

TASK #5- IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION

Link to Video

<https://youtu.be/pyyCDfzGkDM>

Video Release form all students in intermediate percussion ensemble completed (left).

Confirmation from CT that all students completed and returned video release form (right).



Dear Parent/Guardian/Student:

I am a music teacher candidate at West Virginia University, participating in performance assessments to fulfill program requirements for my institution and a state teacher certification requirement. WV-TPA is a teacher performance assessment for teacher candidates that is used by other teacher candidates across the state. My materials will be submitted to and scored by Music Education Faculty.

The WV-TPA and other performance assessment activities document a series of lessons that I will teach in your child's classroom and includes short video recordings. The video recordings involve both the teacher and various students. The primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name or other identifying information will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by Music Education faculty at West Virginia University. Please sign below to indicate your permission for these activities.

Sincerely,

Teacher Candidate Name

Teacher Candidate Signature

Student Name: _____ School/Class: _____

☐ I do give permission for you to include my child's work and/or image on video recordings for the purpose of the WV-TPA. I understand that my child's name and any other identifiable information will not be included.

☐ I do not give permission for you to include my child's work and/or image on video recordings for the purpose of the WV-TPA.

Parent/Guardian Signature: _____

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Equal Opportunity/Affirmative Action Institution



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109 Wilson Avenue
Morgantown, WV 26501
Office of the Director

To whom it may concern:

All students in the Intermediate Percussion ensemble submitted the signed photo release form with signatures from both students and their legal guardians. If you have any questions, please feel free to reach out.

Sincerely,

Mr. Brian Reed
Email: Brian.Reed@k12.wv.us
Work Phone: 304-291-9266

Narrative:

The first clip in the video is from the very first lesson of the unit. It was right at the beginning of class and I was asking them questions about where Ghana is and getting their heads in the right area of the world. We talked about where Africa is, where West Africa is, and where Ghana is. Then I gave some details like what the capital is, what ethnic groups live in Ghana, how many ethnic groups are estimated to live there, and some specifics about different regions. I like how I used the white board to draw the pictures of the places and expanded a small area to really be able to pinpoint the location of where we are talking about. We also talked about how Ghana was colonized until the 1950's/1960's by the British and all the students seemed to take the information very well and were able to remember it for the rest of the unit.

The second clip in the video starts at 6:11 and is also from the first lesson. I was explaining how a traditional African drum and Dance is set up. It starts with a call to dance and then leads into a variation. I then played an example of how the call would lead into each variation. I asked the students how the form would be set up to match this set up. They all came to the realization that it is set up in ABACAD... And ultimately we decided that it is set up in the form of a rondo. We then talked about how the parts are set up within the whole ensemble and the lead drummer kind of acts as the conductor or person in charge of changing between the variations. In this clip, we also talk about how a djembe is made. We discussed that they are usually made out of wood and either have a skin head or synthetic head. We then went on to talk about the tuning mechanism and all of the ropes that help tune the drum head. I related it to a timpani since they are very familiar with them and explained that tuning a hand drum is very similar since you are pulling on all of the sides at once like what happens to a timpani when you change the pedal position. Finally we ended this section of the video with a short review of the three tones and the timeline rhythms. I played a tone and asked them to watch where I struck the drum, which part of my hand struck the drum, and then think about both of those things to answer which tone I was playing. I followed that by clapping a steady beat and having them all say the timeline parts of the correct syllables we talked about earlier in the class.

The third clip starts at 10:07 and was done at the beginning of the second lesson. We

were reviewing how music is used in Ghana and how it is passed down or learned. I also wanted to include the part right after that, that shows them naming the instruments and the parts of the ensemble. This was a way of me assessing them to see how much they retained from the prior class. I thought it was important to add because I really wanted to show that they are actively learning things about music that does not have to be playing something. They were taught all of these things in the previous lesson and they were able to go home and return to the next class ready to answer questions about it.

The second to last clip starts at 11:22 and is also from the second lesson. This is more in the middle of the lesson after we split into three groups of 4. Each group had someone playing support drum one, someone playing support drum two, and the others covered the timeline parts. I included this because I wanted to show how the students were able to take all of the parts of the ensemble and fit them together with one another. After they finished, I asked them if they would give themselves a thumbs up or thumbs down based on their group playing and their own individual playing. This group gave themselves thumbs up and I agree since all of the parts sounded very clean together. Also after they finished, I gave some notes to individuals in the group who I thought could improve on their playing. Also around the 12:05 mark, one student started dancing to the music and I absolutely loved it. I wanted students to dance if they felt so inclined to do so, they could dance however the music spoke to them. I let them know that if they are ever not playing and feel so called to dance, they are allowed to do so.

The final part of the video is from the last lesson and starts at 12:53. In this video taken from the final lesson, this was right after our final post-assessment. We had some extra time after everyone finished their playing tests and written tests so I wanted to just have a little bit of time to play through all of the variations. I wish I had the video of us playing on my last day at MHS because everyone took turns and got up to dance and the students really enjoyed it.