

**Composition in the beginning band classroom: Using one to one
technology**

by

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A REPORT

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Abstract

The lessons demonstrated in this report introduce composition into the beginning band classroom with a one-to-one technology setting. The purpose of this project is to incorporate the creating standard into my classroom on a consistent basis with students. For instrumental music classroom, we follow the 2014 Music Standards of performing, responding, creating, and connecting. The performing and responding standards tend to be at the forefront in the instrumental classroom setting. However, all musicians should be allowed to develop their creating skills while they are developing their performance and responding skills. The students used for this project are sixth graders, in their first year of playing a wind or percussion instrument. The classes are split into two sections, woodwinds/percussion and then brass the opposite day. Each student had access to a Chromebook and all assignments were posted digitally using Google Classroom. All of my students that I teach were a part of this composition project and throughout the teaching video, you will see different classes. The composition project was broken down into five extended lessons. The lesson plans extend over multiple days due to the frequency that I see students. Lesson plan one reviewed music symbols and terminology through prior knowledge. Lesson plan two focused on rhythm and had the students compose their own rhythm. Lesson plan three focused on melody which incorporated new material relating key signatures. The students wrote their own melody at the end of this unit and performed the melody for lesson plan four. The last lesson plan has the students reflect on the composition project. This data collected will allow me to gauge the effectiveness of the lessons for future use with students. I will be looking at items such as interest, knowledge gained during the lessons, and do the lessons need to be modified.

My time at Kansas State University has provided an opportunity to dive deeper into concepts we briefly discussed in undergraduate courses. During this time, I have been able to strengthen my knowledge of rehearsal strategies, program organization, and leadership development to better incorporate all four music standards into the instrumental music classroom. Most importantly, I have had time to reflect on my own teaching. I focused on questioning methods I use on a daily basis and the students that we see in today's classroom. Today's classroom, education, and students have adapted to the use of technology due to the pandemic. Throughout this pandemic, we have engaged students in a new way. Personally, I enjoy having technology in the instrumental classroom to reinforce concepts and help develop the individual musician. Developing the individual musician allows us to raise the overall level of the ensembles we provide for students. We must have the mindset of continual growth as educators.

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Chapter 1 - Teaching Philosophy

To define my teaching philosophy as a music educator begins with music for all. I believe every student should have access to a quality music education taught by a passionate qualified educator. Every student that enters my classroom has the opportunity to create an experience through music that will last a lifetime. This experience creates the next generation of creators, performers, and enthusiasts. Throughout this process, we develop their humanity and teach them how to become a well-rounded individual that develops lifelong learning skills. These lifelong learning skills include problem solving, critical thinking, and creativity. In today's educational climate, I believe this is a critical experience for all students. We are preparing them for a future of unknowns and providing them with the tools to find success in life.

In my classroom today, each student brings a diverse background into the classroom. We take all of these individual backgrounds and combine them together to make music. The process of making music blends all the backgrounds into one cohesive sound. My students are held to a high standard to develop their individual musicianship. Then we combine that individual musicianship to raise the bar on the learning experience. Along with high standards, we use failure as a learning opportunity. We can relate this to Gardner's Multiple Intelligences as he believed that every person has the ability to create and appreciate music. We also know that when we create, perform, or appreciate music it involves more than just musical intelligence. However, in order to achieve success with our musical intelligence, it must be taught to everyone and it is beneficial to begin at a young age. So his theory supports that music is a core subject and should be accessible to every student. It is also important to note that each intelligence is important and has a role in developing the whole child. This is where we hear the saying, music makes you smarter.

We then must focus on the concept of comprehensive musicianship through performance to provide a purpose for music education. When music is experienced through formal or informal performances it can promote an understanding of music at a higher level of intelligence, serves as a way for humans to express their emotions, understand the culture and society around us, develop the whole person, and can be a vehicle of aesthetic value. This also will lead to greater appreciation of music. It has been promoted and still stands true that you experience music like no other subject. The purpose behind music education cannot be tied down to just intelligence but to creating the whole person.

As a profession, music education has evolved to serve the community and the society of the era. We now see the incorporation of technology in the classroom and engage the students through this process. As an educator implementing technology into my classroom allows for each student to achieve individual growth. They now have the ability to listen to quality recordings of professional musicians, record themselves playing, and with a click of a button have a tuner and metronome anywhere. As a student not that many years ago, I never would have imagined the amount of technology that has been developed to use in the music classroom. Just as technology evolves I must as an educator. The capability to use technology in the classroom is crucial to engaging all of my students. It creates opportunities to engage their critical thinking skills through peer assessments, problem solve their individual issues with playing and gives them access to be able to compose music at the click of a button.

Overall my philosophy for music education will always start with music for all. I know as the years go by I will change my opinion on how we get there or achieve it. I truly believe we as music educators must continue to work together to promote the success of our profession. We are driven by administrators that justify our classroom by numbers. Music education is so much

more than that and is a safe place for many students or the reason they want to come to school every day. We should be trying to reach every student to develop the whole child. As I think about my purpose in music education I want to impact as many students as I can in a positive manner in and out of the classroom. I feel that my whole philosophy can be boiled down to one statement said by Richard Saucedo at Music for All Summer Symposium during the Director's Band. This group met throughout the week to sight read new literature and talk rehearsal strategies. I can remember sitting in the final rehearsal, we had got to end where directors were asking questions about different topics. He told us that he one final piece of advice for all of us. He said, "What do you want your students to remember when they come to your funeral and pass by your casket?" This is one piece of advice that has driven myself as an educator to this very day. The experience I provided for students can last a lifetime and the goal is to make it a positive experience that will ignite their appreciation and passion for music.

How My Philosophy Informs My Teaching

This lesson plan reflects my philosophy in developing the individual musician. This was a new experience creating these lesson plans and incorporating them into the classroom. However, I feel that this truly has helped them develop their individual voice through composition. My hope is that my students can take these lessons and use them as a foundation to explore composition in the future. Again in my philosophy, I talk about high standards and failure. We had many different failures throughout this process, for example, technology did not always work. There were also times when we did the Google Slide work that I wasn't as clear on my instructions as I had hoped. So, this has allowed me to adjust and explain my intentions for the work that I was looking to see from the students.

Chapter 2 - Lesson Plan(s)

Lesson Plan 1: Music Composition Part 1 (Review)

Music National Standards (2014)

MU: Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music text(s) studied in rehearsal.

MU: Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Prior Knowledge/Skills

Ability to identify the basic music symbols and terminology

Ability to access Google Classroom and [Kahoot](#)

Rehearsal Objective

Review music symbols and terminology required to compose music

Identify the key signature

Create a blank music staff with elements that would be required to compose their own music

Assessment of the Rehearsal

Students will be assessed through participation in the [Kahoot](#) with the goal of 80% accuracy of knowledge. Students will create a staff on a Google Slide to demonstrate knowledge.

