfortunately, there is no projector or screen. Students know that once they walk in, they must immediately sit on the risers according to their assigned seating which is boy-girl-boy-girl; this design is in place to discourage talking.

**Seating diagram:**

- **Student Characteristics/Instructional Implications**
  The 6th grade had no relevant factors or specific needs for any of the students in a way that would influence how music class should be taught or how they should do work/tests; Therefore, there were no factors that would weigh on my decision as to how or what I would teach the students.
Learning Goals

- Topic
  The parts and techniques of the violin

- Learning Goals
  1. Students will be able to correctly name the different parts of the violin.
  2. Students will be able to hear different sounds on the violin and correctly identify the
     name of the technique that is being played.
  3. Students will remember different facts and history about the violin’s make up and
     sound.
  4. Students will be able to relate different techniques of the violin to other aspects of
     music.

- Rationale
  My co-operating teacher’s music class is designed for the students to learn and gain
  experience in music and instruments; the 6th grade classes are required to do frequent
  paperwork to enhance their learning.

Music Standards:

M.3.3.1; M.3.4.1; M.3.5.1; M.3.6.1; M.4.3.1; M.4.4.1; M.4.5.1; M.4.6.1.
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to correctly name the different parts of the violin.</td>
<td>Pre-Assessment</td>
<td>Paper test asking questions about the violin.</td>
<td>Repeat and modify instructions as needed.</td>
</tr>
<tr>
<td>2. Students will be able to hear different sounds on the violin and correctly identify the name of the technique that is being played.</td>
<td>Formative Assessment</td>
<td>Asking questions and having students repeat new words throughout the lesson.</td>
<td>Provide verbal cues and plenty of wait time for questions and answers.</td>
</tr>
<tr>
<td>3. Students will remember different facts and history about the violin’s make up and sound.</td>
<td>Post-Assessment</td>
<td>Paper test asking questions about the violin.</td>
<td></td>
</tr>
<tr>
<td>4. Students will be able to relate different techniques of the violin to other aspects of music.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Description of pre- and post-tests and learning goals**

This lesson was conducted over the period of one week, but each day I had a new group of 6th graders because of the way that the school orchestrated activity time. In other words, I taught the same lesson for five days in a row, because I see each group of students only once a week. So I gave them the pre-test, taught the lesson, and then gave them the post-test because of the crunch of time that I had with them. As a music teacher who sees the students once a week for half a semester, I do not have the same opportunities to really know many of the students like a classroom teacher would.

The pre- and post-tests include a diagram of the violin and the students are required to label the differed parts of the violin that were taught in class. To the right of the diagram there
are several questions regarding facts, history, and techniques of the violin that the students must answer.

- **Formative assessment to determine student progress**

Formative assessment is included all throughout the lesson as I asked the students questions to check their memory. I also had them repeat new words that I wanted them to learn. In this way, I could make sure that the students were staying on track and staying engaged in the lesson so that they could remember the lesson better.
Label the parts of the violin and answer these questions.

What are the names of the four violin strings in order from left to right?

What is the most important thing for the violin to have a good sound?

What are the bow hairs made out of?

What did the violin strings used to be made out of?

What does it mean the performer should do when the music says pizzicato?

What does it mean the performer should do when the music says col legno?

What is it called when two violin strings are played at the same time?
Label the parts of the violin and answer these questions.

- Scroll
- Peg box
- Fingerboard
- Chin rest
- Screw
- Tip/Point
- Bridge
- Tailpiece
- Dege
- Horsehair
- Sound peg
- Dy, G, A, E

What are the names of the four violin strings in order from left to right?

What is the most important thing for the violin to have a good sound?

What are the bow hairs made out of?

What did the violin strings used to be made out of?

What does it mean the performer should do when the music says pizzicato?

What does it mean the performer should do when the music says col legno?

What is it called when two violin strings are played at the same time?
Instructional Plans

- Results of pre-assessment

Because I see each group of students once a week, I gave the pre-test and then I taught the lesson, so I did not make any modifications to my lesson. The pre-tests results were pretty low, which is what I expected since I did not think any of the students would be familiar with the parts and techniques of the violin.

- Lesson Plans

Name of Lesson: The parts and techniques of the violin

Objectives:
- Learning Goals
  1. Students will be able to correctly name the different parts of the violin.
  2. Students will be able to hear different sounds on the violin and correctly identify the name of the technique that is being played.
  3. Students will remember different facts and history about the violin’s make up and sound.
  4. Students will be able to relate different techniques of the violin to other aspects of music.
  5.

Week of 23-27: 6th grade, 9:45-10:40 M-F
- Teach the different parts of the violin by pointing to an actual violin.
- Teach different String techniques like *col legno*, and *pizzicato*.
- Teach different facts and history about the violin
- Review terms like dynamics and tempo by playing parts of songs that reflect these terms, then have the students raise their hand and talk about what they noticed during the song, but they must use the correct terms.
- Toward the end of class, have the 6th graders complete a test on the parts of a violin by correctly labeling the picture.

Music Standards:
M.3.3.1; M.3.4.1; M.3.5.1; M.3.6.1; M.4.3.1; M.4.4.1; M.4.5.1; M.4.6.1.
• Reflections

I only had one student who knew anything about the violin because she actually played the instrument. But by comparing her pre- and post-tests, even she learned something new.

