

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

The music activities outlined here are drawn from my classroom experience and are compatible with the New York State Learning Standards for the Arts.

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Category 1

Rudiments of Performance and Interpretation

1. Sing the melodies of Mozart, Beethoven and other classical composers on syllables.
2. Use conducting motions to express tempi and dynamics.
3. Play or sing melodies in a range of dynamics and tempi.
4. Play simple melodies on instruments such as piano, recorder, or xylophone. Discuss the 'mood' and other characteristics of the melody.
5. Create a melody based on the syllables and words of a poem. Try to have the melody reflect the mood of the poem.
6. Sing a melody from an aria or art song using words made up by students (try to have the words reflect the mood of the melody).
7. Articulate verbally or by gesture (i.e. point to a picture) the character or mood of a song. Gesture in order to relate words and concepts of songs. Hold props that go with lyrics.
8. Play percussion using traditional instruments (tambourines, drums, bells, triangles, etc.) or use ordinary objects such as coffee cans, empty plastic bottles, boxes etc. Discuss the similarities and differences.
9. Accompany each other with the piano, guitar or other instruments (simple chord progressions, melodies or counter melodies).
10. Sing different song forms and styles; i.e. simple two part song forms (AAB) common in folk music, rounds, call and response. Sing other styles too; classical, art songs, multicultural, cross cultural, Broadway, pop, rock n'roll etc.
11. Learn or invent song content related to school themes, academic and vocational subjects (for example math, science, social studies, history, daily living skills, and work/study skills).
12. Use a midi keyboard and a sound module to play a variety of musical instruments.

Category 2

Performance Groups and Opportunities

1. Sing or play as a soloist, in a duet, trio, or quartet.
2. Sing or play in larger class ensembles.
3. Sing in a 'do wop' style ensemble.
4. Sing with a karaoke machine.
5. Sing or play instruments for sound recordings.
6. Participate in joint programs, workshops with a local high school.
7. Perform for senior citizens.
8. Participate in assemblies.
9. Show support for peers and guest artists performing.
10. Exhibit appropriate behavior in a concert setting.

Category 3

Developing Technique

1. Sing and create solfeggio and ear training exercises.
2. Develop vocal technique through 'yawning.'
3. Develop vocal technique by 'breathing on the note.'
4. Sing or play staccato.
5. Sing or play legato.
6. Sing or play using dynamics (i.e. with the soft pedal on the piano).
7. Sing, clap, count or play various note values such as quarter, half and whole notes.
8. Play octaves and other intervals on the piano.
9. Identify various notes on the piano, guitar, xylophone, violin or other instruments.

Category 4

Improvisation and Composition

1. Improvise pentatonic melodies/harmonies on the black keys of the piano with one or two hands.
2. Improvise diatonic melodies/harmonies on the white keys of the piano (the C major scale) with one or two hands.
3. Create original compositions based on a motif or a phrase; use transposition, inversion, retrograde, ascending/descending sequences to create variations and develop new melody lines.
4. Create original compositions in a preset time frame; i.e. a 'one minute piece'. Make decisions about the tempo, the beat and time signature and the number of measures in the allotted time.
5. Sing and embellish melodies over a sequence of chords (in a 'jazz scat' style for example). A basic approach to embellishing a melody is to use a 'neighboring note' around (above or below) a note in the melody. Any neighboring note may be used as long as it returns to the melody note. Simple motifs or scale steps (runs) may be used as well.
6. Use one or more wind chimes to create 'virtual' or aleatoric (free form) melodies (wind chimes are rooted in Asian music). Incorporate traditional percussion instruments (tambourines, drums, bells, triangles) or use ordinary objects such as coffee cans, empty plastic bottles, or boxes to develop rhythmic textures or accompaniments for the wind chimes.
7. Compose using indeterminate or non-traditional notation with graphic symbols or letter names.
8. Participate in composing games or harmony and rhythm games.
9. Have students create their own harmonies.
10. Play simple chord progressions and cadences on various instruments.
11. Use an instrument such as a piano to create music that is both traditional and nontraditional (i.e. playing the piano keys but also tapping on the wood.)
12. Use simple rhythmic motifs to create larger patterns and sequences.
13. Compose or improvise a melody over a repeated bass line.
14. Create a 'soundscape' using a tape recorder to record sounds (i.e. a faucet flowing, a door closing, or paper crumbling).

