Diversity Artifact #1

Contextual Factors from Student Teaching Class

Class Selected: AP Music Theory

Students Enrolled: 8

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student  | Gender | ELL or IEP? | Gifted/Talented? | Ethnicity | Instrument/Musical Focus? | Grade Level |
| 1  | F | NO |  | Caucasian | Piano/Vocal/Violin | 12 |
| 2  | F | NO | YES | Caucasian | Piano/Vocal | 12 |
| 3  | F | NO | YES | Pilipino  | Piano/Vocal | 10 |
| 4  | M | NO |  | Caucasian | Saxophone | 12 |
| 5  | F | NO | YES | Caucasian | Piano/Vocal/Violin | 10 |
| 6  | F | NO | YES | Asian | Cello | 11 |
| 7  | F | NO |  | Caucasian | Vocal/Violin | 11 |
| 8  | F | NO |  | Caucasian | Vocal/Guitar | 11 |

**How did I differentiate to meet the needs of diverse learners?**

 It is important in a collegiate level class to know the students’ background. One of the first things I did when I began to teach this class was find out what each student’s focus was within music. It is important to understand that, for example, a student who has been in band their whole life may not know things about strings, or vice versa.

 I was able to use the students in order to differentiate my instruction. I would have the students studying strings explain some of their specific concepts to those studying voice (etc.). Not only is it difficult to teach theory because of the complexity level, but it is also hard when the students are all in different grades and therefore at different levels in their education.

 I believe the best thing I have done with this class thus far is to have multiple back-up plans. When teaching concepts in music theory, it is a lot like math. A student may not understand a concept the way you initially teach it. However, having a second and third way to teach the same concept might help things “click” for the student.

**Was your differentiation plan effective?**

 When I took over the theory class, they had covered everything the prior semester. My mentor teacher uses the spring to review for the exam. By saying review, basically what I mean is reteach. So this semester has followed a pattern of take an AP Exam, grade it, review it, review it some more, then repeat. This way we have been able to narrow our focus on the concepts the students are having difficulty understanding.

 I believe this has been a successful semester. The students remember the concepts I have been teaching them, and apply their new knowledge to the next practice exam we take. Scores have continuously grown higher for each student with every additional practice exam. Overall, the vocabulary the students use when answering questions in class has also grown. I feel that by the end of the semester, we will have a high passing rate on our AP Exam, and more importantly, the students will walk away from the course with a better understanding of music theory.