Relevant Contextual Factors and Modifications/Accommodations Needed

Student seating placement to view the board for students who need accommodations

Student shoulder partners to help check for understanding

Instructional Materials, Resources and Technologies

Chromebook

Website-[Kahoot](#)

Google Classroom

Google Slides

Rehearsal Plan

Time	Activity	Purpose of Activity	Sequence	Assessment
15 Minutes	Kahoot - Music Symbols	Review the basic music notation on the staff	1	Formative assessment
10 Minutes	Kahoot - Music Terms	Review the basic music terminology	2	Formative assessment
5 Minutes	Kahoot - Ensembles	Review basic music ensembles	3	Formative assessment
10 Minutes	Google Slide	Create a staff to demonstrate knowledge	4	Formative assessment

Table 2-1: Rehearsal Plan Lesson One

Learning Targets:	Today's Agenda:	SCE 02/23-24
• Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	• Today's Video: Power Struggle • Music Composition- Part 1 (Review) ◦ Kahoot-music symbols • Rhythm Chart #7 • Breathing- 4, 8, 12 • Instruments ◦ Remington Long Tones ◦ Lip Slurs ◦ Tetra Chords ◦ Red Book: pg 8 & 9 ■ Concert Music ■ Pg. 10 ◦ Band Karate	Looking Ahead: • PENCIL!! • Chromebook • Binder
		Google Classroom Assignments Due:

Figure 2-1 Lesson Plan 1.1

Learning Targets:	Today's Agenda:	SCE 02/25-28
• Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	• Today's Video: The Great Locomotive Chase • Rhythm Chart #7 ◦ Write counts m.1-4 • Breathing- 4, 8, 12 • Instruments ◦ Remington Long Tones ◦ Lip Slurs ◦ Tetra Chords ◦ Red Book: pg 8 & 9 ■ Concert Music ■ Pg. 10 ◦ Band Karate • Music Composition- Part 1 (Review) ◦ Kahoot-music terms	Looking Ahead: • PENCIL!! • Chromebook • Binder
		Google Classroom Assignments Due:

Figure 2-2: Lesson Plan 1.2

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone 	Today's Agenda: • Today's Video: Star Wars Melody • Rhythm Chart #7 ◦ Write counts m. 5-8 • Breathing- 4, 8, 12 • Instruments ◦ Remington Long Tones ◦ Lip Slurs ◦ Tetra Chords ◦ Red Book: ■ Concert Music ■ Pg. 10 ◦ Band Karate • Music Composition- Part 1 (Review) ◦ Kahoot-ensemble ◦ Build a staff	SCE 03/01-02 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due:
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Figure 2-3: Lesson Plan 1.3

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone 	Today's Agenda: • Today's Video: Music of John Williams • Rhythm Chart #7 ◦ Write counts m. 5-8 • Breathing- 4, 8, 12 • Instruments ◦ Remington Long Tones ◦ Lip Slurs ◦ Tetra Chords ◦ Red Book: ■ Concert Music ■ Pg. 10 ◦ Band Karate • Music Composition- Part 1 (Review) ◦ Finish build a staff	SCE 03/03-04 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due: • Turn in music composition part 1
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Figure 2-4: Lesson Plan 1.4

Lesson 1: Reflections

The goal of lesson plan one was to review the music symbols, music terminology, identify the key signature, and create a blank music staff with the elements that would be required to compose their own music. The lesson was broken down into three class periods due to only having fifty minutes class periods that meet every other day. During this time, we were working on preparing for their first concert so we had to incorporate that into our class time.

The first three days of the lesson I used [Kahoot](#) to review the music symbols and music terminology. Using [Kahoot](#) games allowed the students to answer the questions individually and see live results. As we went through each game, we talked about the questions that students struggled with. A question that was missed quite often was identifying either the whole rest or half rest. I think the students struggled with the questions because it was not in the context of a piece of music. When students see it on the page in class we talk about how if there is not another in the measure it is a whole rest. Breaking down the lesson into three components allowed the students to focus on each component of the lesson. In return, the students learned to self-reflect on the individual music elements that they struggled with and were able to ask questions as we went through the different [Kahoot](#) games. The students were able to apply this knowledge straight into their performance of music that we were working on in class.

On the third and fourth day of this lesson I had the students complete a Google Slide creating a music staff and talking about the key signature. This allowed us to talk about how we create music from scratch. We also got to talk about the key signature and where it was located on the staff and being able to identify its location on any piece of music. The figures shown below are the blank template they got for creating the staff and a few examples of student work completed.

Build a staff: Select a line then drag down to form the staff

Steps for building a staff:

1. How many lines create a staff?
2. What clef do you read in?
3. What goes after the clef? (put down what concert Bb for you like for your instrument.)
4. What goes after the key signature?
5. What separates measures?
6. What goes at the end of music that tells us to stop?

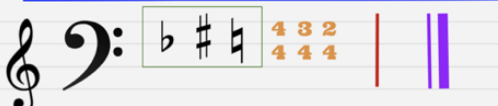


Figure 2-5: Google Slide-Blank Template

Build a staff: Select a line then drag down to form the staff

Steps for building a staff:

1. How many lines create a staff?
2. What clef do you read in?
3. What goes after the clef? (put down what concert Bb for you like for your instrument.)
4. What goes after the key signature?
5. What separates measures?
6. What goes at the end of music that tells us to stop?

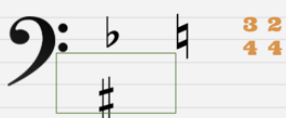
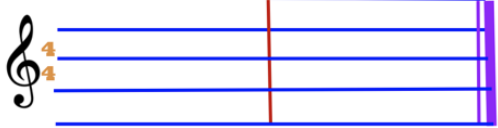



Figure 2-6: Google Slide- Cornet Student

Build a staff: Select a line then drag down to form the staff

Steps for building a staff:

1. How many lines create a staff?
2. What clef do you read in?
3. What goes after the clef? (put down what concert Bb for you like for your instrument.)
4. What goes after the key signature?
5. What separates measures?
6. What goes at the end of music that tells us to stop?

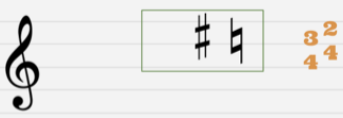



Figure 2-7: Google Slide- Trombone Student

Using the Google Slides for creating the staff was effective in getting the students to think about each element of the staff. Most of these elements were taught at the beginning of the year and students see them on a daily basis. However, this was a great opportunity to review and then add in the key signature. Overall, the student's work with this slide turned out well. As the students were working on the slide I was walking around answering questions and helping those that were struggling.

This entire lesson plan was taught through direct instruction with the students. The students completed the [Kahoot](#) games individually but when they did the Google Slide they did help each other out in class. The students were able to collaborate and double-check their work as I was walking around to help. This is a great way to show understanding of the material and allow them to teach each other the material.

