

Hannah Bradt

Mr. Speice

ISM 3A

20 February 2017

Peter and The Wolf

Mentor Visit Assessment 3

Ms. Laura Rohman

Elementary Music Teacher

Purefoy Elementary School 11880 Teel Pkwy. Frisco, TX 75033

February 16, 2017

1:05 - 2:15

This mentor visit was the third that would provide me with an opportunity to directly observe and interact with students in an elementary music classroom, and I began to feel much more relaxed and comfortable around them. For this visit, I was able to observe a kindergarten class, which is the grade that I was primarily interested in teaching before I decided to pursue elementary music education. Before the kindergarten class came to music, however, I had the opportunity to discuss my final product ideas with my mentor so that I could receive feedback, as well as learn about any changes that she felt might be necessary to excel with the creation of my product.

Upon my arrival at Purefoy Elementary School, I signed in at the front office and immediately walked to the music classroom to meet my mentor. She had already printed my

product and calendar, so that it would be easier for the both of us to look at while going over it. There was some confusion about my product as a whole, mainly because she had misunderstood, and thought that my proposal of creating a modern comparison of Piaget's Theory would also include aspects of shame and worthiness. However, these two different subjects will remain separate in my work, having two different sections for each: one for Piaget's Theory and its modern re-creation, and one for my Shame and Worthiness Guidelines and a further analysis of shame and worthiness, including some evaluations and worksheets. Once I was able to clarify what my project would entail, Ms. Rohman checked my calendar and shared some slight revisions that she felt might benefit my product. These revisions, as well as an extended clarification of what will be created, were added to my product proposal and calendar before submitting the Final Draft.

As we were finishing our discussion of my product proposal, the kindergarten class began to file into the music classroom. They immediately seemed to take interest in me, most likely because I was a new face in a classroom that they were accustomed to. I was surprised, however, that although I was a 'new and exciting' addition to their class, they were still primarily focused on the lesson that Ms. Rohman had planned them, and paid attention to their teacher. The lesson was an interactive storybook that was set up on the whiteboard in the front of the room, and was presented with a soundtrack that explained what was occurring. Because this activity had many ways that the students could interact, as well as music, words, and individual characters, they were very engaged for the most part, and participated when Ms. Rohman asked them questions. After this activity, they were allowed to do a movement song in order to let out some energy, as they had been sitting for about 15 minutes. After this, they watched a short movie of Peter and

the Wolf, created by Disney, so that they could see the ways that music can be incorporated in many aspects to symbolize different characters. Because we were dealing with 5 and 6 year olds, Ms. Rohman and I found ourselves slightly overwhelmed by the energy that the students have, but I observed many ways that Ms. Rohman handled this calmly, while avoiding eliciting shame.

From this visit, I was able to examine many different aspects that will thoroughly assist my understanding of elementary music education, both when I am creating my final product, as well as when I am interacting with students in my own future classroom. When dealing with students who have excessive amounts of energy in the classroom, Ms. Rohman remains very calm, which allows effective communication. She urges the students to sit in their seats so that they too can enjoy the lesson with all of their friends. From what I have seen thus far, this method has been very effective. Aside from this, I have also been able to understand the ways that Ms. Rohman tailors lessons to accommodate each grade level, so that they remain engaged. Learning this will allow me to create my own lesson plans in the future, so that I can understand the ways in which each grade level functions and remains interested, so that they get as much as possible out of music class. This mentor visit also allowed me to begin taking notes for my modern comparison and re-creation of Piaget's Theory of Cognitive Development, as I found that the ways that students and children as young as 5 and 6 already have a strong understanding of technology, as well as classroom rules and communication skills. I found this shocking, because this was not true when I was in kindergarten, and varies drastically from Piaget's Theory, created in the 1900s.

Through my upcoming mentor visits, I will also observe children outside of the classroom environment while they play outside during recess. This will allow me to see and

understand the ways in which students interact with their peers and surrounding environments when they are not under the direct instruction of a teacher. I look forward to expanding my knowledge and beginning to see the ways in which my Final Product will come together.

## Mentor Visit Notes

### **Product Notes**

- Confusion with separation between Piaget's Theory and shame/worthiness parts of binder
  - Clarified and changed in proposal
- Update calendar for new changes
- Won't see the use of shame in her classroom

### **Visit Notes**

- Kids came in a little bit crazy, but immediately went to their seats
- They were confused about concept at first, but understood after a few minutes
- Knew lots of information already about different instruments
- Many took piano lessons and knew about tempos, beats, rhythm, major and minor, etc.
- Once they were finished, they did movement song to get out energy
- Watched disney video
  - Some were scared of the wolf on the screen...if this happens, allow them to go get a drink of water, and acknowledge that it is scary but not real
- 'Smelly' on hand for reward after class for behaving - praise