

Music Coverage

Week of _____

Month of _____

Aim: How can we apply modal concepts to improvisation and listening/observing activities in music?

Do Now

Students warm up on pianos or other instruments (including voice) using improvisation or [piano worksheets](#) from [specialneedsinmusic.com](#)

They are instructed to ask themselves: "Do you like the sounds you are creating?"

Modes

Dorian, Pentatonic, Chromatic, Major, Minor, Aeolian

Chord Progressions

I, IV, V - 12 Bar Blues

The Caribbean Resolution - D major to C major in Caribbean music patterns

Characteristics of Modes

We need to understand these characteristics in order

1. to apply these concepts to playing instruments and/or sing.
2. design and create improvisations.
3. explain phenomena of modes.
4. analyze our own and others' improvisations.
5. prove that an improvisation was in fact in a specific mode.
6. identify the inclusion of musical concepts involving rhythmic patterns, dynamics, time signatures, melodic motifs when applicable and practical.
7. Include musical expression, accompaniment, dynamics, tempo, modes, scales polyphony and melodic phrases as part of performance as outlined in The Blueprint for the Arts.
8. Include activities as outlined in the "Goals and Objectives for Special Needs and Other Students" found at [specialneedsinmusic.com](#)

Dorian - use of d tone as tonic - **d,e,f,g,a,b,c,d** scale

Pentatonic - use of **black keys**, Asian sounding.

Chromatic - black key, white key.

Major - happy sounding - do, re, mi.

Minor - sounds sad - do, re, mae.

Materials and Resources

Folk CD from specialneedsinmusic.com, pianos and keyboards (from acoustic to roll ups), 29 note xylophones, percussion, a computer with specialneedsinmusic.com on screen for using a lesson on modes; i.e. [Major Scales Sound Sort of Happy](#) or [The Pentatonic Music Page](#) found at the [Multi Media Page](#).

Expectations

Students will be expected to link academic subjects such as math and ELA through creation, practice visual, auditory analysis of music. Students will measure, count, understand patterns.

Students will improve interpersonal communication by gesturing, explaining, questioning and concurring.

Monitoring and Response to Behavior

Strategies can include teacher observation, para observation, use of [Encouraging and Supportive Comments](#) (see page 7 of the pdf link), open ended questions, intervention, CDs, [Music Achievement Award Certificiates](#) reward system as applicable.

Para Assistance

Listen and respond respectfully to student work, blend with student work model and aid students with audio and visual cues, respond to behaviors either with praise from [Encouraging and Supportive Comments](#) (see page 7 of the pdf link) or respectful correction.

Assist by breaking down pieces into short phrases as needed. Give a short physical prompt if necessary. Work with individuals or with groups.

When absolutely necessary use hand over hand assistance.

Guided Practice

Peer to peer support and tutoring, teacher/para feedback, demonstrations, questioning, and modeling.

Include the specialneedsinmusic.com [Folk Music Audio CD](#) and [Instructional Audio CD](#) when applicable; i.e. [The Pentatonic Note Song](#) on track 3, The [Dorian Mode](#) in the [Mythical Magical Music Moment](#) on track 10, [I Walk in Beauty](#) on track 8 of the Folk Music Audio CD. [Major Scales Sound Sort of Happy](#) on track 17, [Minor Scales Sound Sort of Sad](#) on track 18 of the Instructional Audio CD.

Levels

high functioning – play and compose, sing, conduct, improvise, demonstrate, prove, analyse, critique, instruct, choose, teach

mid functioning – all of the above with examples up to 2 measures

low functioning – listen, gesture, try, play, sing, conduct, make brief eye contact, choose.

Open Ended and Specific Questions

Open Ended

Examples:

1. How did your work sound to you?
2. Did you think you used enough dynamics? Why?
3. Was the tempo good? Why?
4. What made this piece sound pentatonic? dorian? etc.
5. What is a good name for your piece?

Specific Questions

Examples

1. How many notes are there in the pentatonic scale?
2. Does a chromatic scale use only white notes?
3. Does a chromatic scale use white and black notes?

Discussion Techniques

Encourage students to talk to each other about their performances, or sign or gesture. Students will be encouraged to share musical examples about what you have discussed. Use JARS strategies as indicated.

Ask students to teach the class about the subject, i.e. dorian mode.

Function of Groups

Encourage communication, creativity, musicianship, technical skills, and classroom citizenship. Consider student choice, individual and group practice in a fluid and flexible manner.

Activities and Assignments

Based on student choice on instruments and interest as needed.

See [Data Sheets to Track Students Progress](#) section at the [specialneedsinmusic.com Workshop Lessons Page](http://specialneedsinmusic.com/Workshop Lessons Page).