The [Kahoot](#) games were a formative assessment that allowed me to track data through an online generated report. The report also broke each question down to see which question was missed the most. As an educator this allowed me to see which elements we needed to review and continue to cover in class.

When I started teaching this lesson, I actually meant to do the Kahoot music term game first. However, I selected the wrong link in class so I decided to just go with it to see how the class would do. Another issue I ran into was making sure the students brought their Chromebook to class, the Chromebook being charged, and the internet working properly. So in the future, I would ensure that all students have their Chromebook or borrow a few extra for students that did not bring one to class or have a broken Chromebook. I plan to implement this in my class next year and would like to start this project in the fall semester. That would allow me to space out the lessons and review them more often to check for understanding. The [Kahoot](#) games would be a

great pre-assessment for the beginning of the year to get a baseline of what prior knowledge students have coming into the classroom. I typically use a Google Form to do this assessment but I like using [Kahoot](#) because the student enjoy playing the games. This engages the students in the classroom and make it relatable to a generation that has grown up on devices. This would also work for my teacher evaluation with tracking student growth data.

Lesson Plan 2: Music Composition Part 2 (Rhythm)

Music National Standards (2014)

MU: Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music text(s) studied in rehearsal.

MU: Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

MU: Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives- individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU: Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Prior Knowledge/Skills

Ability to identify rhythmic symbols, rhythmic values, time signatures, and perform rhythms

Ability to access Google Classroom, [Kahoot](#), and [flat.io](#)

Rehearsal Objective

Review rhythmic symbols

Identify different time signatures

Compose rhythms in different time signatures

Perform rhythm composed by peers

Assessment of the Rehearsal

Students will be assessed through participation in the [Kahoot](#) with the goal of 80% accuracy of knowledge. Students will create a staff on a Google Slide to demonstrate knowledge. Students will be able to perform rhythms with accuracy.

Relevant Contextual Factors and Modifications/Accommodations Needed

Student seating placement to view the board for students who need accommodations

Student shoulder partners to help check for understanding

Instructional Materials, Resources and Technologies

Chromebook

Website- [Kahoot](#), [flat.io](#)

Google Classroom

Google Slides

Rehearsal Plan

Time	Activity	Purpose of Activity	Sequence	Assessment
10 Minutes	Kahoot - Rhythm	Review rhythmic value Students did this as individual following their note quiz	1	Formative assessment
10 Minutes	Google Slide	Create a four measure rhythm in three different time signatures	2	Formative assessment

10 Minutes	flat.io Rhythm Project	Introduce how to use the website Begin Rhythm Project	3	Formative assessment
10 Minutes	flat.io Rhythm Project	Finish Rhythm Project	4	Formative assessment
10 Minutes	Google Slide	Student Partner work on composed rhythms Write in counts Fix Errors Perform Rhythms	5	Informative assessment

Table 2-2: Rehearsal Plan Lesson Two

Learning Targets:

- *Posture*
- *Toe Tapping*
- *Counting (internal pulse)*
- *Notes on the staff*
- *Steady Tone*
- *Quality Tone*



Today's Agenda:

- Today's Video: **Mario Percussion Ensemble**
- Note Quiz
- Music Composition- Part 2 (Rhythm)
 - Kahoot-rhythm
- Breathing- 4, 8, 12
- Instruments
 - Remington Long Tones
 - Lip Slurs
 - Tetra Chords
 - Red Book:
 - Concert Music
 - Pg. 10
 - Band Karate

SCE
03/07-08

Looking Ahead:

- **PENCIL!!**
- **Chromebook**
- **Binder**

Google Classroom Assignments Due:

Figure 2-8: Lesson Plan 2.1

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	Today's Agenda: • Today's Video: Pirates of the Caribbean-woodwind quintet • Music Composition- Part 2 (Rhythm) ◦ Build a rhythm • Breathing- 4, 8, 12 • Instruments ◦ Long Tones-Remington in F ◦ Lip Slurs ◦ Tetra Chords ■ Bb, C, F ◦ Red Book: ■ Concert Music ■ Pg. 10 ◦ Band Karate	SCE 03/10-11 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due:
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Figure 2-9: Lesson Plan 2.2

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	Today's Agenda: • Today's Video: Never Going to Give You Up • Post Concert Reflection • Music Composition- Part 2 (Rhythm) ◦ Flat.io • Breathing- 4, 8, 12 • Instruments ◦ Long Tones-Remington in F ◦ Lip Slurs ◦ Tetra Chords ■ Bb, C, F ◦ Red Book: ■ Pg. 10 ◦ Band Karate	SCE 03/14-15 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due:
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Figure 2-10: Lesson Plan 2.3

Learning Targets: • <i>Posture</i> • <i>Toe Tapping</i> • <i>Counting (internal pulse)</i> • <i>Notes on the staff</i> • <i>Steady Tone</i> • <i>Quality Tone</i>	Today's Agenda: • Today's Video: Carrot Clarinet • Music Composition- Part 2 (Rhythm) ◦ Flat.io • Breathing- 4, 8, 12 • Instruments ◦ Long Tones-Remington in F ◦ Lip Slurs ◦ Tetra Chords ■ Bb, C, F ◦ Red Book: ■ Pg. 10 ◦ Band Karate	SCE 03/16-17 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due: • Rhythm Project
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Figure 2-11: Lesson Plan 2.4

Lesson 2: Reflections

The goal of lesson plan two was to review rhythmic symbols, identify different time signatures, compose rhythms in different time signatures, and perform the rhythm they composed. The lesson was broken down into four class periods.

The first day of lesson, I had the students complete a [Kahoot](#) on rhythmic symbol values. For this [Kahoot](#), I had the students complete it individually after they finished their note quiz. I wanted to see how each individual student was with their rhythmic knowledge. As I looked at the results, I noticed that a majority of the students still struggle with eighth notes and identifying if it was a single eighth note or two barred together. They always want to put the single eighth note value as one-fourth of a beat and think of it as sixteenth note. So, we went over that in class again. We have been working on clapping and counting rhythm charts with single eighth notes so this concept is still fresh to them.

Build a rhythm:

Select a rhythm or rest to fill in each measure.

The image shows two empty musical staves. The first staff has a 4/4 time signature and a red vertical line at the midpoint. The second staff has a red vertical line at the midpoint and a double purple vertical line at the end.

Build a rhythm:

Select a rhythm or rest to fill in each measure.

