**Micro-Teaching #3: Target Goal**

**Description/Purpose:**

The purpose of this assignment is to utilize conduct a rehearsal segment with a target goal as a guide.

**Tasks/Guidelines/Steps:**

* Select a piece of music (assigned by instructor) and choose a large section to rehearse in class.
* Prepare each score:
  + Conductor’s score: Indicate (in pencil) the anticipated rhythmic and melodic difficulties by circling each moment.
  + Student scores: Number the measures for your classmates.
* Write a lesson plan for your teaching experience. Structure your lesson around the ideas we discussed in class. Specifically, be sure that your lesson plan addresses a broad target goal, several objectives within that target goal, and then teaching strategies to meet each objective. Ultimately, you are utilizing a backwards design. You are starting with “the end in mind” and then working backward through the small component parts that will enable your students to accomplish the target goal.
  + (1) Target Goal (very broad and brief statement)
  + (2) Objectives (three to four)
    - “The students will be able to…”
  + (3) Procedure:
    - This is where things get very subjective. What I would recommend is that you consider your target goal and your objectives. Think carefully about the component parts that a student would need to be able to do in order to accomplish your objective. Then arrange these steps in a sequence.
    - Still, there is where things get tricky. How much can your students do at once? Should one of your first steps be – open your mouth to sing? Probably not… Therefore, your challenge is to find a logical sequence of steps that will help your students systematically and gradually move towards the target. Steps will likely be not too small… not too big… but juuuuuust right (See what I did there?).
  + (3) Evaluation: Write three to four sentences that describe “how you will know” that the students have accomplished your target goal.
* Rehearse the music in class following the lesson plan that you designed.

**Evaluation Rubric:**

Rehearsal Segment Design (Target Goal/task analysis/sequence) (5)

* The rehearsal segment has a target goal with two to four objectives that support that goal (component parts). The teacher sequences several small tasks to accomplish their overall target goal. The sequence is logical. The ratio of student success to student failure is high (high student success).

Teaching Strategies (Score) (5)

* The teacher draws on a variety of teaching strategies throughout the rehearsal segment. Examples: Aural (sing, chant, echo, solfege, etc.), Visual (read, write, draw, mark, view-compare, etc.), Kinestethic (gesture, feel, move, etc.).

Pacing (5)

* The teacher offers short and concise directions and short and concise feedback (where appropriate). The teacher focuses on small sections. The teacher breaks down complex tasks into small chunks.

Eye contact, Energy, Enthusiasm

* The teacher knows the score well enough that they can maintain a reasonable degree of eye contact with the ensemble. There body language (facial affect, gestures, etc.) communicate energy. It is clear the teacher is enthusiastic about the students in their choir and that they are on their choir’s side.