

Jessica Churchill

## Burris Teaching Episode Reflection

As a first-time instructor for a band class, with the exception of a peer teaching experience at Ball State this semester, I felt quite anxious before beginning the lesson. My lack of familiarity with band instruments made me doubt my abilities and question if I could effectively communicate my teachings. Despite my nerves, I focused on maintaining a calm and confident presence in front of the students. I also made sure to prepare extensively beforehand by reviewing the lesson plan and practicing with the score. During the lesson, I took the time to listen to each student and provide individual feedback, which helped me gain their trust and respect. As the class progressed, my confidence grew, and I found myself enjoying the experience more than I had anticipated. By the end of the lesson, I was pleased with the progress the students had made, even if it was a small, and felt proud of myself for stepping out of my comfort zone with this band teaching experience.

During the class, I was pleased with the response I received from the students. They were more interactive and engaged than in some of the previous teaching experiences. To engage them further, I asked for their opinions and had them define the term "phrasing" in their own words. While I feel that I achieved my objective, I now realize that I could have asked more specific questions, especially when the students were not responding. To involve the percussion section, I gave them some activities to do, even though they did not play on the section "When You Wish Upon a Star" and tried to involve them with questions. I believe that I maintained the concept of "phrasing" throughout the lesson and revisited the term at the end of the class. Another aspect of the lesson that I am proud of is that I checked the student's posture early on. Although I could

have reminded them throughout the lesson, I felt that it was essential to address it at the beginning.

However, after re-watching my teaching, I now recognize that my warm-up exercise may have been too long. While the students enjoyed the long tone competition, I received comments that it may not have been the best exercise for brass instruments. I need to research this more before using it again. I don't want to do an activity with my students that may promote bad habits. However, I did learn about this "game" in woodwind tech. I would be curious to find out if this exercise is only good for certain instruments.

During my lesson, a student said that articulation could be used to shape a phrase. I received comments saying that that was wrong, and I should have addressed it. I tried to go along with what the student said and incorporate their feedback in the class but feel as though I did not fully correct more efficiently. Furthermore, I could have used more figurative language to help explain my concept, especially during the piece. I also struggled to find a comfortable range when singing phrases to the students. I should have practiced that more before class.

Overall, I am pleased with how the lesson went, but there are areas for improvement. As a new teacher, I need to continue to reflect on my teaching strategies and work on building my confidence in the classroom. By doing so, I believe that I will become a better teacher and be able to provide a more meaningful and engaging learning experience for my students.