4/4

4/4

16

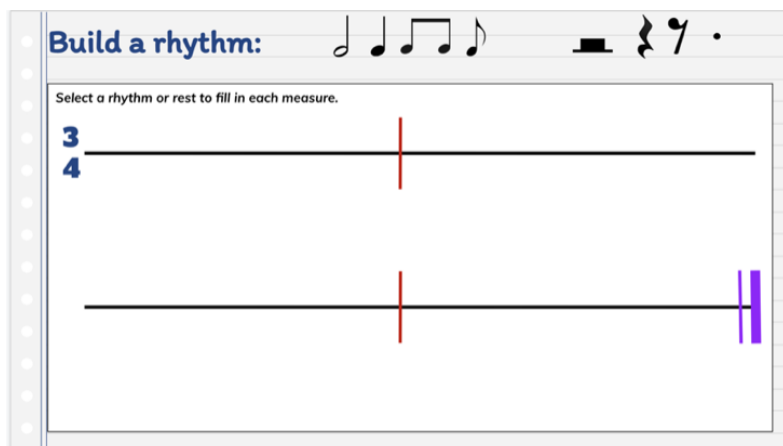


Figure 2-14: Google Slide- Time Signature Template 2

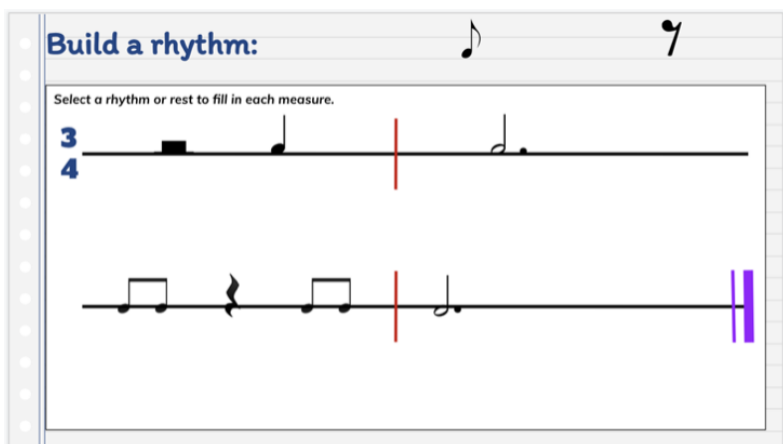


Figure 2-15: Google Slide- Trombone Student

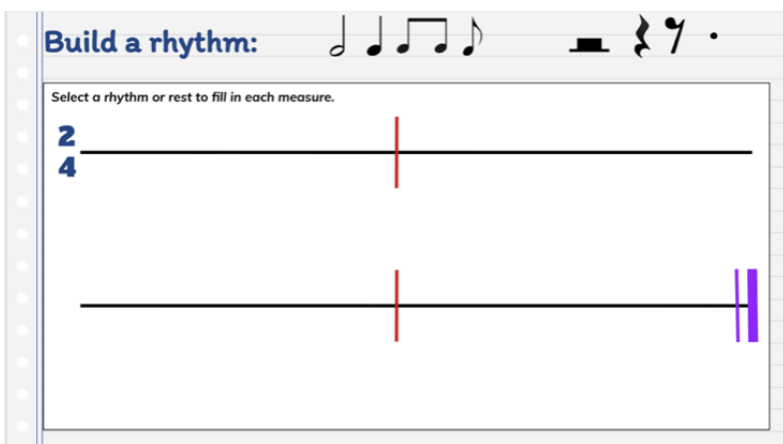


Figure 2-16: Google Slide- Time Signature Template 3

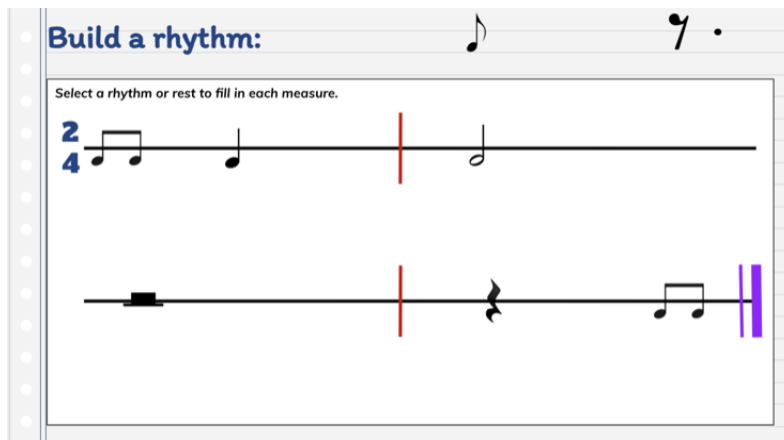


Figure 2-17: Google Slide- Trombone Student

Overall, they did well with creating their own rhythm. I gave them loose guidelines but did tell them that they could not have consecutive measures of rest. I wanted to keep the guidelines to a minimum to promote creativity. One thing I noticed was the one-line staff threw them off at first. We typically only see that in their method book. The rhythm charts we use in class every day have rhythm on a five-line staff. We do rhythm charts in class every day starting in the first week of school. My students were used to reading rhythms, writing in counts, and clapping and counting the rhythm. This one skill that we do every day because I believe it develops the independent musician. My students were excited to compose their own rhythm because they thought of it as creating their own rhythm chart. During the lesson, we did refer back to rhythm charts as a resource for them to use.

For the third day of the lesson, we began using flat.io to start their rhythm project. The goal of this project was to create an eight-measure rhythm that they could play. If they wrote a rhythm that they could not perform themselves then it would defeat the goal of this project. I spent the first class period showing them how to use flat.io. For the rhythm project, I set up a template in flat.io. We also talked about what rhythms were appropriate to use. I did not want to

use a rhythm they could not perform. I went over the rubric to show them my expectations. I have attached the rubric and student work below in the figure.

Rhythm Project Rubric					18 pts total
Item Assigned	0	1	2	3	
Title of Piece w/ name	Did not follow instructions	N/A	N/A	Followed instructions	
Selected a time signature: 4/4, 3/4, or 2/4	Did not follow instructions	N/A	N/A	Followed instructions	
Length of the piece: 8 measures	Piece contains 4 measure or less.	Piece contains 5 or 6 measures	Piece contains 7 measures	Piece contains 8 measure	
Piece does not contain consecutive measure of rest	Piece contains 3 or more consecutive measure of rest	Piece contains 2 consecutive measures of rest	Piece contains 1 consecutive measure of rest	Piece does not contain any consecutive measures of rest	
Piece contains a variety of rhythm: whole, half, quarter and eighth notes or rest.	Piece contained same variety of rhythm	Piece contained 2 varieties of rhythm	Piece contained 3 varieties of rhythm	Piece contained 4 or more varieties of rhythm	
Punctual	Work completed 3 or more days late.	Work completed 2 days late.	Work completed 1 day late.	Work completed on time.	

