

Hannah Bradt

Mr. Speice

ISM 3A

February 8, 2017

Parachutes.

Mentor Visit Assessment 2

Ms. Laura Rohman

Elementary Music Teacher

Purefoy Elementary School 11880 Teel Pkwy. Frisco, TX 75034

February 8, 2017

9:15 - 10:15

Because this was my second mentor visit during which I would be interacting with students in the classroom, I was slightly more comfortable, and was very excited to experience this for a second time. When scheduling this visit, Ms. Rohman informed me that the first graders would be in music class during this time, and that they would be playing with parachutes. I was immediately intrigued by this, as I remember doing activities with parachutes in elementary school, but never in music class. For this visit, I was hoping to mainly be able to see the ways in which the first graders functioned in the classroom, as well as how they interacted with each other and Ms. Rohman. When I arrived at Purefoy, I signed in, received my pass, and made my way to the music classroom. Ms. Rohman's first class did not arrive until 9:30, so I was able to talk to my mentor about the past week in ISM, as well as discuss a variety of other

topics, including my final product ideas. Ms. Rohman had been busy for the earlier days of the week, as she is attending a music education conference on both Thursday and Friday, and had many other things to complete before getting to my product. During my visit, however, I explained that there were some areas that I would have to adjust, as my original idea of creating a theory had turned out to be too difficult because of the extreme amount of research and time that it would require.

At 9:30, the first grade students began to come to their specials classes. I was not originally prepared for the high amount of energy, especially that early in the morning, but I quickly adjusted to their behavior and mannerisms. Although the students were very loud and energetic, the joy that they got from participating in music class was interesting to see. From the beginning of class, many students asked Ms. Rohman if they could continue to do their movement songs, and became excited when it was time to start a new activity, such as learning rhythm and timing with the parachute activity, or practicing the songs for their upcoming performance, a short musical called 'Squirm.' During both of these activities, I was able to directly interact with students, as I participated with the parachute rhythm activity, as well as sat with them on the risers and helped them follow along with the music for their show. These experiences allowed me to understand the ways that young children will also interact with someone whom they had just met. I was interested to see that they both accepted my being in their classroom, as well as respected that I was studying and recognized that I was an older student.

The final aspect that I was able to learn from this mentor visit is that physical activity can be involved in any of the 'Specials' classes, and does not have to only be enjoyed during P.E. class.

Through the incorporation of the parachute activity, as well as the movement songs, students had the ability to exercise and get out some of their energy, before the more serious part of class began. By allowing the first graders to release some energy in the beginning of their 45 minutes of music class, they were much more focused towards the end, as they learned songs for their performance in March. When I am creating my own future lesson plans, I will keep this idea in mind, as it was helpful to see the ways in which students will respond to physical activity in their classes.

Overall, this mentor visit was very successful. I enjoyed it more than the first visit that I went on with a class present, mainly because I was able to actually interact with the students, rather than sitting apart from them and only watching what they were doing. This visit provided me with a better understanding of the ways in which an elementary music teacher will be expected to interact with all students. I was also able to see the ways that students can be engaged in a lesson plan through participation in activities. As I continue my mentor visits, I will continue to observe the behavior of students, as well as the ways that they interact with their surroundings. This will assist in the creation of my ISM product. In the coming weeks, I plan to visit kindergarten, second grade, third grade, and fifth grade classes, as I have only been able to experience first and fourth grade thus far. I will visit each grade level multiple times throughout the remainder of the year, in hopes that these opportunities and observations will prove to be extremely beneficial in my future career as an elementary music teacher.