Online Music Learning Video Critique

Ryan and I both agreed to teach an elementary music lesson for this video, so we both observed elementary music educators. I chose to watch Matthew Stensrud teach an asynchronous lesson on Melodic Lines and how to make them out of everyday objects around the house. Mr. Stensrud begins this lesson referring back to a previous lesson where students made rhythm patterns with objects found around the house. He then dives straight into a call and echo rhythm section pattern, and relates them to the lesson of the day, melodic patterns. He then does some call and echo sirens with the students so they can practice singing high and low pitches. He then uses a fan, some charging cables, and rhythm sticks to arrange various melodic patterns and have the students sing them with him. This video was so incredibly effective because he kept the students engaged the entire time, called back to previously learned information, had a large variety of exercises, used lots of body language and eye contact, and included an assessment/creative activity at the end. We are drawing lots of inspiration from this video, including the ending assessment and singing visual melodic patterns. The only real weakness I would say would be that Mr. Stensrud could have been a little more accurate with following the melodic shape at times, making sure that he ended in the right place vertically (there were times when the phrase wouldn’t go back down to the starting point and he would go lower to over-exaggerate.

The video that Ryan chose to watch was a Nick Holland-Garcia lesson on rhythmic and melodic reading. They start reading the rhythms of a song that they already know, and it transitions into a new song that they are learning. He also keeps the students constantly engaged by talking minimally and having the students sing rhythm syllables constantly. He asks guiding questions and opens a dialogue with the students about the similarities and differences between eighth notes and dotted quarter notes. He then adds pitch after the rhythms are feeling comfortable, scaffolding seamlessly. His directions are quick and assertive, and the kids are all having fun and are easily following along. He then asks the students to sing along to a recording of Bela Bartok, introducing them to the Hungarian composer. He then scaffolds the background into the piece after lots of repetition. He then adds in a classical canon, introducing the children to this concept as well. This video is fantastic as Mr. Holland-Garcia is very respectful and assertive with his students, while still flying through a well-scaffolded musical lesson. The students are constantly learning by listening or doing, and there isn’t any downtime in between the exercises that he is having them do. I honestly can’t find any weaknesses really, other than he maybe could have utilized brevity a bit more during some of his explanations. Fantastic video!

My video: <https://www.youtube.com/watch?v=pXL2--UJVpw>

Ryan’s video: <https://www.youtube.com/watch?v=TDS59j-xwE8&t=205s>