Figure 2-18: Google Slide- Rhythm Project Rubric

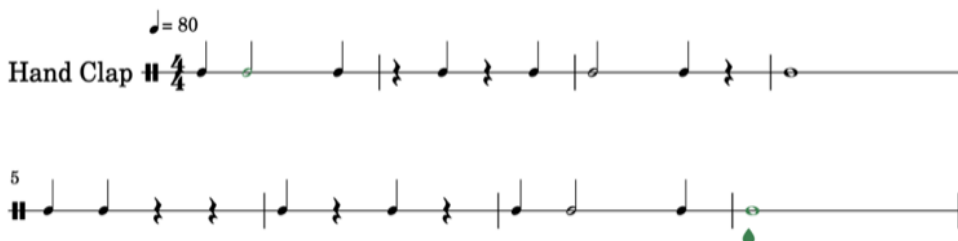


Figure 2-19: Flat.io Rhythm Project- Flute Student



Figure 2-20: Flat.io Rhythm Project- Cornet Student

The last day of this lesson, the students worked on finishing their rhythm project. Once, they had finished their rhythm project I had them pair up with a partner. I gave them their Google Slides rhythms they created. While working with a partner they were to write in the counts, clap and count, and play the rhythm. This allowed them to find errors in their rhythm and fix them. I should have collected those papers but I did not think of that until later.

Throughout the lesson, students were able to self-reflect on their knowledge of rhythm and show it through composition. The direct instruction took place during the [Kahoot](#), create a rhythm Google Slides, and rhythm project at the beginning of each class. Then the students used interactive instruction, while paired up to work on teaching each other their rhythm. The [Kahoot](#) game was a formative assessment that allowed me to track data through an online generated report. The report also broke each question down to see which question was missed the most. As an educator, this allowed me to see which elements we needed to review and continue to cover in class. The students working together was an informal assessment that they did with peer collaboration.

Reflecting on this lesson allowed me to help individually correct students with their rhythm knowledge and more particularly their ability to write in counts. I know a few students who moved in throughout this year still struggle with writing in counts at times. I believe it is crucial to developing the individual musician that students learn how to write in the counts so they can learn any piece of music they want to play.

In the future, I would also consider having the students write out their rhythms on paper and then do the peer collaboration before putting it into [flat.io](#). This would allow students to fix errors early on before putting them into [flat.io](#). The original intent was for students to use one of the slides they already composed and then expand on that slide. However, I forgot to tell them

that when I taught the lesson. I would also like to have them perform their rhythm in class individually, unfortunately, we ran into spring break. However, I plan to use these rhythms at the end of the year as part of a game. I also learned that using flat.io allows you to see the students working in real time so you can quickly go through each student's work to help them.

Lesson Plan 3: Music Composition Part 3 (Melody)

Music National Standards (2014)

MU: Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music text(s) studied in rehearsal.

MU: Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

MU: Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives- individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU: Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Prior Knowledge/Skills

Ability to identify music symbols, rhythmic values, and literacy of music notation

Rehearsal Objective

Introduce KTRAD for sight reading music and composition

Identify dynamics

Create an original melody

Assessment of the Rehearsal

Students will be assessed through their composition and completion of Google Slides-
music composition part 3 (melody)

Relevant Contextual Factors and Modifications/Accommodations Needed

Student seating placement to view the board for students who need accommodations

Student shoulder partners to help check for understanding

Instructional Materials, Resources and Technologies

Chromebook

Website- flat.io

Google Classroom

Google Slides

Rehearsal Plan

Time	Activity	Purpose of Activity	Sequence	Assessment
5 Minutes	KTRAD	Introduce steps for sight-reading music and relate it to how we will use it to create music	1	Informative assessment
5 Minutes	Dynamics	Review dynamic symbols and volume levels	2	Formative assessment
20 Minutes	Google Slide	Review accidentals, piano, enharmonic, and introduce order of flats and sharps	3	Formative assessment
10 Minutes	flat.io Melody Project	Use prior knowledge to compose an original melody	4	Formative assessment
15 Minutes	Flat.io Melody Project	Use prior knowledge to compose an original melody	5	Formative assessment

Table 2-3: Rehearsal Plan Lesson Three

Learning Targets:	Today's Agenda:	SCE 03/30-31
• Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	• Today's Video: Roller Coaster Timer • Rhythm Chart #7 • Breathing- 4, 8, 12 • Instruments ◦ Long Tones-Remington in F ◦ Lip Slurs ◦ Tetra Chords ■ Bb, C, F ◦ Red Book: ■ KTRAD ■ Pg. 10 & 11 ◦ Band Karate • Music Composition Part 3 ◦ Dynamic slide	Looking Ahead: • PENCIL!! • Chromebook • Binder
		Google Classroom Assignments Due: TOE BOOK • #34 • #40

Figure 2-21: Lesson Plan 3.1

Learning Targets:	Today's Agenda:	SCE 04/04-05
• Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone	• Today's Video: Jazz-Brainpop • Music Composition-Part 3 ◦ Piano ◦ Enharmonics ◦ Key signatures • Breathing- 4, 8, 12 • Instruments ◦ Long Tones-Remington in F & Bb ◦ Lip Slurs ◦ Tetra Chords ■ Bb, C, F, Eb, Ab ◦ Red Book: ■ KTRAD ■ Pg. 10 & 11 ◦ Band Karate	Looking Ahead: • PENCIL!! • Chromebook • Binder
		Google Classroom Assignments Due: TOE BOOK • #34 • #40 • #47

Figure 2-22: Lesson Plan 3.2

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone 	Today's Agenda: • Today's Video: It Don't Mean a Thing- Duke Ellington • Melody Project ◦ Flat.io • Warmup ◦ Remington Long Tone- F & low Bb ◦ Tetrachords • Music ◦ Tetrachords ◦ Red Book pg. 10, 11, 14, 15 ◦ Concert Music ■ Southside March ■ Creatures in the Attic ■ Gizmo ◦ Band Karate	SCE 04/08-11 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due: TOE BOOK • #34 • #40 • #47
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Figure 2-23: Lesson Plan 3.3

Learning Targets: • Posture • Toe Tapping • Counting (internal pulse) • Notes on the staff • Steady Tone • Quality Tone 	Today's Agenda: • Today's Video: The Entertainer- Scott Joplin • Melody Project ◦ Flat.io • Warmup ◦ Remington Long Tone- F & low Bb ◦ Tetrachords • Music ◦ Tetrachords ◦ Red Book pg. 10, 11, 14, 15 ◦ Concert Music ■ Southside March ■ Creatures in the Attic ■ Gizmo ◦ Band Karate	SCE 04/12-13 Looking Ahead: • PENCIL!! • Chromebook • Binder Google Classroom Assignments Due: TOE BOOK • #34 • #40 • #47
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Figure 2-24: Lesson Plan 3.4

Lesson 3: Reflections

The goal of lesson plan three was to introduce sight-reading steps to help with the composition process, introduce dynamics, review/introduce music theory concepts and compose a melody. This lesson was broken down into four class periods.

