

# Preparing for Exam Questions 1&4 – Music Dictation



**Jacqueline Wall and Olivia Shortall, Co. Clondalkin**

IS

## Sequencing a Set Song melody

Students are able to **sequence** a melody they are familiar with and how to put their **music theory** into practice in an exam question.

How to use this theory to answer **Q1 & Q4** in the exam.

Groups (according to ability)

Intentions

- Students to be able to sequence a melody they are familiar with
- Students to be able to put their music theory into practice in an exam question
- Students to be able to use this theory to answer Q1 & Q4 in the exam
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## Working with rhythms

Students to be able to identify the correct stems and ties to correct the rhythm patterns

Students to be able to identify the sounds of the different rhythm patterns

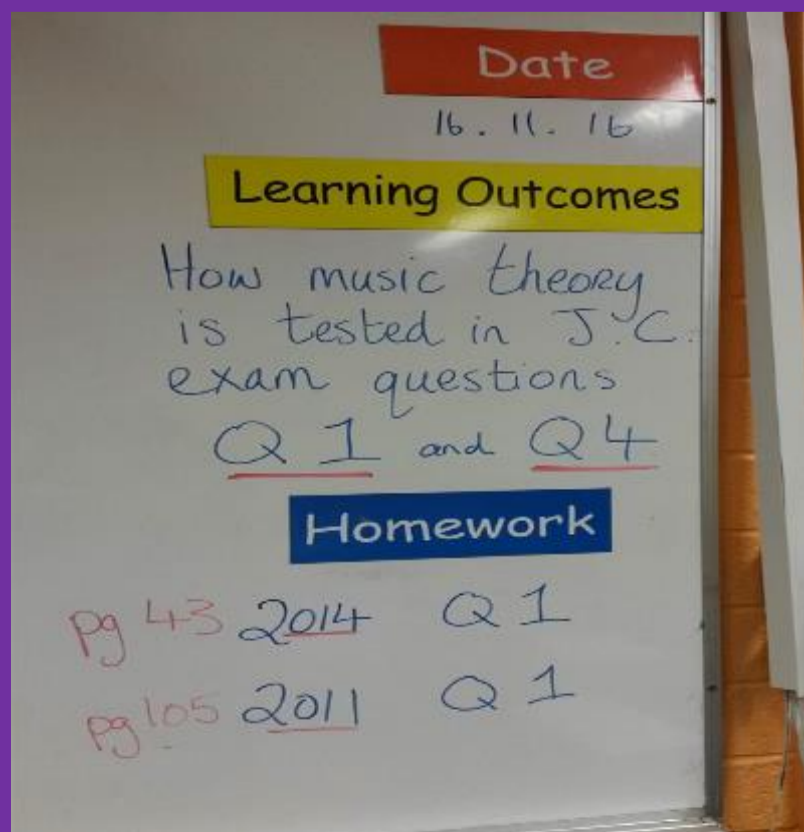
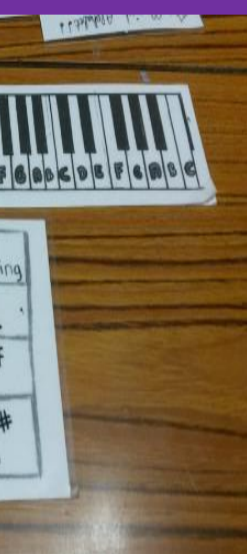
Students to be able to work with the Month/County (Printed cards)

Students to be able to add the rhythms together

Students to be able to work as a group

Students to be able to work to the Set Song

Students to be able to work using (Tonic Solfa)



## Benefits

### Reflection on Lesson One

- Felt that the first team teaching session went really well. Gained **insight** on how **co-operating** teacher deals with **discipline**
- Felt that the girls responded really well to the **group exercise**
- Because there was two of us in the room it was felt that we spread our **attention** evenly to **all** students in the class.
- **Flow** of the lesson was good. Both teachers felt comfortable **interjecting** freely whenever the lesson required.
- Great to have a **second pair of eyes** with such a large **difficult** group.

### Reflection on Lesson Two

- Both experiences **very positive**.
- Trying different **methodologies** and approaches, shared experiences
- Receive **feedback** on/discuss **methodologies** creates a change in **relationships** with the other teacher, **peer collaboration**.
- More time to give **one-to-one support** to students.
- Can target students **struggling/monitor** quieter students.
- Better **behaviour**, less **discipline** issues.
- Better for **differentiated** learning - promotes **inclusion**.

## Resources

- Show me Boards
- Keyboard/Piano
- PDST Group Work cards
- PowerPoint
- Youtube
- Whiteboard
- Headphones
- OneNote
- ClassNotebook

## Student Feedback

- "...Learning to work together"
- "...Great to have a second pair of eyes"
- "...Using technology helps in the planning"

## Final Evaluation

Students responded very positively to co-teaching approach. We felt that this approach was particularly effective in the **practical activities** allowed for students to be given **individual attention**. It was always to find the time to plan lessons together but effective **technology** helps in the **planning**.

