

General Music Curriculum Activities for Special Learners Level 1

Music Concept Objective	Suggested Activities	Suggested Resources	Social / Self / Class Experience
<p style="text-align: center;">Rhythm</p> <p><u>Steady Beat</u> With guidance, explore and experience music concepts (such as beat and melodic countour) with 80% accuracy. (CA) K.MU:Cr1</p>	<p>Clap, step, or snap a steady beat.</p> <p>Use a rhythm stick or alternate instruments / adaptive source.</p>		<p>These concepts can be included in daily class experiences. They require attention to task, and help to develp gross motor skill.</p>
<p><u>Long, Short, Silence</u> The students will show their understanding of long sounds, short sounds, and silence by performing the designed task with 80% accuracy.</p>	<p>Create patterns using long sounds, shorts sounds, and rests.</p> <p>Read from charts, projections.</p>	<p><i>Music Connections Rhythm Grid Standard #1</i> (Garvin, 2019)</p>	<p>In performing these activities, a sense of group and cooperation is is fostered. (Beal & Gilbert, 1982)</p> <p>In sharing and working as a group, the students learn to work together.</p>
<p>Use iconic and/or standard notation to document personal musical ideas. (CA) 2.MU:CR2</p>	<p>Use flash cards marked with X, O, II, #, etc.</p>		<p>Recognize growth, teamwork, and goals.</p>
<p><u>Accents</u> The students will demonstrate knowlege of accents singing, and instrument-playing with 80% accuracy.</p>	<p>Speak accented words if possible.</p> <p>Clap accented patters from music, or visual sources.</p>		<p>As the students sing, speak, and play together, the oppportunities for compromise in the best interest of the group will occur.</p>

Demonstrate on percussion instruments / adaptive source.

(Beal & Gilbert, 1982) Help students make positive choices during activities. appropriate demonstration.

Rhythm of the Melody

The students will demonstrate understanding of the rhythm of the melody of appropriate songs by singing or using body sounds with 80% accuracy.

Tap, stamp, or clap appropriate melodic rhythm by ear (rote)

Call and response.
Showcase small groups.

Songs may be chosen which include references to the community helpers and familiar persons. As various songs are sung and performed, the students have opportunities to work and interact socially while learning about workers within their community. (Beal & Gilbert, 1982)

Meter Change: (3/4 - 4/4)

The students will demonstrate recognition that beats can be grouped in two's and three's, through performance of various movement and listening with 80% accuracy.

Echo clap patterns in two's and three's.

Perform / create movement activities in two's and three's.

Music Connection Rhythm Grid Standard #1
(Garvin, 2019)

When changing movement patterns from (2) to (3) feel, the students must adapt to sudden changes in the music. With concentrated attention to adaptation, this ability will generalize to other areas in their lives. Following directions and cooperation are directly related to successful completion of the task (Beal & Gilbert, 1982).

With guidance, explore and demonstrate awareness of music contrasts such as high/low loud/soft/, same/different in music performance. (CA) K.MU:PR4.2

Tempo: Fast and Slow

The students will demonstrate their ability to recognize changes of tempo through performance of various movement and

Use rhythm instruments to establish slow and fast tempo as students respond with body movements.

Music Connection Rhythm Grid Standard #1
(Garvin, 2019)

The use of instruments and equipment by the students necessitates careful use and respect (Beal & Gilbert, 1982).

Music Connection Rhythm

listening with 80% accuracy.

With guidance, demonstrate awareness of expression, dynamics, tempo, and composers creative intent. (CA) K.MU:Pr4.3

Notation

The students will exhibit their ability to perform basic music notation by completing tasks with 80% accuracy.

Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. (CA) 2.MU.Cr1

Melody

Direction: Up, Down, Same

The students will aurally recognize and demonstrate upward and downward movement through performing movement tasks, singing tasks, with 80% accuracy.

Form

Repetition and Contrast

Select, organize, construct, and

Create short percussion compositions using fast and slow tempos.

Clap or use other body sounds to demonstrate notation by ear.

Read patterns from flashcards, music, or charts.

Create new patterns or music.

Use body movements to show upward and downward movements.

Play piano/bells scales to show high/low sounds to hear differences in sounds.

Introduce pitch notes / treble clef if available.

Use body movements to show

Grid Standard #1 Song Form
(Garvin, 2019)

Fast, Slow, High, Low,
(Garvin, 2019)

Music Connection Rhythm
Grid Standard #1
(Garvin, 2019)

Music Connection Rhythm
Grid Standard #1 Song Form
(Garvin, 2019)

Music Connection Melody
Grid Standard #1
(Garvin, 2019)

Vocal Warm-ups
5-note / ah-la-blah etc

Music Connection Rhythm

Working with basic notation provides opportunities for following directions from another and recognizing shapes and sizes in relation to one another. (Beal & Gilbert 1982) Alternate symbols can also be used.

Experimentation with movement and/or instrument playing provides opportunities for cooperation and compromise with others. (Beal & Gilbert, 1982). Teacher can facilitate conflicts.

Each of these examples can be

document personal musical ideas within AB or ABA form singing, and playing instruments with 80% accuracy.
(CA) 6.MU:Cr2

contrasting sections.
Create visual representations to show contrasting sections.
Use rhythm instruments to show contrasting sections.

