

Observation Walk-Through Guides
For
Music and Media Communications I
August 2014

Attached are instruments for use in observation walk-through of Music and Media Communications I. The 15-minute and 45-minute walk-throughs provide a list of TEKS, course modules, and effective teaching practices that may be observed, and that can be used as the basis for discussion between teacher and observer.

While evaluation of a school's fine arts program depends on the philosophy and instrument used in the evaluation, this course and walk-through may provide evidence of the following important elements of a quality program:

- Number of students involved in fine arts courses
- Student-created electronic portfolios
- Use of technology
- TEKS-aligned instruction
- Effective teaching practices
- Curriculum fidelity

For more information please contact:

Caroline Hammond
Program Director
Texas Cultural Trust

E-mail: chammond@txculturaltrust.org

Telephone: 512.478.5289

Address: 823 Congress, Suite 707, Austin, Texas 78701

Website: www.txculturaltrust.org

For more information on the project and to look at the curriculum, please visit: www.txartandmedia.org

Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

Curriculum. *In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module.*

Module 1	Module 2
<ul style="list-style-type: none"> ■ Adapt lessons to students’ musical experience level and background knowledge ■ Explore individual musical preferences/ identity ■ Exploring musical concepts and terminology ■ Musical history overview from contemporary and historical periods (genres, artists) ■ Explore music-based hobbies and careers ■ Build skill in listening and perception 	<ul style="list-style-type: none"> ■ Analyze uses of music in cultural, entertainment, and commercial products ■ Analyze musical messages and the use of music for storytelling ■ Identify complex compositions (songs, symphonies, soundtracks); elemental units (key, tempo, pitch) ■ Explore musical technology as a tool of creative expression and performance
Module 3	Module 4
<ul style="list-style-type: none"> ■ Function of music in culture and society today and throughout history ■ Student podcast exploring the cultural impact of music throughout history ■ Music in video games – how it impacts characters, stories, and play features ■ Utilize music industry roles to design, promote, manage, stage, and record a live musical performance 	<ul style="list-style-type: none"> ■ Students research, design, and implement a public service announcement (PSA) ■ Role of music to affect social change ■ Present final PSA as appropriate in school or community ■ Focus groups and formal data collection to evaluate audience response and impact of PSA ■ Use of 21st century skills (e.g., leadership, creative collaboration, reflection)

TEKS. *Check or circle the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.*

TEKS (117.315. Theatre, Level I)	What you may see
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms.	<ul style="list-style-type: none"> ■ Identify melodic and harmonic parts (using solfege, numbers, letter names, note names, scale degrees) ■ Define music notation concepts (notation, intervals, chord structure) ■ Explore elements of music (rhythm, meter, melody, harmony, key, expression, markings, texture, form) ■ Apply health and wellness concepts (body mechanics, hearing protection, vocal health, hydration, appropriate hygienic practices)
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system.	<ul style="list-style-type: none"> ■ Read and notate music ■ Interpret music symbols and expressive terms
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres in an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills.	<ul style="list-style-type: none"> ■ Demonstrate psychomotor and kinesthetic skills (diction, articulation, fingerings, independent manual dexterities, percussion techniques) ■ Demonstrate observance of key signature and modalities; correct intonation, phrasing, dynamics ■ Create and notate or record original music phrases
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an	<ul style="list-style-type: none"> ■ Demonstrate sound appropriate for the genre and rhythmic accuracy while sight reading

TEKS (117.315. Theatre, Level I)	What you may see
instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles.	<ul style="list-style-type: none"> ■ Demonstrate psychomotor and kinesthetic skills while sight reading (posture, breathing, vibrato, fingerings) ■ Use melodic reading system while sight reading (solfege, numbers, note names, scale degrees) ■ Demonstrate observance of key signature and modalities; correct intonation, phrasing, dynamics while sight reading
(5) Historical and cultural relevance. The student relates music to history, culture, and the world.	<ul style="list-style-type: none"> ■ Compare music by style, culture, historical period ■ Identify music-related vocations and avocations ■ Explore impact of technology, ethical issues, economic factors on music ■ Identify tools for college and career preparation (social media applications, repertoire lists, auditions, interview techniques)
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings.	<ul style="list-style-type: none"> ■ Practice concert etiquette as performer and audience member ■ Make judgments about quality and effectiveness of performances (self and others)

Teaching Practices. Check or circle observed activities. Not all competencies will be observed in a short walkthrough.