On the first day of the lesson, we talked about KTRAD for sight-reading and composition, and then we went over dynamics with a Google Slide. KTRAD is an acronym for successful steps to sight reading. I teach all of my students this saying and we apply it directly to their music. We also talked about how we can use this acronym to compose music and how it creates a process for them. The figure shown below shows how I define KTRAD.

Sight Reading Steps

K	Key Signature
T	Time Signature/Tempo
R	Rhythm/Road Map
A	Articulation/Air
D	Dynamics

Figure 2-25: KTRAD- steps for successful sight reading

At the end of the first day, we talked about dynamics and used a Google Slide to define each dynamic level. I personally, do not talk about dynamics with my beginning band students until after spring break. This is to ensure they are producing a quality tone, steady tone, and proper air support. I do not want the students to do weird things with their air, embouchure, or tone when they do dynamics. With percussion students, we do talk about dynamics as stick

heights but do not label them as dynamics. We make the transition to symbols with the wind players all at the same time. My students catch onto dynamics quickly because they remember them from their general music class. I know my colleagues do a great job with teaching dynamics beginning in kindergarten. So, they have done dynamics for many years. I also model the dynamics on a simple warmup and have them echo it back. Then we define it with symbols and the proper name. I do a lot of rote and modeling teaching for my beginning band students. Currently, we do modeling of dynamics in our warm up. I will play a tetrachord, they will echo it back and then I ask them what dynamic level we played it at. We do this with articulation as well. It works fantastic and I even have one student listen to provide feedback. This allows them to reinforce what I say as the teacher. The figure below shows the Google Slide we did on dynamics. You will notice that some of the definition do not match what you see in a typical method book. Personally, I do not like using the word loud for forte. Loud leads to bad tone especially, for young players. I like using percentages with dynamics to help define them. For example, we need to make the mezzo piano five percent softer. That works with my student and I get the result I am looking for when it comes to playing.

Match the Dynamics: Volume levels will vary depending on the music you play

Fortissimo (100%)	Forte (90%)	Mezzo Forte (80%)
Mezzo Piano (65%)	Piano (50%)	Pianissimo (45%)
Medium Soft	Very Full	Normal
Very Soft	Full	Soft
	<i>f</i>	<i>ff</i>
	<i>p</i>	<i>mf</i>
		<i>mp</i>
		<i>pp</i>

Figure 2-26: Google Slide- Dynamics

On the second day of the lesson, we completed more Google Slides that I had created to talk about a few different music theory concepts. I felt it was important to briefly discuss each one of these topics to help with composing their own melody. I did not want to overwhelm them with too much information just give them a foundation to build on. All of these concepts are applied to their playing as we progress through the end of the school year. The next slide was the accidental slide and was a review. We have gone over this from the beginning of the year and all throughout the year. I felt it was important to bring it back to their attention as we talked about this. The next slide was labeling the piano keys. I believe being able to label the keys on a piano is crucial for every musician. My percussionist already know from playing the xylophone but we needed to review it for the wind players. We do go over this at the beginning of the year before we start on instruments. This also provides the students with another visual they can use for composing music. Following the piano slide, we did the slide on the enharmonic notes. We talk about enharmonic notes at the beginning of the year, when I introduce them to using a tuner. The last slide introduced the order of sharps and flats as it relates to the key signature. This concept was a new concept for them. I taught them the saying “bead-greatest common factor” and then had the students create their own saying. I wanted them to know this because when in flat.io all the key signatures appear when they click on the key signature to change it. I refer to the order of sharps and flats as their “cheat code” to identify any key signature. This has helped us with playing through the tetrachords in warmup. The figures shown below are the templates the students used for this lesson. The students had to complete the work and turn these slides in for a grade. While we worked on this lesson, I was walking around the classroom to help ensure the students understood the content. This was quite a bit of information to give to them. However,

my mindset was how can I simplify this and still provide them with all the tools to be successful in composing a melody.

