Using your reflexive skills of peeling back layers – address what “kind” of teaching and learning is being favoured? What are the “effects” of this on both the teacher and students? What are long term ramifications of this (make connections to your own experiences in similar contexts).

What kind of teaching and learning is being favoured?

What are the “effects” of this on both the teacher and students?

What are long term ramifications of this (connections to your own experiences in similar contexts)

General notes:

* Lindy: An “Average” Band Student
  + Subject- average band student in a middle school band class
  + Criteria- someone who demonstrated average ability, not necessarily someone perceived as gifted or talented in music
  + What the teacher thought of her:
    - Down to earth
    - Average in all ways
  + Interviewed both the teacher and Lindy individually
    - For clues to better understand the motivational forces behind the choices this student makes to remain involved, as well as succeed, in school instrumental music.
* Pine Middle School
  + Small rural town in the Midwest.
  + Middle and elementary school housed in one building
  + Instrumental music instruction in the schools begin in 6th grade.
  + Typical enrollment for grade 6 is 50-60 students
  + Usual enrollemtn for band 2 years later is about half of that
  + There are 3 band in the middle school, one band per grade
  + Each band beets independently 4 times per week
  + Each band student is required to attend one small-group lesson per week in addition to the band class
* Findings
  + Lindy believes herself to be very much in control of her academic destiny
  + She is a conscientious student with a strong work ethic
  + She is a strong technical musician
  + She has difficulty sight reading music
    - Often difficult to master at a young age
  + Sight reading
    - Linked with the perception of “talent” or “ability” in music and might have influenced the teacher’s perception of her talent
  + Lindy’s experience in band mostly centered on competition
  + Main objective in band- move up in “chairs”
    - The parts (1,2,3)
  + Traditionally, chair assignments designed to help match the level of difficulty of the musical parts with abilities of the performers
    - Higher ranked- higher registers, more mature students that can handle soloistic melodic material
    - Lower parts- less complex passages in lower range
  + Chair assignments- used as a motivational tool to encourage students to achieve
    - A competition to Lindy
  + Many directors use competition as a motivational tool
  + Observation- competition among 6th, 7th, 8th grade bands on total practice reports handed in each week from all students
  + Lindy understands that competition is at the heart of success in band
    - Competition for everything
  + Though it is to provide extrinsic rewards, it is working
  + Lindy- practicing, not a means to improve skills, more of a bureaucratic procedure designed either for practice report or to move up in the “chairs”
    - Band is a competition for her
  + Achievement
    - “The objective for having any type of seating system is to provide an incentive for students to achieve and be recognized for their achievements.”
  + Major theme in Lindy’s experience:
    - Band class seems to be steeped in ideas of student achievement, evaluation, and development of technical skills
    - Chair assignments and grades, evaluative devices meant, in part, to track a student’s achievement.
    - Achievement is important to Lindy.
    - Constantly talking about passing scales, doing well on tests, and handing in practice reports
    - For her band is very talk, achievement and assessment based
  + Lindy never mentions musical emotion, feelings, or aesthetic qualities in her responses to the questions about what she enjoys most about band
    - Doesn’t mention the term music during the entire interview
  + Her motivation to be in band- extrinsic qualities of the traditional band program (competition, achievement)
    - Chair system, grades
  + Discipline
    - Demerit system mentioned
    - Talks a lot about the teacher’s marking system, in terms of why students quit band
    - Discipline and classroom control, prominent parts of Lindy’s experience in band
    - A game that students like to play- students who defy, mock the demerit system
* Discussion
  + Lindy’s band experience centers on opportunities to be in competition with other students (chair placement, leadership responsibilities, teacher’s favour), skill development (achievement) and learning and following classroom rules and procedures (avoiding marks)
  + Her experience- less performing arts class, more course-like
  + Lack of musical, artistic, or emotional language in Lindy’s description of her band experience
  + Though necessary to establish rules and order in any situation with large number of students, too much emphasis on these policies without attention to reasons why they exist might create problems
  + Focusing on extrinsic aspects of music instruction- no meaning in band
  + Finding ways to communicate intrinsic attributes