**Apprenticeship Post-Lesson Reflection**

**Teacher Name:** Dakota Cavanaugh **Date of Lesson:** 11/29/18

**Focus of Lesson:** Identifying notes of triads **Date of Reflection:** 12/6/18

1. As I reflect on the lesson, the students were pretty well engaged. There was no excessive talking during playing and the concentration on the task at hand was high as exemplified by their keen ears and adjustment of intonation.
2. The students accomplished the task I intended extremely well! I wasn’t sure how many aural skills type activities the students in the orchestra had done in the past, but they performed extremely well. When asked to identify notes of a triad, almost all of the students answered in unison quickly after the question was asked. For the most part they were correct, and therefore my instructional goals were met because they were able to pick out members of a major triad, as well as perform their A-flat major scale with very limited mistakes.
3. I noticed that the students were achieving at a higher level than what I anticipated, so I did add an extra challenge at the end. The students were being successful with identifying one note at a time, so I started picking two students to hold over and the students then attempted to identify which two notes were being played. They got a little more stuck on these exercises, but were able to figure it out with a bit of teacher guidance. This leads me to believe that it was a good challenge for the students.
4. My strategies and activities accomplished the learning objectives that I had for the lesson so I would definitely say they were effective. The students excelled and performed all activities with extremely few errors, which allowed them to even get to a further level of cognition during the activities. This over-achievement shows that the strategies were effective because the students learned the concepts so quickly that they moved on straight to a harder version of the lesson.
5. Mr. Toll has a great classroom atmosphere, so when I stepped up onto the podium, I inherited some of the respect that the students have for Mr. Toll. They were extremely well-behaved and engaged throughout the lesson, which I could definitely tell was a habit that had been set long before by the teacher. Secondarily, by utilizing exercises that were familiar to the students from their regular class days, I was able to keep credibility and familiarity while trying to introduce new concepts. I was very lucky to teach in this classroom because the students were used to being held to a high standard of excellence.
6. My informal observation was effective and useful to my students. During their performing of the aural skills activity, I noticed that they were doing a bit too well, so I challenged them with a slightly more difficult variant. This positively affected their engagement and took them to a deeper level of cognitive activity. The subsequent feedback I gave allowed the students to get more comfortable with identifying two simultaneous chord-tones as shown by their improvement after a few attempts.
7. If I had the opportunity to do this lesson again, I would love to add in a chorale in the same key center as the scale and aural skills exercise. By throwing a chorale in the mix, we could talk about basic harmonic structures which would sequence directly after the triad identification activity we did. Then the chorale could also be used to refine balance and blend within the ensemble, so I think it definitely could have been a beneficial addition.
8. The main teaching strategy that I am taking away after this lesson is to engage students in the learning process more. Students can participate in the feedback of the ensemble, it doesn’t have to be the director just correcting the ensembles mistakes for an hour. I will definitely keep this in mind and try to keep lessons spiced up with group discussion, think-pair-shares, and other peer-assessment activities. This more frequent vocal interaction benefits both the students and the teacher because the students retain more information, and the teacher can observe multiple groups while they are all discussing.