Grid Standard #1 Song Form
(Garvin, 2019)

introduced through creation of phrase examples. Like / contrasting sections of simple songs be used (Beal & Gilbert, 1982).

Music Connection forms provide a template for additional classroom creativity in song form.

Tone Color

Recognition of Instruments

The students will aurally and visually recognize rhythm, band, and orchestral instruments, with 80% accuracy.

Visually identify instruments from pictures or actual examples.
Aurally identify sounds of basic instruments from listening examples.

Prepare examples such as:
"Listen for the drum or bell.
Circle what you hear."

When exploring the various instruments, preferences will occur for some students. Encourage the hesitant or withdrawn student to make choices (Beal & Gilbert, 1982).

Environmental Sounds

The students will locate and identify same and different sounds in the environment with 80% accuracy.

Identify location of various sounds from environmental sources.
Prepare experiences such as closing eyes and listening while sounds are made from environmental sources. Have students identify their location.

Teacher / Staff can make a fun game to prepare different locations and resources for this project.

Identification of sounds will develop sensitivity to sounds, a daily living skill used in identifying traffic sounds, warning sounds, etc (Beal & Gilbert, 1982).

Expression

Dynamics: Soft and Loud

The students will demonstrate their understanding of the difference between soft and loud

Choose appropriate instruments to make a loud or soft sound as a accompiment to songs or

As the students choose appropriate instruments (Vocal) to demonstrate the loud and soft concepts, they

by demonstrating aural recognition through speaking, singing, or playing instruments with 80% accuracy.

Singing

Pitch Matching

The students will match pitches on neutral syllables with 80% accuracy.

recordings.

Sing with varied dynamic levels.

Introduce Kodaly hand signals. (Pentatonic Scale)

Match isolated pitches.

Create short melodic fragments on melodic instruments and match pitches vocally.

Vocalizing and Comprehending

Lyrics

The students will demonstrate their ability to vocalize and comprehend lyrics of songs by retelling the basic story line with 80% accuracy.

Demonstrate and explain personal in, knowledge about, and purpose of varied musical selections.
(CA) 2.MU:P4.1

Sing words or sounds appropriate to the song.

Explain meaning of lyric to group.

Sing songs appropriate to level of understanding.

also have opportunities to choose various student groupings in which to participate (Beal & Gilbert, 1982).

Using a piano, these concepts can be reinforced through creating melodic fragments.

Song choices can be made which will reinforce concepts concerning social skills and amenities. Singing by memory directly relates to the music concept objective (Beal & Gilbert, 1982).

Motoric Skills

Fine and Gross Motor Development

The students will develop fine motor movement (e.g., gripping

Move to music with stationary body movements such as rocking

Singing games provide sources for the improvement of motor

the drum stick) and gross motor movement (e.g., playing a drum, or body percussion with hand) with 80% accuracy.

or swaying.

Move to music with non-stationary body movements such as walking or marching.

Play rhythm instruments with or without sticks.

skills. The group nature of games allows students to learn about rules and sportsmanship. Individual work on fine motor coordination will develop the students' abilities to play independently in their leisure time (Beal & Gilbert, 1982).

Balance and Strength

The students will develop balance and strength necessary to complete musical tasks.

Practice gripping sticks and holding other instruments in order to increase muscle strength and balance.

Music teacher may create tasks appropriate to the needs of students.

As the students develop balance and strength, their self-image will improve. They will develop positive attitudes about themselves (Beal & Gilbert, 1982).

Motoric Music Skill Development

The students will demonstrate their ability to perform a motoric musical sequence with or without verbal and visual cues with 80% accuracy.

Complete a motoric task such as picking up a rhythm stick, striking the pad/instrument, and placing the stick back in the proper location with or without verbal or visual cues.

These concepts directly relate to the music concept objective dealing with motoric music skill development (Beal & Gilbert, 1982).

Playing Musical Instruments

Using Extremities

The students will develop the ability to use their arms together and separately with 80% accuracy.

Play bells or drum/pad with one or two sticks at the same time.

Create short compositions.

Music Connection Rhythm Grid Standard #1
(Garvin, 2019)

Music Connection Rhythm Grid Standard #1 Song Form
(Garvin, 2019)

The development of mobility and spontaneous movements directly relates to the music concept objective.
(Beal & Gilbert, 1981)

Create short compositions using Orff instruments.

Spatial Relationships

The students will develop an awareness of spatial relationships and will exhibit the ability to function accurately 80% of the times requested.

Recognize relationships of body parts to other areas. Examples include: surface of instruments, surrounding areas, other students, etc.

The object control skills and use of body parts directly relate to the concept objective. (Beal & Gilbert, 1982).

Playing Instruments

Explore and Perform on Instruments

The students will explore and/or perform on instruments when asked to do so.

Explore/Perform on a variety of percussion, recorder, and other instruments as available.

These concepts are related to class instruction and discussion. Responsibility / care of equipment is necessary when working with instruments. (Beal & Gilbert, 1982).

Performance Goals

Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. (CA) 8.MU:Pr5

Organizing Music Goals

Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases and harmonic sequences. (CA) 8.MU:Cr2

Feedback Goals

With guidance, apply personal, teacher, and peer feedback to refine performances. (CA) K.MU:Cr3.1

Performance Etiquette

With guidance, demonstrate performance decorum and etiquette for the performer and audience. (CA) K.Pr.6