

PPAT® Assessment

Library of Examples – Music

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompts for Task 4, Textbox 4.2.1

- a. How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- d. How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. I was able to use blues-specific language and vocabulary to help the students understand what types of blues comes from what regions of the country, what types of instruments where used and how, and terms that describe the origins and styles that produced certain styles of blues music. At the 1:15 mark in my video I start discussing where the blues came from with the students. I use music vocabulary like spirituals, chants, and work songs to introduce the types of music that directly influenced the early styles of blues. At 3:40 I use a music specific term called steady beat. Much of the elementary music standards involve some form of requirement that students know about steady beat. In is a concept that the state asks to be taught as early as kindergarten, but is a concept that students can use on into high school and college. Around 5:45 I discuss and show pictures of the original phonograph. Since most students have music on their phone, I thought it

was important to compare the phonograph to something like an online music app. This is vocabulary the students can relate to.

- b. I was able to engage students in critical thinking by playing a lot of videos, audio examples, showing a lot of photos, pointing out interesting facts and encouraging participation and comments from the students. At 4:20 I begin discussing the slide guitar (an original blues instrument). I demonstrate how they used a sawed off bottle neck to make the pitch bending sound. I then play a video of a man playing the slide guitar. The students loved this part of the lecture. They were even able to see, hear, and identify the bottle on the finger of White Stripes front man Jack White in a video shown later in the lecture when we were discussing blues influence on rock music. At 9:40 you can even hear me ask the students what they hear in a musical example and one student responds "slide guitar." This is an example of one student learning a new concept and then being able to apply that knowledge just five minutes later. There is also a good example of audio and photo usage at around 12:45 when we start discussing Chicago blues style. I use vocabulary like amplification and prolific to discuss six different Chicago blues pioneers, each playing audio while the students could see a photo of what they looked like.
- c. I asked a lot of questions throughout the lecture and as part of the online quiz app. During the lecture I even asked questions that they had already attempted to answer on the first online quiz app. At 3:55 you can see where I asked the students to name an original blues instrument. This was an online quiz app question, so most of them were able to answer slide guitar. You can also see my excitement at their learning and remembering this information from the beginning of class. I asked similar Kahoot questions at 6:25 about W.C. Handy, 10:05 about Charlie Patton, and 12:00 about Blind Lemon Jefferson. I also pointed out Jefferson's shoestring guitar strap in his photo, which I thought was an item the students would find interesting and intriguing, especially since they learn guitar and have guitar demonstrations and accompaniment in many of their other music lessons.
- d. One of the best ways I was able to integrate literacy into my lesson was by asking students to compare and contrast different styles of the blues. At 11:00 I started to ask the students about similarities in style between delta and country blues. At 11:35 I introduced the blues music of Texas bluesman Blind Lemon Jefferson. I then asked the students what the difference was between the Texas style and what they previously had heard. You can hear them respond that it is faster and smoother. You can also see me get excited, move closer to them and say "good!" I was very happy that they were listening so closely and could make that comparison. At 8:35 you can also hear a student say that the music they were listening to sounds like it is from the tv show cartoon Tom and Jerry. I love comparisons like this because they are thinking about their own prior knowledge about music. A similar realization comes at 13:00 when you can hear on student proclaim that they recognize a Chicago blues song from "the movies."

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson

- Integrating literacy into the lesson

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- I used academic content language to promote learning in my lesson by using them throughout the lesson and having students define them. By using them in my own discussion to the class I was modeling the specific content language I wanted them to use while doing self-analysis and discussions through the class. One example in the lesson of when academic content language was used by my self and a student is a t time marker 13:28.
- My engagement of students in critical thinking promoted student learning because it pushed them to improve their individual playing and ensemble playing on their own instead of just having someone tell them what they need to fix and how to fix it. A good example of when the students where actively participating in critical thinking was at time marker 1:40.
- My questioning skill promoted student learning because it was always focused on the learning goals of lesson and engaging the students in critical thinking and promoting the use of academic content language. One such spot where I questioned the students and was able to engage the students was at time marker 6:25.
- The integration of literacy into the lesson promoted student learning throughout the entire lesson. The ability and proficiency levels that students need in order to succeed in music classes later in high school and possibly in college is very high and should be addressed early in their musical careers. Music literacy is such an important aspect of music and is one factor taken into account when programing literature. Music literacy was implemented throughout my entire lesson as the students where always reading the music notation for the piece.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate’s analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis minimal?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.