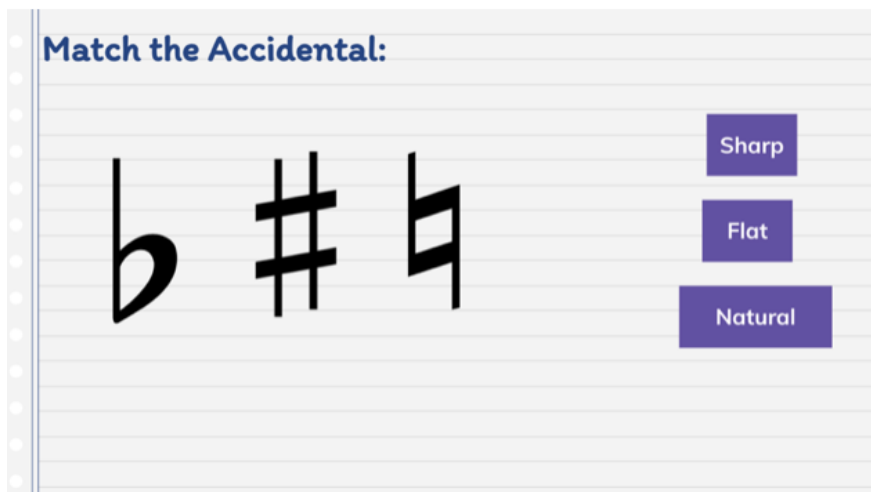


Figure 2-27: Google Slide- Accidentals

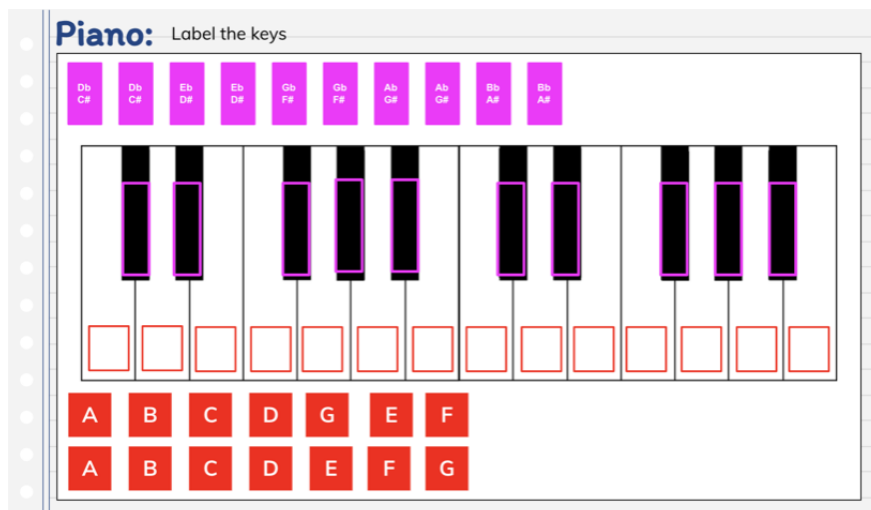


Figure 2-28: Google Slide- Piano

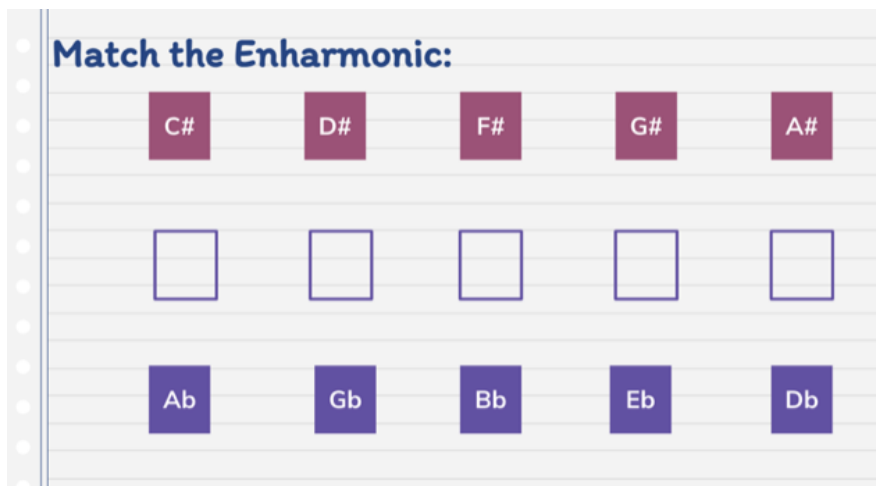


Figure 2-29: Google Slide- Enharmonic

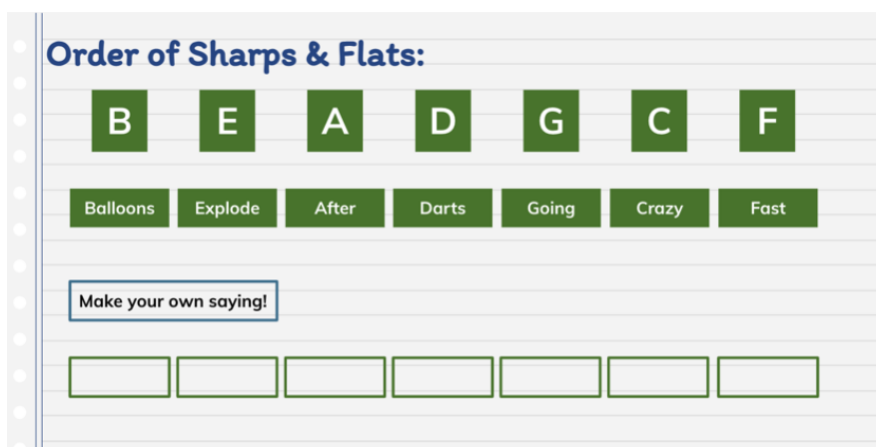


Figure 2-30: Google Slide- Order of Sharps and Flats

The third and fourth day of the lesson was spent composing their melody. We went over how to set up their score on flat.io. Unfortunately, I was not able to set up a template because all the instruments were completing this project. So we went over how to use KTRAD to setup their score. It was meant to be like a checklist for them and give them a process. We went over the rubric to show them what I was looking for when I graded their work. The rubric for the melody project below. I wanted them to be able to create a melody that was 100% their own. They had to

compose a melody that they could play and teach to other students. So over the two class periods, the student composed their melody.

Melody Project Rubric				24 pts total
Item Assigned	0	1	2	3
Title of Piece w/ name	Did not follow instructions	N/A	N/A	Followed instructions
Selected a key signature: Concert Bb	Did not follow instructions	N/A	N/A	Followed instructions
Selected a time signature: 4/4, 3/4, or 2/4	Did not follow instructions	N/A	N/A	Followed instructions
Length of the piece: 8 measures	Piece contains 4 measure or less.	Piece contains 5 or 6 measures	Piece contains 7 measures	Piece contains 8 measure
Piece does not contain consecutive measure of rest	Piece contains 3 or more consecutive measure of rest	Piece contains 2 consecutive measures of rest	Piece contains 1 consecutive measure of rest	Piece does not contain any consecutive measures of rest
Piece contains a variety of rhythm: whole, half, quarter and eighth notes or rest.	Piece contained same variety of rhythm	Piece contained 2 varieties of rhythm	Piece contained 3 varieties of rhythm	Piece contained 4 or more varieties of rhythm
Piece contains a variety of notes	Piece contained same note	Piece contained 2 notes	Piece contained 3 notes	Piece contained 4 or more notes
Punctual	Work completed 3 or more days late.	Work completed 2 days late.	Work completed 1 day late.	Work completed on time.

Figure 2-31: Google Slide- Melody Project Rubric

Overall, I felt they were successful in being able to write their own melody. As the students were composing their melody, I watched them work on the computer from my computer using flat.io. I would call students over to help them with their writing. It was mainly reminding them and asking if they could actually play what they wrote. This process went fairly well, however, in the future, I would print out their rhythm project so they have a starting point. This was my intention when I designed the lesson but I forgot to say that to them when we started the melody project. In the future, we would also listen to some different melodies to discuss what makes them unique. To me, that would be taking it to a higher level of thinking to be able to compare and contrast melodies. I would use similar melodies from out of the method book to compare their melody with. In the figures below are some of the melodies that students wrote.



Figure 2-32: Flat.io Melody Project- Cornet Student



Figure 2-33: Flat.io Melody Project- Trombone Student

This lesson did require direct instruction to set up the skills they need to compose their own melody. The students were able to collaborate and ask questions as needed to ensure they knew the content and expectation for the project. The Google Slides and the melody project was a formative assessment that I graded. Developing and composing a melody is definitely a project that I will continue to use in my future years of teaching. This lesson in particular has expanded my thought process incorporating composition into my teaching. I strived to not overwhelm the students with too much music theory information.

Lesson Plan 4 and 5: Music Composition (performance and reflection)

Music National Standards (2014)

MU: Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music text(s) studied in rehearsal.

