

**Teacher/Music Classes** \_\_\_\_\_

**Week(s)/Month(s) of** \_\_\_\_\_

**Aim**

How can we:

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**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?"

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**Materials and Resources**

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**Communication of Main Ideas of Lesson**

**Steps and Strategies for communicating the main ideas of the lesson.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Additional steps if needed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

We need to understand characteristics of the main concepts of the lesson so that we can:

1. to apply these concepts to playing instruments and/or singing.
2. design and create improvisations.
3. explain phenomena of \_\_\_\_\_
4. analyze our own and others' improvisations.
5. prove that an improvisation used concepts related to the main ideas of the lesson.
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](http://specialneedsinmusic.com)

**Activities based on multi sensory approach**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**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/or concurring.

Students will listen, focus and/or attend to task.

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**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 Certificates](#) 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.

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**Guided Practice**

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

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**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 \_\_\_\_\_? (i.e. dynamics, accents, notes ) Why?
3. Was the tempo good? Why?
4. What made this piece sound \_\_\_\_\_? (i.e. pentatonic, jazzy) Why?
5. What is a good name for your piece?

## Specific Questions

Examples

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

### Questions specific to this lesson.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 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 strategies that help students relate to other students, i.e. ask a student to show another student how to do something.

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

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## 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](http://specialneedsinmusic.com) [Workshop Lessons Page](#).

see \_\_\_\_\_

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  
and/or \_\_\_\_\_

## 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.

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## 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](http://specialneedsinmusic.com)

## Resources and Links

### [NYS Arts Standards](#)

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

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>

**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 9 and 10**)

or download

[http://specialneedsinmusic.com/text/lessons/sheets/data\\_sheets/assessment\\_sheet.pdf](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/Integrate_NYS_CCLS_in_Math_with_Music_Lessons.pdf)

[http://specialneedsinmusic.com/text/lessons/lesplns/math\\_inferences\\_.pdf](http://specialneedsinmusic.com/text/lessons/lesplns/math_inferences_.pdf)

## Resources and Links

### Multi-Media

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

[http://specialneedsinmusic.com/multi\\_media\\_lessons.html](http://specialneedsinmusic.com/multi_media_lessons.html)

### Goals and Objectives for Special Needs and Other Students

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

### 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](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](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](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](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](http://specialneedsinmusic.com/text/lessons/sheets/cd_tra/fm_tra.pdf)

### Additional Resources

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### **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 \_\_\_\_\_

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Comment on use of Common Core Standard \_\_\_\_\_

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**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](http://specialneedsinmusic.com)    yes\_\_\_ no\_\_\_ n/a \_\_\_

Comment on DOK level \_\_\_\_\_

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Comment on use of Common Core Standard \_\_\_\_\_

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### 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](http://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 \_\_\_\_\_

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Comment on use of Common Core Standard \_\_\_\_\_

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