Inclusion of Common Core ELA and Math – stress communication skills and measurement, patterns and counting skills.

Keep asking students to tutor other students through verbal and kinesthetic examples. Encourage interpersonal skills involving both give and take.

Structure and Pacing

Encourage students to go at their own pace.

Introduce and review concepts as needed.

Use a flexible approach that takes student interests and fascinations into account.

Explain and re explain the modes as needed.

Use examples and accompany group and whole class lessons as needed with the teacher's improvisation to guide the group.

This lesson can take from a week to six months or more, depending on how often students meet, their ability level, and their interest in learning to improvise. Also take into account upcoming assembly schedules.

This lesson plan can be taught in mini lessons so that other musical activities i.e. learning a new song for chorus can be given equal attention. The lesson can be taught as a unit that incorporates multiple concepts involving elements of music such as dynamics, staccato, legato, allegro, andante, presto, largo, 2/4, 3/4, 4/4 and 6/8 time.

The lesson can be combined with concepts regarding vocal and piano technique. It can be a springboard for any of the aforementioned concepts. For example, students can improvise in 2/4 time, using crescendo and legato.

The lesson can also be turned into a game using ideas found in the [Treasure Box Game](#).

Assessment ([Data Sheets to Track Students Progress](#))

Look for the "ah ha" moment or the surprise in burst of creativity.

Have students share their achievements in music.

Have students gesture, question or comment about their own work or other students work.

Video and photograph student work.

Use data sheets.

Ask for paraprofessionals for feedback and assistance with data keeping.

Feedback to Students

Correct wrong notes but always keep the students' level of frustration in mind and have realistic expectations for the lesson by not overdoing it.

Materials and Differentiated Instruction

Piano, xylophones, chimes, percussion. Treat each student as an individual with individual musical talent.

Wrap Up

Recognition of Student Achievement - Distribution of [*Music Achievement Award Certificates*](#) found at specialneedsinmusic.com

Resources and Links

[NYS Arts Standards](#)

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

Chord Progressions

I, IV, V - 12 Bar Blues

http://specialneedsinmusic.com/folk_song_pages/12_bar_blues_style_song_10_0128.html

The Caribbean Resolution - D major to C major in Caribbean music patterns

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

Dorian

Mythical Musical Moment - An Improvisation by Kaila Rochelle in a Celtic Style

http://specialneedsinmusic.com/folk_song_pages/celtic_improv_10_0210.html

Dorian Scale on D

http://specialneedsinmusic.com/text/lessons/lesplns/lp_modes_scales_and_student_improvisation/SNIM_dorian_mode_on_D_example_2013_0312.mp3

Dorian Scale on D with Drone on D in Bass

http://specialneedsinmusic.com/text/lessons/lesplns/lp_modes_scales_and_student_improvisation/SNIM_dorian_mode_on_D_example_2_with_drone_2013_0313.mp3

Pentatonic

Pentatonic Improvisation Music Activities Worksheet

http://specialneedsinmusic.com/text/lessons/sheets/worksh_pent_pno.pdf

Pentatonic Note Song

http://specialneedsinmusic.com/folk_song_pages/pent_note_song_10_0210.html

Pentatonic Improvisation - An Improvisation by Kaila on the Black Keys of the Piano

http://specialneedsinmusic.com/multi_med_less/pentatonic_improv_lesson/

Chromatic

Kaila Rochelle's Vocal Exercise 11

http://specialneedsinmusic.com/vocal_exercise_pages/voc_exercise_011_new.html

Major

http://specialneedsinmusic.com/audio/icdaudf/icd_part_001/icd_017.mp3

Minor

http://specialneedsinmusic.com/audio/icdaudf/icd_part_001/icd_018.mp3

Resources and Links

Multi-Media

Kaila Rochelle's Multi-Media Lessons in Music Performance, Appreciation, and History

http://specialneedsinmusic.com/multi_media_lessons.html

Music Achievement Certificates, Workshop Lessons and Data Sheets

Workshop Lessons Page

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

Encouraging and Supportive Comments (see page 7 of the pdf link)

<http://specialneedsinmusic.com/text/lessons/strats/goals.pdf>

Music Game Lessons

http://specialneedsinmusic.com/music_games.html

Treasure Box Game

http://specialneedsinmusic.com/text/lessons/sheets/music_games_lesson_sheets/lp_SNIM_treasure_box_music_game_2013_0109.pdf

Piano Worksheets

Large Piano Sheets Keyboard Song Melodies

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

Track Sheets

Instructional Audio CD

http://specialneedsinmusic.com/text/lessons/sheets/cd_tra/ins_tra.pdf

Folk Music Audio CD

http://specialneedsinmusic.com/text/lessons/sheets/cd_tra/fm_tra.pdf