MU: Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

MU: Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives- individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU: Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Prior Knowledge/Skills

Ability to identify music symbols, rhythmic values, and literacy of music notation

Ability to perform on an instrument

Ability to self-reflect on the student's work

Rehearsal Objective

Teach and perform the students own melody

Reflect on the project and provide feedback

Assessment of the Rehearsal

Students will be assessed through their performance of their melody

Relevant Contextual Factors and Modifications/Accommodations Needed

Student seating placement to view the board for students who need accommodations

Student shoulder partners to help check for understanding

Instructional Materials, Resources and Technologies

Chromebook

Website- flat.io

Google Classroom

Google Slides

Rehearsal Plan

Time	Activity	Purpose of Activity	Sequence	Assessment
40 Minutes	Perform Melody Projects	Students will teach their class the melody with teacher assistance. Students will perform the melody in class.	1	Informative assessment
10 Minutes	Google Form- Project Reflection	Student will complete a Google Form to reflect on the project.	2	Informative assessment

Table 2-4: Rehearsal Lesson Plan Four and Five

Learning Targets:

- **Posture**
- **Toe Tapping**
- **Counting (internal pulse)**
- **Notes on the staff**
- **Steady Tone**
- **Quality Tone**



Today's Agenda:

- Today's Video: **Flower Mound Color Show**
- Warmup
 - Foundations Warm-up
 - Remington Long Tone- F & low Bb
 - Tetrachords
- Melody Project
 - Teach
 - Perform
 - Reflect

DRE
05/26

Looking Ahead:

- **PENCIL!!**
- **Chromebook**
- **Binder**

Google Classroom Assignments Due:

TOE BOOK (Due 05/27)

- **#34**
- **#40**
- **#47**
- **#54**

Figure 2-34: Lesson Plan Four and Five

Lesson 4 and 5: Reflections

The goal of the final two lesson plans was to have the students perform their melodies and reflect on the project overall. I wanted the students to be able to teach their melody to their peers and perform it as a class. This lesson was combined into one lesson due to time constraints.

On the day of the lesson, we did a warm up, went over two melodies, and reflected on the project. I took two of the student's melodies and transposed them for the class. They read the sheet music as a score which took them a few times to adjust to being able to read. In the future, I would have spilt this into separate pages for each instrument. I had the students who composed the melody help guide us through their melody. We went over the melody with KTRAD, clap and counted the rhythm, sizzle with fingers (percussion said letter names), and then play it. Overall, they did pretty well this process. In the future, I would have them pair up first to do this to play their melodies. That was my original plan but then I decided to have them do it as a class. You will see in the video how they did with learning and performing the melody.

The final part of this lesson was having the students complete a Google Form reflecting on the overall lessons. I asked three simple questions to have the student elaborate on. Question one was did you like creating your own rhythm and why? I talked to the students about the question if they liked doing this or was it too easy? Overall, they felt this part was pretty easy but wanted more time to learn flat.io. The next question was did you like creating your own melody and why? The answers were pretty similar to question above they wanted more time to learn flat.io. I would also say the majority of them liked creating their own melody. The final question was in the future, what would have helped you complete this project and why? Some of them wanted more experience composing more music, wanted to compose for a different instrument, and some wanted more experience with flat.io. Overall, we talked as a class about the project and

they gave me feedback. I would say the majority of them felt it was easy, which is perfect. I did not want to overload them and in the future would add a new level to each year as they progress through their years in band.

This lesson was pushed back due to preparing for our final performances. My intention was to do the lesson sooner but I wanted to ensure that students were prepared for their concert. I did not do a formal assessment because I wanted the students to feel comfortable with performing. The lesson was a collaborative learning environment and we all worked together to go through the material.

Chapter 3 - Reflections

When I decided to pursue my master's degree, I wanted to find a program that would be applicable to my teaching style and would help me grow as an educator. Throughout my time here at Kansas State University, I have the ability to expand my tool belt as an educator and learn from a faculty that understands the current situations we face in the classroom. As I begin a new position this school year, I can reflect on my time spent here at Kansas State University and how I will apply this knowledge into my classroom.

Arranging for band class has allowed me to expand my knowledge and confidence with being able to arrange music to fit my student's needs. This class was structured in a way that allowed me to focus on different elements of arranging to find my strengths and weaknesses. The feedback on each assignment was detailed in a manner that allowed me to improve throughout the class. Being able to write for percussion has always been a weakness for me as a wind player. However, this class allowed me to improve in this area by writing for percussion and getting feedback. I was also able to apply this directly into my teaching this year with leading the percussion section during the marching season. This allowed me to adapt our warmups based on the ability of the section. We also had to arrange our show music to include two of our students that have special needs and require paraprofessional support. This allowed every student to be able to participate and contribute to the entire performance. In the future, I will also take this knowledge to apply it to the program I will be joining this upcoming school year.

Marching band is an area of my teaching that I am always trying to improve. Taking the marching band class allowed me to focus specifically on marching band. One of my favorite parts of this class was being able to write drill. This has always been an area that I have wanted to improve on and to be able to navigate Pyware. This process of writing drill has helped me

with how I approach teaching drill. This past season, when we talked with our drill writer, I was able to contribute more to the conversation. For example, in our first movement we had an impact moment that drill writer had the students moving backwards. That took away from the impact moment so we asked for that to be rewritten. As we prepared for this season, I was able to look at our show and plot out our impact moments that need emphasis. This has helped me to be able to relay that to students to ensure we are achieving those impact moments. Another important element of this class was talking about judging and comparing score sheets. Judging varies for each competition we go too. In Missouri, we do not have any type of uniform scoring sheet for marching competitions. So this was important for me to be able to compare and contrast to prepare as we go into this marching season. I also know we have to develop a visual package that will be implemented into our show that will allow the students to be successful. Band body is a huge part of what we do in the current scene. Overall, this class allowed to focus on different elements of the marching band and to keep in mind how to serve the community I teach in. Each community is different and places different emphasis on marching band. At the end of the day, marching band is a concert band on the move.

As I reflect on the instrumental rehearsal technique class one of the biggest take away for myself was I need to record myself teaching more often. This allows me to review the rehearsal and develop a plan to improve areas that the ensemble needs. When planning lessons, I like to use the approach macro to micro to macro. This allows me to think long term for my students and plan the steps needed to progress the students as independent musicians and then as an ensemble. We also discussed many different rehearsal techniques that I plan to implement this year with my new position.

I have enjoyed all my classes and have many thoughts to bring into the classroom. Learning about music education theories have allowed me to connect my teaching to many different theories. This background knowledge helped me focus my philosophy, classroom management, and even lesson planning. I also enjoyed learning about the history of music education and how it has evolved over time in our schools. This is also crucial in advocating for the future of music education. My time spent in literature class was great being able to develop a more effective way to do score study and ensure we are making the most out of our time with the literature. Selecting the appropriate literature for an ensemble is crucial. I have seen many times where the literature was not appropriate for the students and they did not feel successful because of this. I am excited to pick new literature for multiple grade levels with my new position. I also took this knowledge and applied it to the community band we formed this year in my school district. The organization and administration class helped me focus on program management. Developing student leaders in any ensemble is important. Having a plan on how to do this is important as well. I really loved reading the book on Coach Snyder and how he approached leadership with the football team. This directly applies to what we do with our students. I look forward to finishing this last semester with adding more tools to my teaching belt. I know my time spent here at Kansas State University has been worth every penny not only with the class but also the networking and being able to collaborate with colleagues.

Bibliography

National Association for Music Education. (2014). *Core Music Standards (ensemble)*.

<http://nafme.org/my-classroom/standards/core-music-standards/>