The only major modification I made during the week of teaching this lesson was to explain something on the test more clearly. The Diagram of the violin had different lines pointing to the parts that I wanted them to label, so I needed to remind the students to look carefully at where the arrows were pointing so that they did not get the parts mixed up. Also, one of the lines was pointing to a part of the bow, but some of the students thought that it was pointing to the bow itself, instead of the “horse hairs” of the bow. So on the first day, I graded the label correct if the students put “bow.”
Analysis of Student Learning

- Whole Class

![Whole Class graph]

- Subgroups

![Subgroups: boys & girls graph]
- **Individuals**

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1:</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Student 2:</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Student 3:</td>
<td>5%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Every student's scores for the entire did go up at least 5% percentage points, including my lowest and highest performers. The third student’s scores I have decided to include shows how even those who knew literally nothing about the violin could chose to listen and perform well on the test. On the test, I did give some points for listening carefully to my instructions by putting their name on the test. I reminded the students multiple times before the pre and the post-test to put their name on it. The first students did not put his name on either tests, I had to check the role to see who did not write their name.
Label the parts of the violin and answer these questions.

<table>
<thead>
<tr>
<th>What are the names of the four violin strings in order from left to right?</th>
<th>What is the most important thing for the violin to have a good sound?</th>
<th>What did the violin strings used to be made out of?</th>
<th>What does it mean the performer should do when the music says pizzicato?</th>
<th>What does it mean the performer should do when the music says col legno?</th>
<th>What is it called when two violin strings are played at the same time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>A</td>
<td>D</td>
<td>G</td>
<td>Cat gets</td>
<td>Horse hair</td>
</tr>
</tbody>
</table>
Label the parts of the violin and answer these questions.

What are the names of the four violin strings in order from left to right?

What is the most important thing for the violin to have a good sound?

What are the bow hairs made out of?

Horse hair

What did the violin strings used to be made out of?

Cat gut

What does it mean the performer should do when the music says pizzicato?

What does it mean the performer should do when the music says col legno?

Play with the wood, not the horse hair

What is it called when two violin strings are played at the same time?
Label the parts of the violin and answer these questions.

What are the names of the four violin strings in order from left to right?

What is the most important thing for the violin to have a good sound?

What are the bow hairs made out of?

What did the violin strings used to be made out of?

What does it mean the performer should do when the music says *pizzicato*?

What does it mean the performer should do when the music says *col legno*?

What is it called when two violin strings are played at the same time?
Label the parts of the violin and answer these questions.

- GDAE
- Sound peg
- Horsehair
- Cat gut
- Bounce it on the strings
- Play with wood
- Double stroke
Reflection and Self-Evaluation

The students did well on the tests as a whole, but my lowest performer (the one who did not write his name on the tests after multiple reminders) only answered one extra question on the post-test than he did on the pre-test. I think this shows his disregard for instructions, and that he did not care to listen. Because this was music class, neither my co-operating teacher nor I are ever told about specific students' needs unless it is extremely severe, and sometimes we're not even told then. I asked my co-operating teacher about student number 1 and if he had a disability of any kind and she did not know. Also, I think part of the reason why music teachers are not told is because our class is seen as “activity time” and it does not bear as much weight as the core subjects. So if a student is performing low in music, then he or she does not have to pursue it.

In the comparison of the girls vs. the boys results of the pre- and post-tests, the girls made a few percentage points higher than the boys. I do not think that this says very much in relation to how boys vs. girls perform on a regular basis, but I did have some boys who completely “bombed-out,” while none of the girls made as low a score as some of the boys. But, many of the boys made some very high scores. I also had more boys in this class than girls. I think that the results of the comparison are inconclusive, the only thing that the comparison might suggest is that the girls had a longer attention span than the boys probably based on maturity level.

The students all liked to remember that the violin strings were made out of cat guts and the bow hairs were made out of horse hair. I think this was the most successful question because of the nature of the material; it simply ‘sticks’ in the mind easier.

The hardest question for the class to remember as a whole was the question regarding pizzicato. I believe the reason is because I also taught or refreshed the memory of the students
on the meaning of *staccato*. The students would get the two mixed up, so in later lessons I began
giving a verbal reminder during the lesson not to get the two words mixed up. Also, these are
both Italian words, and although I had the students repeat the words after I said them, they are
still foreign words.

I have gained some very helpful experience from this exercise in testing and carrying out
lesson plans and assessments in the real world of teaching in a classroom. I think what I can
improve on in the future is making some more specific and clear tests, and allowing for
potentially unseen variables. I can also make more clear-cut instructions to minimize confusion.
To practice this, after I make a test, I could wait for a period of time before coming back to it to
proofread and check for errors, confusing instructions, and other possible answers. Then I can
make these corrections before actually giving the test to the students. I could also ask fellow
teacher to look over the test to see if there are any parts to the questions or instructions that seem
confusing to them. This could make the student’s testing time a smoother experience. I also
have learned the benefit in going over these potential confusing areas right before the test to alert
students to be careful on certain parts to read carefully.