

M344 PROFESSIONAL DEVELOPMENT PLAN

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Goal:

- To increase my level of sight-reading pedagogy. My goal is to better teach sight-reading skills to various levels of students and how to individualize instruction for sight-reading.

Sequential Plan of Action:

- Sight-read myself during my individual practice time.
 - Sight-read an excerpt or piece during each practice session.
 - Record how I sight-read to use as teaching tools.
- Ask, talk, and take notes of multiple teacher's ways of approaching teaching sight-reading.
 - Find various packets or materials that will best be used to teach out of.
- Research various sight-reading apps and find positives and negatives on each.
- Sight-read conducting scores myself in order to get better at my own sight-reading in order to help the ensemble when we will be sight-reading a piece as a group.
- Research different auditions to have my students take that will require sight-reading.

Resources Needed:

- Resource to record my sight-reading skills.
- Multiple excerpts or pieces of music for me to sight-read from.
- Way of communication in order to talk to outside teachers.
- Tools to look up different sight-reading materials to teach out of.
- Electronic device to search sight-reading apps.
- Full scores in order to practice sight-reading a full score.
- Computer.
- Instrument.

Assessment Criteria:

- Is my sight-reading in my playing becoming easier? Am I gradually starting to be able to sight-read harder pieces?
- Assess how my notes are progressing, seeing if I am changing anything or finding new and better ways to sight-read.

- Find what kind of feedback I get from teachers on how they approach sight-reading to their students. Am I seeing trends? Or is there one specific resource a lot of teachers are using?
- Is the sight-reading apps helping my sight-reading?
 - Try this on a secondary instrument and log progress here.
- Am I reading full scores easier? What do I have to look for when first opening a score? How do I go about preparing for the first minute or two? What kinds of things are holding me back when I am sight-reading full scores.