**Evaluation**

In my music lesson I taught STOMP and polyrhythms to year 10 students.

Originally, I was supposed to teach my lesson to a class of 30 students. This changed to a class of 10 students due to exams; therefore, I had to adapt my teaching and change my lesson plan quickly.

For one of the tasks, I planned to put them into 4 groups of 4 but with the class change, it now needed to be 2 groups of 5, which meant two of them in each group had to work together to make it even. Also, there was going to be four props each for all four groups which then needed to be turned into 5 props each for 2 groups. This was the first problem I ran into before the lesson even started, but I handled it well and was able to re-prepare for the new class.

In the first section of the lesson, I told the students that they would be learning about STOMP, and I explained the knowledge and skills they would learn in the lesson (I do). Next up was the learning objectives which outlined what I aimed to teach them by the end of the lesson (I do). This was a good structure to start with because it lets the students know what they will be learning, which spikes their interests, and engagement.

Then, I asked the students what they thought STOMP was. I was supposed to get them to Think, Pair, Share here but it slipped my mind so there was only one hand up. If I had made them Think, Pair, Share they would’ve been able to share their ideas with others and come up with an answer, but instead no-one knew what I was talking about.

After this, I played a video of a STOMP live so that they could have a better understanding of what it is. However, I ran into some technical difficulties as the sound would not work from my laptop to the speakers, so I decided to just play it out loud from my computer. I then taught the students about STOMP’s history and where it originated (I do). I also, covered the definition of rhythm and then asked the class what they thought a polyrhythm was based off that (We do). Asking questions links to Rosenshine which is a good technique because it allows the students to answer the questions themselves rather than the answers being given to them. This makes information more likely to stay in their long-term memory.

In the first task, they had to work in partners, learn their rhythm and then play it at the same time to create a polyrhythm (you do). There were handouts of the task and I modelled that the hand represented a clap, and the foot represented a stomp (I do). They had 3 minutes to practice this, and I played a metronome so that they could all keep in time with each other. After this, I used scaffolding and picked on a group to perform what they learnt (you do).

The second task was like the first task but a 4-part polyrhythm instead. I put the students into groups of 4 and 5, as there was one student missing from the class, and they had to learn their new polyrhythm. I put on the same metronome and gave out new handouts. They had 5 minutes to do this task and the challenge was to swap rhythms with someone else in their group (you do). As they were practicing this I went round (AFL) and checked on them and they seemed to be getting the hang of it. However, some of them needed help with the timing and how to do the STOMP sequence (we do). Guided student practice is a good technique from Rosenshine as you can support the students without doing it all for them. This prevents them from practicing the wrong thing. After this, I picked on another group to perform what they had learnt.

For the final practical task, they stayed in the same groups and used the same handouts. I sent one group to the basket balls and another group to the broomsticks. They then had to adapt the clapping and stomping handout to their object (you do). While explaining this, I modelled how they could adapt one of the rhythms to a basketball (I do). Modelling is another good technique from Rosenshine because it shows the students what they need to aim for and what theirs should sound like.

They had 5 minutes to practice this and as I sent them off, I put some grade boundaries on the board: Towards, Secure and Above. I told them to aim for secure and above which included criteria like good adaption to STOMP and occasional errors as this links to our AIRR values because it allows them to be independent. I had to help them a lot more this time and I had to encourage some more creativity with their adaption in order to get the higher grade. After this, I made both groups perform (I do), and both groups got a grade secure due to their good adaption but occasional timing errors. They swapped over, and the process repeated. I made them perform again and I think they did a lot better this time (you do). Performing is a good technique to check if the students have hit the 80% mastery level.

Lastly, we completed a plenary task. This was a true/false quiz about what they learnt in the lesson (we do). I picked on students for this rather than letting them put their hands up. Cold calling is a great technique from Rosenshine that checks the students’ understanding and if they were listening.

In conclusion, I think my lesson was a success. It was structured well with the I do, we do, you do, and I used many Rosenshein techniques to allow the information into the students’ long-term memory. However, sometimes I need to slow down and not let nerves get the best of me because that’s when I forget vital things like the think, pair, share, which could’ve been very beneficial for the students. In feedback I was given, I now know for next time that I should pump up the basket balls beforehand to make the task easier for the students and I should talk at the students with eye contact to engage them more as I looked at the floor a lot.

Word count: 1088