

## Helpful Tables from *Music Education* by Labuta & Smith

### BOX 5-1 A Strategy for Teaching Concepts

Concepts are ideas or categories of phenomena. The student must discriminate, classify, and apply them to learn them.

1. Present referents (concrete if possible, not verbal substitutes). Demonstrate, describe, explain, and/or illustrate the critical attributes. Help students see/hear what they might otherwise miss.
2. Present other examples and nonexamples to discriminate.
3. Have students practice applying concept. Behavioral objectives state how a concept is to be processed or used.
4. Provide knowledge of progress, confirmation, feedback.
5. Label and possibly define.

### BOX 5-2 Demonstration (Modeling) Method for Teaching Psychomotor Skills

*Model*  
teacher

#### **Demonstrate (show what is to be learned)**

Present

Explain

oral instructions

written instructions

Illustrate

charts, diagrams, pictures, films, recordings

*Practice*  
student

#### **Imitate the Model**

Drill

Learner trials guided by goal (model)

silent practice

spaced practice

drill on problems out of context

*Evaluate*  
teacher and student

#### **Feedback/Confirmation**

Knowledge of results

Proprioceptive stimulation

muscle/visceral feel

Knowledge of progress

Self-criticism

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### BOX 5-3 Demonstration Model for Ensemble Rehearsals

**SYNTHESIS I** Ensemble plays composition through; teacher/conductor listens for problem spots and errors.

**ANALYSIS**

1. Teacher or student demonstrates (shows what is correct, e.g., rhythm, notes, style, balance, technique, articulation, intonation, dynamics, phrasing) by counting, singing, clapping, chanting, or playing.  
Explain what a correct performance should look or sound like if you cannot demonstrate.
2. Emphasize important aspects of the correct performance by describing them or asking questions that help students identify them.
3. Have ensemble, section, or individual play, sing, or clap the parts of the composition that need correction.

Practice technical problems at a slow tempo. Practice rhythm problems on one note or have students count as they clap or tap the pattern.

**SYNTHESIS II** Ensemble plays the composition again; teacher/conductor listens. Teacher/conductor tells the ensemble what is

1. Good—Acceptable
2. Needs improvement

Plan to review during the next rehearsal if this performance shows little improvement over the one in Synthesis I.

### BOX 5-4 Measuring Verbal/Cognitive Learning

Objectives are related to:

Recognizing, recalling, and classifying musical symbols, vocabulary, and information

Testing Format:

Use paper-pencil format: multiple choice, true-false, completion, matching, essay questions

### BOX 5-5 Assessing Aural/Cognitive Learning

Objectives are related to:

Applying knowledge and classifying musical stimuli by listening to music

Testing Format:

Use of aural stimulus and paper-and-pencil test.

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### BOX 5-6 Evaluating Psychomotor Achievement

Objectives are related to:

Applying knowledge through physical response, such as playing, singing, and reading music

Testing Format:

Use informal or formal observation utilizing rating scale, checklist, log, VCR, audio-tape, etc.

### BOX 5-7 Measuring Affective Learning/Development

Objectives are related to:

Discerning preferences, positive attitude, aesthetic sensitivity (likes, dislikes, and feelings)

Testing Format:

Use informal observation or systematic survey with checklist, daily log, anecdotal records, formal records—any nonreactive observational techniques

### BOX 5-8 A Teaching/Learning Strategy

1. Provide purpose
  - Present and clarify objectives
  - Describe what is to be learned
2. Motivate: Secure and maintain students' attention and commitment to objectives
3. Establish learning readiness: Review prerequisite learning
4. Provide situations and activities that lead to objectives
  - Give needed information, demonstrations
  - Use appropriate media
  - Provide for practice
  - Provide for sequence (simple to complex, concrete to abstract)
5. Provide feedback on performance
  - Knowledge of results, confirmation