Instruction	Discussion, Student Participation	Classroom Climate
<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning
Culture of Achievement	Student Progress toward Mastery	Classroom Management
<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned ■ Students challenged to apply and extend learning 	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility

Notes

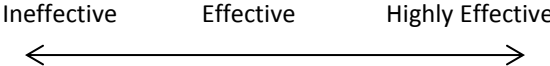
Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	


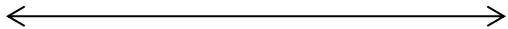
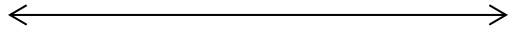
TEKS. Circle or check the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.310. Music, Level I)	What you may see	Notes
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms.	<ul style="list-style-type: none"> ■ Identify melodic and harmonic parts (using solfege, numbers, letter names, note names, scale degrees) ■ Define music notation concepts (notation, intervals, chord structure) ■ Explore elements of music (rhythm, meter, melody, harmony, key, expression, markings, texture, form) ■ Apply health and wellness concepts (body mechanics, hearing protection, vocal health, hydration, appropriate hygienic practices) 	
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system.	<ul style="list-style-type: none"> ■ Read and notate music ■ Interpret music symbols and expressive terms 	
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres in an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills.	<ul style="list-style-type: none"> ■ Demonstrate psychomotor and kinesthetic skills (diction, articulation, fingerings, independent manual dexterities, percussion techniques) ■ Demonstrate observance of key signature and modalities; correct intonation, phrasing, dynamics ■ Create and notate or record original music phrases 	
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles.	<ul style="list-style-type: none"> ■ Demonstrate sound appropriate for the genre and rhythmic accuracy while sight reading ■ Demonstrate psychomotor and kinesthetic skills while sight reading (posture, breathing, vibrato, fingerings) 	

TEKS (117.310. Music, Level I)	What you may see	Notes
	<ul style="list-style-type: none"> ■ Use melodic reading system while sight reading (solfege, numbers, note names, scale degrees) ■ Demonstrate observance of key signature and modalities; correct intonation, phrasing, dynamics while sight reading 	
(5) Historical and cultural relevance. The student relates music to history, culture, and the world.	<ul style="list-style-type: none"> ■ Compare music by style, culture, historical period ■ Identify music-related vocations and avocations ■ Explore impact of technology, ethical issues, economic factors on music ■ Identify tools for college and career preparation (social media applications, repertoire lists, auditions, interview techniques) 	
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings.	<ul style="list-style-type: none"> ■ Practice concert etiquette as performer and audience member ■ Make judgments about quality and effectiveness of performances (self and others) 	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module. At the end of the observation, reflect on what you saw and indicate the effectiveness of the content of the lesson.

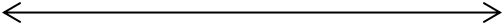
Module	What you may see	Notes and rating
Module 1: Aural Culture and Identify	<ul style="list-style-type: none"> ■ Surveys, individual interviews, student demonstrations to assess musical background ■ Identify music students encounter in everyday life ■ Discuss of similarities and differences across musical genres and over time ■ How specific elements of music influence emotional response ■ Online research and use of music archives ■ Technological developments that have influenced music culture in the 20th and 21st 	Ineffective Effective Highly Effective 

Module	What you may see	Notes and rating
	<ul style="list-style-type: none"> century ■ Historical and cultural context of musical selections ■ Use of copyright, citation, and bibliographic protocols ■ Explore musical avocations and vocations 	
Module 2: Imagination and Ideas	<ul style="list-style-type: none"> ■ Capture sound elements in environment to assemble composition ■ Basic analyses of the elements of music ■ How music is used to communicate ■ Manipulating elements of music to influence message ■ Key, pitch, tempo to convey emotions, ideas ■ Storytelling with music in films, dance, video games, symphonies, operas ■ Defining foundational music concepts (rhythm, meter, intervals) ■ Analyze and critique own and others' compositions 	
Module 3: Communication and Collaboration	<ul style="list-style-type: none"> ■ Music to communicate a culture's values, ideas, norms ■ Identify intellectual property and legal guidelines of music ■ Explore similarities and differences in the role of music across cultures ■ Identify careers in the music industry ■ Utilize mixing and editing skills using advanced editing software 	
Module 4: Social Relevance and Community	<ul style="list-style-type: none"> ■ Producing a Public Service Announcement (PSA) ■ Planning, identifying key message and goals using storyboards ■ Production and post-production phases of PSA project ■ Focus groups of targeted audience to conduct market research on musical/audio choices ■ Collect feedback, evaluate effectiveness of 	

Module	What you may see	Notes and rating
	<ul style="list-style-type: none"> PSAs ■ Investigate possible distribution channels for PSAs 	

Teaching Practices. Circle or check observed activities. Not all competencies will be observed in a short walkthrough.

Topic of observation	What you may see	Notes and rating
Instruction	<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	Ineffective Effective Highly Effective
Discussion and Student Participation	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	
Classroom Climate	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning 	
Culture of Achievement	<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	
Student Progress Toward Mastery	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned 	

Topic of observation	What you may see	Notes and rating
	<ul style="list-style-type: none"> ■ Students challenged to apply and extend learning 	
Classroom Management	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility 	

Summary
Highlights
Recommendations
Additional Comments