Category 5
Use of Classroom Equipment and Instruments

1. Use a CD or cassette player.
2. Use a computer to play audio cds or cd roms and search the internet.
3. Help with classroom equipment, props, instruments

Category 6
Critical Listening

1. Recognize pieces of music by style.
2. Recognize pieces of music by composer.
3. Describe moods in music.
4. Express moods of music through gestures and facial expressions.
5. Point to pictures related to the music.
6. Perform music according to style or response;
i.e. holding the flag during Sousa's "The Stars and Stripes Forever."
7. Identify rhythms and sing or clap.
8. Develop a piano repertoire by ear.
9. Listen to a musical motif or phrase then sing or play it back.
10. Describe sounds and moods in electro-acoustic music.
11. State an opinion regarding quality of music or performance.
12. Identify dynamic levels (very soft pp to very loud ff).
13. Identify various tempos such as allegro (fast), adagio (very slow).

Category 7

Style and Culture

1. Recognize cultural symbols that coincide with music;
i.e. the flag for 'The Stars Spangled Banner'.
2. Identify historical figures related to music; i.e. a picture of Mozart.
3. Identify styles found on a Smithsonian collection;
i.e. 'American Roots' (country, western, jazz, rhythm and blues).
4. Sing bass lines or sing and clap rhythms to various styles.
5. Identify sounds of instruments related to styles;
i.e. harmonica for rhythm and blues, an operatic voice, a fiddle for country western, unusual sounds in electro-acoustic music, chimes for Asian music, drums for middle eastern and African music, castanets for Spanish, yodeling for Swiss music.
6. Incorporate simple social studies concepts with the music;
for example, Gershwin was born in Brooklyn but his music is strongly influenced by Jewish and African American styles.
7. Create soundtracks of music for stories, i.e. Aesop's fables.

Further Suggestions

Students should explore and perform a wide variety of genres of music including 19th century classical, 18th century baroque, 20th century art music, jazz, spirituals (that are appropriate for public school), popular, Native American, Broadway, ragtime, African, Spanish, Calypso.

Have students memorize lyrics through repetition.
Learning lyrics may be achieved in a number of ways;

- dividing words and sentences into rhythmic groups of various sizes
- speaking and singing in different dynamic levels
- speak or sing words and phrases, in different tempi
- allow students to take on the role of leader
- have students sit in small groups facing each other to offer one another peer assistance.

Use a tape recorder so that students hear their work evolve over time through recordings. Recording also helps students to remain focused.

Invite other classes and teachers to watch a rehearsal. This gives a special purpose to the rehearsal.

There are many artists who are looking for places to try out their programs. Encourage them to perform at school assemblies or in your classroom.

Encouraging and Supportive Comments

Use encouraging and supportive phrases while students are engaged in learning. Examples of Encouraging and Supportive Comments include;

Great!

That's amazing!

You are working so hard!

You did that so well!

Thumbs up!

Let me hang your work up!

Our guest artist will be so happy to sing with you!

You can do it!

Don't be shy!

Try!

Try it again!

That was so much better!

Congratulations!

Let's do it again so that we can do a great job at the assembly!

Practice makes perfect!

I'm so proud of you!

That was so beautiful we should record it!

I want to call your official teacher, to tell him how hard you are trying!

Let's make this the best assembly ever!

WOW!

I want to hear that again, it was so great!

That was the best so far!!!!!! Great!!!!!!!!!!

Would you like a sticker?