

Music Coverage

Week of _____

Month of _____

Age: non-graded

Aim

How can students participate in the creation and performance of the **Caribbean Resolution**?

Materials and Resources

Audio file of The **Caribbean Resolution** at specialneedsinmusic.com as applicable.

[The Caribbean Resolution - D major to C major in Caribbean music patterns](#)

http://specialneedsinmusic.com/text/lessons/lesplns/SNIM_Caribbean_Example_2013_0312.mp3

A variety of keyboard instruments including acoustic piano, small portable keyboards and roll up pianos.

Bells, drum, xylophone, percussion and (if available) steelpan drums.

The **Caribbean Resolution Worksheet** found at specialneedsinmusic.com/wkshlsn.html

http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/lgn_the_caribbean_resolution.pdf

Guided Practice and Presentation of Lesson

1. Open the lesson by saying “*Today we will learn about the **Caribbean Resolution**.*”
2. Introduce the chordal concept of the **Caribbean Resolution** by either using the worksheet link at specialneedsinmusic.com/wkshlsn.html or by playing it on the piano.

[The Caribbean Resolution - D major to C major in Caribbean music patterns](#)

3. Encourage responses through open questions such as:

“*How did that sound to you?*”

“*Would you like to try to play or sing this using your own imaginations?*”

“*How would you like to play this?*”

Inspire students by reminding them that they can play fast, slow, loud, soft, using different instruments.

4. Ask students if they know where the Caribbean is on the globe?
5. Ask students if any of them are from the Caribbean or have visited the Caribbean.
6. Demonstrate how to play the chords by showing using the **Caribbean Resolution** worksheet and breaking the chords up into the left hand and the right hand.

7. Explain the sheet and demonstrate the function of the left hand and right hand. Be sure to break it down into smaller steps.

8. The teacher can use the option of copying the sheet onto an experience chart to explain the use of the left hand as differentiated from the right hand.

10. When applicable the teacher will ask students to raise their left hands and then point to the appropriate side of the text.

(Paraprofessionals should assist in this if there is any confusion on the part of students.)

11. Use of communication sheets such as **Mayer Johnson** or **Give Me 20** may be incorporated into the lesson to help non verbal students participate more fully. Gestures such as thumbs up and smiles should also be used as needed.

Goals Embedded in Procedures

1. Listen to either a recording of the **Caribbean Resolution** found at specialneedsinmusic.com/wkshlsn.html (see the Worksheets Section) or a teacher demonstration.

[The Caribbean Resolution - D major to C major in Caribbean music patterns](#)

2. Participate by gesturing, singing, playing instruments and sharing their work with others as applicable to their level of functioning.

3. Sing the melodic component of the **Caribbean Resolution**.

4. Clap out the rhythm of the **Caribbean Resolution**.

5. Play percussion to the **Caribbean Resolution**.

6. Use the **Caribbean Resolution Worksheet** found at specialneedsinmusic.com/wkshlsn.html
http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/lgn_the_caribbean_resolution.pdf

to play the **Caribbean Resolution** either in part or in it's entirety.

7. According to their level, show evidence of the following abilities based on the **DOK Depth of Knowledge Sheet**. There is room for flexibility and cross level learning.

http://www.dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf

Recognize, Repeat, Tell, Match, Name, Understand Cause and Effect, Identify Patterns, Compare, Make Observations, Assess, Critique, Differentiate, Draw Conclusions, Analyze, Create, Apply Concepts, Prove.

Use of Common Core ELA Standards involving expressive, receptive and textual use of language should be integrated into the lesson and later on assessed. (See the attached assessment sheet [on pages 5 and 6](#))

or download

http://specialneedsinmusic.com/text/lessons/sheets/data_sheets/assessment_sheet.pdf

An example of this is to have the student explain to a peer how to read the text from left to right, when applicable.

Use of Common Core Math Standards involving measurement, counting and use of patterns should also be integrated throughout the lesson through questioning and imitation (See attached assessment sheet and other sheets relevant to the Common Core Math Standards.

An example of this is to have the student count up the number of repeated patterns, or express the number of fingers he or she is using.

http://specialneedsinmusic.com/text/lessons/lesplns/Integrate_NYS_CCLS_in_Math_with_Music_Lessons.pdf

http://specialneedsinmusic.com/text/lessons/lesplns/math_inferences_.pdf

The four standards defined in the **NYS Arts Standards** are used in this lesson.

