

Peer Teaching Reflection

Date of the Lesson: October 27, 2022

Student's Name: Jessica Churchill

Describe your preparation for the Peer Teaching event?

To prepare for my peer teaching, the first thing I did was print the score of "Fumble Fingers" and went through the piece. I listened to a recording on YouTube to hear how the piece was supposed to sound, and I went through each of the parts and played them on the violin. When going through each of the parts, I wrote down fingerings, especially for bass and violin/viola, since those are instruments, I am not as comfortable with, compared to cello. I also wrote in some of the note names for viola since I am still working on reading alto clef fluently. I noticed in going through each of the parts that there were some accidentals, some that even required shifting. I played through those, and specifically thought through how to best teach those new notes and what fingerings to use.

When thinking about how to execute my lesson, I thought about what I could do in a warm-up that would help the class prepare for this piece. First thing, the piece was in G major, so I wanted to get the class familiar with that key and become comfortable playing notes in the G major scale. I also noticed that rhythmically, first violins had eighth notes, and everyone else had quarter notes and half notes. I wanted my first warm up to include a G major scale, as well as the rhythms that would be in this piece. So, I decided to divide up the class and have half of the class play eighth notes, and the other half play quarter notes, so the class could get a feel of different people playing different rhythms at the same time. Since there were also new accidentals in this piece that the class may have not been too familiar with, I decided to do echo patterns that involved the new notes/sounds. The piece also included a lot of skips, so to help students get a feel for this, I wanted each section to play their part, before having everyone play together. The piece was also a faster tempo, but since students were sight reading, I made sure to go under tempo so students could play as many notes as possible. After writing my lesson plan, I practiced my lesson in front of family and I also practiced playing each of the parts on violin so I could easily play any of the parts to help students learn the piece better. The main thing was becoming as familiar with the piece/score, and also picking concepts and thinking about how to teach those concepts.

Describe what went well and what didn't work?

I think overall, a lot of things went well in my lesson. I thought I had a good teacher presence and was overall encouraging to my students. I thought the warm-ups I did went well with the piece and helped students prepare for some musical things that would appear in their music. I thought my echo patterns helped students play and understand accidentals without seeing it in their music first. I thought my analogy on coupons helped students understand that the accidental is special, and only lasts one measure. I thought the idea of having students play each of their parts separately was a good idea, but I don't think there was enough time in my lesson to execute it properly.

The main thing that didn't go well for me was my time management. I spent too much time on warm-ups, that students didn't get enough time to play the piece as much as I wanted. I also wanted to help each section more with intonation and fingerings, but since I was running out of time, I felt that I rushed through that. There were also other concepts, such as accents and retakes I wanted to get to in my lesson but ran out of time. If I had an entire class period, I think my lesson would have been more beneficial, but since I only had 20 minutes, I should have done less warm-ups, and worked on the piece more. That would have given the class more time to play through their parts and get a chance to play through the piece together, and maybe even get farther in the piece. I also forgot to pass out music at the beginning, which was bad on my end, as it took a

little bit of time away from my lesson. Forgetting to pass out music threw me off, and because of that silly mistake, I felt slightly distracted the rest of the class. I also wish I would have use more figurative language. I was planning on doing so with some of my other concepts, but since I didn't get to that, I only used one figurative language example.

What did you notice when you watched your video?

The main thing I noticed in my video that caught me by surprise was my poor violin posture. I never realized that I had more of my chin on the chin rest rather than my jaw. Due to this, I was slouching, and it looked like my violin wasn't up on my shoulder as much as it could have been. I am going to work on that. I don't want to model incorrect violin posture to my future students.

I could have walked around the room. I didn't realize I stood behind the music stand the whole time until I watched my video.

I did think I was more confident than I thought I was after watching video. I have a good teacher presence. I think I could speak up more, but I think overall I act confident when I teach.

Reflect on Dr. Spieker's Comments.

I agreed with everything Dr. Spieker said in his comments, and even expected most of the things he mentioned. He mentioned that my G major scale warm-up was a little too long, as well as the time I spent working with individual sections. I agree, especially with the amount of time I had. However, if I had more time, I think I would have spent a little bit more time with each section to correct intonation better. I felt very rushed towards the end, which was poor time management on my end. He also mentioned that I need to work on my violin posture, especially for modeling. I noticed this when watching my video, and he confirmed this in his comments. This is just something I need to be aware of. Dr. Spieker mentioned that I was encouraging, but I should have explained why when giving positive feedback. An example of this would be saying why I thought students sounded good. In the moment I didn't think of this, so this is something I want to be more intentional about. I also really liked when Dr. Spieker said "it is better to play shorter segments and make sure they can actually play it." I feel like as teachers we want to cover more. But most of the time less is more. Quality is more important than quantity. I want to make sure I remember that going forward.

Articulate areas in your teaching where you need to improve.

I really need to work on my time management. I feel like overall I need to time different sections of my lesson out better. For example, with only having twenty minutes of teaching, I wish I didn't spend half of that time on warm-ups. Even though in my lesson plan I estimated that my two warm-ups would take about 10 minutes total, I thought I would be able to teach the first 8 measures of the song with the rest of the 10 minutes, but it was not enough time. I wish I thought about time management more when lesson planning.

I also need to work on my modeling/violin posture. I genuinely never realized how much I needed to work on it until I watched myself teach. I need to practice more in front of a mirror.

Articulate areas in your teaching that you are most proud of.

The thing I am most proud of was my teacher presence and my confidence. I felt comfortable being in front of a class. Even when things weren't going according to plan, I remained calm and confident throughout the entire lesson. I also thought that overall, my lesson went well. I adapted when needed, and even though I wasn't able to stick exactly to the plan, I made it work. I also thought I did a good job of being encouraging when students were wrong. I corrected them, but also embraced students' mistakes and helped them learn from it.