

## Domain II Overview

The second Domain, which encompasses InTASC Standards 4 and 5, deals with Content Knowledge. This domain, and the standards contained within it, are used to guide teachers in ensuring that they are completing the necessary steps in order to create learning experiences that are accessible and meaningful to the students and force the students to apply the content they learn, critically think and engage in problem solving relating to an authentic issue. These are necessary tasks that must be accomplished in order to successfully connect with students and use their personal interests in order to facilitate understanding of different concepts.

This domain to me, is incredibly important. As teachers, we must always try our best to relate new concepts to what the students enjoy doing, in order to help them understand the concepts while also showing the students that you understand and appreciate what they enjoy as being relevant. A teacher who uses their students interests in order to drive lesson development is a teacher who gains respect from their students, and subsequently creates an environment of understanding and appreciation within the classroom. While doing this, students are also more willing to work on difficult assignments and be more engaged within class, which opens up better opportunity for critical thinking and creativity within the classroom. Having students that are not engaged with what you are teaching can be incredibly difficult to manage and motivate. By engaging them with activities they enjoy, students are more easily motivated.

To demonstrate my competency in this domain, I have included a sight-reading worksheet that includes multiple examples demonstrating how important style and phrasing are in music. I have also included a lesson plan which outlines a lesson in which students engaged in critical thinking and a creative assignment.

InTASC Rationale:

Domain II – Content Knowledge

Standard #4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

All young musicians have their own individual musical tastes and appreciations. The teacher's goal is to use popular music that the students enjoy outside of the classroom to supplement the music they are learning within the music classroom. The teacher creates short sight-reading exercises for the students to be performed at the beginning of some rehearsals, and these exercises include multiple versions of melodies from music that the students enjoy listening to. The teacher creates multiple examples of each melody that utilize either some different styles of articulation/dynamics, or none at all. The teacher uses these different exercises in order to showcase the importance of musical concepts such as varying styles of articulation, dynamics, and chord progressions, and how they make the music more interesting when compared to the melodies without any style, phrase markings, or underlying chords. By using music the students enjoy and are familiar with, they are more willing to listen and hear the differences between playing without style and phrasing, and playing with correct style and phrasing. This creates more meaningful and memorable musical experiences for the students.

Artifact: One sight reading worksheet given to the students that includes multiple versions of one melody

InTASC Rationale:

Domain II – Content Knowledge

Standard #5 – Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

The teacher is aware of the misconception that students have regarding minor scales in that they mostly associate minor tonalities as being sad or unsure. In an effort to expand their musical understanding and appreciation, the teacher created a lesson sequence in which by the end of the lessons, the students would be able to critically think about the emotions that different minor tonalities and scales evoke in the listener. The teacher first taught them about different minor scales and had them critically listen to different minor passages to see the emotions they might feel. For the final lesson, the teacher asked the students, "Why?" they were feeling certain emotions in order to force the students to critically think about why the music they are hearing evokes a certain emotional response. After this conversation, the teacher then lead in the students in composing their own minor melodies in order to engage the students in thinking creatively.

Artifact: High School Minor Scales Lesson Plan