Alternate Assessment Standards for Students with Severe Disabilities

<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>

Standard 1

Creating, Performing, and Participating in The Arts

<http://www.p12.nysed.gov/ciai/arts/artstand/artsa1.html>

Standard 2

Knowing and Using Arts Materials and Resources

<http://www.p12.nysed.gov/ciai/arts/artstand/artsa2.html>

Standard 3

Responding To and Analyzing Works of Art

<http://www.p12.nysed.gov/ciai/arts/artstand/artsa3.html>

Standard 4

Understanding The Cultural Dimensions and Contributions of The Arts

<http://www.p12.nysed.gov/ciai/arts/artstand/artsa4.html>

Groups, Individual Practice, and Guided Practice

Students will be given as an educational strategy leeway in who they sit next to. Groups can be somewhat homogenous in level or mixed. Peer intervention should be encouraged in an age appropriate manner with students creating a friendly and supportive learning environment.

Students who feel they need to practice individually will be allowed to do so. They can share their progress later on.

Guided practice should be multi sensory. Audio, verbal and visual prompts should be used as needed. Chords should be broken down in smaller steps as needed.

Use of open ended questions such as *“How do you think you are doing?”* should be used to help students evaluate their own work. In rare instances, hand over hand prompting may be necessary.

Paraprofessional Assistance

Paraprofessionals should participate fully during Guided Practice and should demonstrate, comment, and use prompts. Students can occasionally change roles with the paraprofessional or teacher and offer comments about the execution of the chord progression. Paraprofessionals can also assist with data keeping and encourage students with supportive comments about their achievements.

Use of Certificates of Achievements

Students should be rewarded with *Certificates of Achievements* for their hard work. It is nice to put a picture of the student playing or singing on the certificate.

<http://specialneedsinmusic.com/wkshlsn.html>

Home Study and Follow Up

Students can practice the Caribbean Resolution by using the Silent Practice method on their piano sheets if they do not have a keyboard. Students can listen to the audio file at home.

Assessment Sheet

Combining Music Activity, [National Standards](#), [DOK level](#), and [Common Core Standard](#)

Student _____

Class _____

Date _____

Use a checklist that covers the following actions and/or video student engagement.

Low Functioning

- 1. Student responded through eye contact yes___ no___ n/a ___
- 2. Student responded through movement or gesture yes___ no___ n/a ___
- 3. Student sang out during lesson yes___ no___ n/a ___
- 4. Student used an instrument to express reaction yes___ no___ n/a ___
- 5. Students used an adapted communication sheet such as Give Me 20. yes___ no___ n/a ___

Comment on DOK level _____

Comment on use of Common Core Standard _____

Middle Functioning

- 1. Student followed one step directions. yes___ no___ n/a ___
- 2. Student sang back the melody with 60% or more accuracy. yes___ no___ n/a ___
- 3. Student tapped out a steady beat. yes___ no___ n/a ___
- 4. Student clapped out the rhythm correctly. yes___ no___ n/a ___
- 5. Student shared work with others or helped others. yes___ no___ n/a ___
- 6. Student asked or answered questions using a communication sheet. yes___ no___ n/a ___
- 7. Students asked or answered questions verbally. yes___ no___ n/a ___
- 8. Student found worksheet or audio file at specialneedsinmusic.com yes___ no___ n/a ___

Comment on DOK level _____

Comment on use of Common Core Standard _____

High Functioning

1. Student followed one step directions. yes___ no___ n/a ___
2. Student followed two step directions. yes___ no___ n/a ___
3. Student sang the melody correctly. yes___ no___ n/a ___
4. Student played rhythm correctly. yes___ no___ n/a ___
5. Student played using a worksheet with guided assistance. yes___ no___ n/a ___
6. Student played using a worksheet independently. yes___ no___ n/a ___
7. Student played by ear or by memory. yes___ no___ n/a ___
8. Student shared work with others or helped others. yes___ no___ n/a ___
9. Student asked or answered questions. yes___ no___ n/a ___
10. Student found worksheet or audio file at specialneedsinmusic.com yes___ no___ n/a ___
11. Students shared work with others or helped others. yes___ no___ n/a ___
12. Students wrote comments on their piano melody page using a menu. yes___ no___ n/a ___
13. Students wrote comments on their piano melody page without assistance. yes___ no___ n/a ___

Comment on DOK level _____

Comment on use of Common Core Standard _____
