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Scenario: Journaling in the ensemble music setting; gaining student input and providing feedback using a "flipped" classroom concept - Lesson

Source: [Music Orchestra, High School](#)

TEKS: Music Orchestra, HS

1 (A), 1 (B), 1 (C), 1 (D), 1 (E), 1 (F), 2 (A), 2 (B), 3 (A), 3 (A), 3 (B), 3 (C), 3 (D), 3 (E), 3 (F), 4 (A), 4 (B), 4 (C), 4 (D), 4 (E), 4 (F), 5 (A), 5 (B), 5 (C), 5 (D), 5 (E), 5 (F)

Scenario Background

Students in Sandra Jones' Orchestra I class respond to a written assignment via google classroom least once a week. Ms. Jones shares some of the student journal entries each week, and responds to all of them in writing. In their journals, students keep written self-evaluations, document progress on assignments, and keep their practice cards.

Because a significant aspect of Orchestra I involves learning music literature from a variety of periods and composers, students also respond to pieces that they listen to via links provided by Ms. Jones through YouTube and other sources. Ms. Jones supplements these videos/recordings with rehearsal footage of selected literature for comparison and contrast. Students respond in their journals to selected questions designated for Orchestra I, especially noting how what they listen to can help them learn and improve their musicianship.

Performance Level: Proficient/Accomplished

Reinforcement:

Observed Evidence by Domain:

1. Planning	2. Instruction
<ul style="list-style-type: none">• Activity is sequenced and aligned to standards and many TEKS are covered.• Activity provides adequate time and closure.• Activity allows for probing of students' prior knowledge and connects to background before introducing new concepts.• Activity is aligned to purpose and sequenced to learning.• Activity provides an opportunity for individual assessment in a safe learning environment.	<ul style="list-style-type: none">• This activity encourages students to take initiative for their own learning:<ul style="list-style-type: none">◦ Teacher directed questions are connected to the fundamentals and repertoire being studied and are relevant.◦ Connections for learning are made by relating professional recordings to rehearsal excerpts.◦ Students are given flexible times to complete the journal entry for each week.• Teacher conveys a depth of content knowledge and guides students through high-level thinking questions through weekly feedback.• Activity connects to real-world experiences with discussion of music theory and key centers in the repertoire.• Teacher leads the activity with opportunities for dialogue and discussion.• Teacher asks questions at remember, understand, and apply levels of questioning.
3. Learning Environment	4. Professional Practices and Responsibilities
<ul style="list-style-type: none">• Students engage in relevant, meaningful learning.• Students engage in high-level learning and are challenged.• Students feel safe to take risks; to share ideas and observations	<ul style="list-style-type: none">• Teacher conducts herself ethically in the classroom, online and at events during and outside the school day.• Teacher reaches out to the broader community by bringing music to many school, district and community events• Teacher responds in a timely manner to emails, phone calls and other communication necessary to her job.• Teacher works outside the school hours as are outlined by her extra-duty stipend.• Teacher is organized and responsible when dealing with budget and other organizational duties regarding trips,

	fundraisers and all duties outlined by a middle school orchestra director.
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Summary

Reinforcement: Ms. Jones use of this journaling activity is a great way to provide individual feedback and gain student insight. The students are using high-level thinking strategies as they display levels 2, 3 and 4 on "Webb's Depth of Knowledge" (DoK) moving from skills/concepts to strategic thinking to extended thinking as they apply knowledge. Students make connections in learning as they take their knowledge and write about it briefly each week. Students responses are refined by Ms. Jones and they are able to use that input as they progress through this level of orchestra.

Refinement:

Suggested enhancements from T-TESS:

1. Planning	2. Instruction
<p>Planning 1.1</p> <ul style="list-style-type: none"> Continue to strengthen the connection to real-world applications (spend more time on discussion of compositional elements; form, style) <p>Planning 1.2</p> <ul style="list-style-type: none"> Provide for substantive feedback to students throughout lesson <p>Planning 1.3</p> <ul style="list-style-type: none"> Continue to refine students opportunities to use their knowledge to enhance their peers' learning experiences through constructive input. 	<p>Instruction 2.1</p> <ul style="list-style-type: none"> Refine students goal setting efforts through their written communication. (What did we accomplish today? What shall we work on at our next rehearsal? Take time at end to let students individually write down their own goals) <p>Instruction 2.2</p> <ul style="list-style-type: none"> Continue to enable the access to technology used to implement this activity; monitor those students who might be having challenges. <p>Instruction 2.3</p> <ul style="list-style-type: none"> Ask questions that are creative/evaluative and require deeper levels of student understanding. Increase wait time to and vary questioning techniques to develop more student directed learning. <p>Instruction 2.4</p>

<p>Planning 1.4</p> <ul style="list-style-type: none"> • Create opportunities for students to generate their own questions • Guide students in setting goals as repertoire is added and their skills become more advanced • Consider more student-centered instructional groups and pairings of students. 	<ul style="list-style-type: none"> • Provide differentiated instructional methods. • Adapt lessons to individual student needs. • Recognize where confusion or disengagement occurs and respond to students social/emotional needs. <p>Instruction 2.5</p> <ul style="list-style-type: none"> • Continually check for understanding through questioning directed to individual students rather than "all call" to group. • Adjust pacing of instruction to maintain engagement.
<p>3. Learning Environment</p>	<p>4. Professional Practices and Responsibilities</p>
<p>Learning Environment 3.1</p> <ul style="list-style-type: none"> • Provide opportunities for students to take active leadership in managing classroom routines, and engage in groups. <p>Learning Environment 3.2</p> <ul style="list-style-type: none"> • Involve students in adopting and maintaining classroom behavior standards. <p>Learning Environment 3.3</p> <ul style="list-style-type: none"> • Provide students the opportunity to collaborate with each other and the teacher • Empower students to ask pertinent questions about music concepts, harmonic properties and text of piece being studied. 	<p>Since educators are not expected to demonstrate elements of this domain in the lesson, consider the following question:</p> <p style="padding-left: 40px;">What kinds of professional learning might help Ms. Jones improve her teaching of this and other lessons?</p> <p>Professional Practices 4.1</p> <ul style="list-style-type: none"> • Model professional practices. • Advocate for all students in the classroom and on campus. <p>Professional Practices 4.2</p> <ul style="list-style-type: none"> • Set short and long-term goals. • Implement substantial change in practice resulting in significant student improvement in performance. <p>Professional Practices and Responsibilities 4.3</p> <ul style="list-style-type: none"> • Leads colleagues in and beyond the school. • Build faculty knowledge and skills. • Develop and fulfill school and district improvement plans. <p>Professional Practices and Responsibilities 4.4</p> <ul style="list-style-type: none"> • Leads in communicating school mission. • Develops collaborative efforts within the community to enhance student learning. • Maintains systematic contacts with parents/guardians regarding each individual

Enhanced Scenario

Students in Sandra Jones' Orchestra I class respond to a written assignment via google classroom least once a week. Ms. Jones shares some of the student journal entries each week, and responds to all of them in writing. In their journals, students keep written self-evaluations, document progress on assignments, and keep their practice cards.

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Ms. Jones is always trying to find a way to give her students substantive individual feedback while maintaining a healthy work/life balance. Use of this online resource for the journaling activity makes providing that feedback more streamlined and time efficient. Engaging students in any activity that encourages and develops their communication skills is worthwhile and sends a strong cross-curricular reinforcement to skills developed in other classrooms.

As the year has progressed Ms. Jones has been able to refine her questioning strategies and increase the rigor of those questions, especially regarding comparison and contrast between rehearsal excerpts and reference recordings.