

Name of Teacher	Ingrid Running
Subject	Music
Date	Wednesday, February 28th
Time/Room Teacher/Grade	Period 7; 12:45-1:30; Room 221 – Ms. Fran Lerner; 3rd-5th
Lesson/Unit Name	Exploring Diversity through relevant songs, and through work in small groups to apply, develop, & celebrate our many different musical learnings.
Topic/Objective	Consistent with our February theme of Diversity, students rotate participation in small groups. Group One plays the first notes to “Twinkle, Twinkle Little Star” on instruments with different kinds of keys (including pianos, electronic keyboards, glockenspiels, & xylophones). Group Two share a calming experience with sensory bottles and go on a scavenger hunt to identify the different kinds of instruments inside. Group Three plays ‘Instrument Bingo’ and match visuals of familiar instruments we have learned how to play this year. Time permitting, we will celebrate by playing/singing/dancing along to songs like “Count Me In” about including everyone or Cool Down with a brief read aloud of Our Favorite Day of the Year , whose characters share favorite special days, and helps us look ahead to celebrations of different people, places, and traditions.
Materials	<ul style="list-style-type: none"> ☞ PowerPoint slides with song lyrics and visual supports to display on the Smart Board ☞ Go Talk 9 communication board, programmed with useful responses for students to choose from during Mood Meter check-in, etc. ☞ Instruments for students to choose from (+ adaptive accessories): <ul style="list-style-type: none"> ☞ Electronic keyboards & pianos. ☞ Piano xylophones. ☞ Xylophones, glockenspiels & resonator bells. ☞ Mallets ☞ Laminated printouts for students to reference up close as needed: <ul style="list-style-type: none"> ☞ Instruments to choose from ☞ Mood Meter ☞ “Instrument Scavenger Hunt!” & “Instrument Bingo!” ☞ Note Circles: The first notes to play “Twinkle, Twinkle Little Star” <ul style="list-style-type: none"> ■ <i>Extension: The next notes to play “Twinkle, Twinkle Little Star”</i> ☞ Ingrid’s ukulele, Yuki ☞ Ingrid’s slow breath chimes <i>*In small teal basket on the music cart.*</i>
Concepts & Generalizations / Big Ideas Developed	This month we’re learning all about Diversity. One way of thinking about Diversity is beautiful difference. At this point in the year, we know how to play and recognize many different kinds of instruments. As human beings, we are all different in some ways and similar in others. We are all part of a group of learners in which everyone deserves to be included and treated with kindness and respect.

Differentiated Objective	<p>Students will express themselves through music and sound, through facial expressions and body poses, to bring characters and emotions to life and create music together.</p> <p>All of the students will have access to at least one instrument at a time and be invited to make music with it in a way that is comfortable for them.</p> <p>All of the students will be invited to express themselves musically and emotionally using their preferred method of communication (PMC).</p> <p>Some students might physicalize their music by dancing.</p> <p>Some students will use their fingers to play keys, or rattle or shake an instrument in their hand(s).</p> <p>Some students will indicate their choice of instrument or how they are feeling today on a visual printout.</p> <p>Some students will indicate their responses verbally.</p> <p>Some students will use their communication device.</p> <p>Some students will have support from their paraprofessionals in communicating their choices, self-regulating their behavior, and/or playing their instrument.</p>										
Language Demands/ Considerations	<p>Vocabulary terms that might be new to some students:</p> <ul style="list-style-type: none"> • Diversity • Musical Notes, Drumkit, Violin, Saxophone, Grand Piano, Guitar (electric, acoustic, classical), Clarinet. <p>Musical vocabulary presented with physical, visual, auditory, & video representations.</p>										
Students Considered while Planning/Music & IEP Goals	<p>Arpon – Engage appropriately* with his instrument & small group activity (SGA) for 2 minutes. Extension: Play 3 notes of “Twinkle, Twinkle Little Star” or find/match three instruments.</p> <table border="1" data-bbox="245 1110 1474 1152"> <tr> <td>+/- + Matched all instruments.</td> <td>Found 3 letter notes.</td> </tr> </table> <p>Kiera – Engage appropriately with her instrument & SGA for 3 minutes. Extension: Play three notes of “Twinkle, Twinkle Little Star.”</p> <p>IEP Goal: Speak in complete sentence to ask for needs (water, break, etc).</p> <table border="1" data-bbox="245 1283 1474 1325"> <tr> <td>+/- + Played 1st page of “TTLS.”</td> <td>+/- + Full sentences (prompted).</td> </tr> </table> <p>Matthew – Engage appropriately with his instrument & SGA for 3 minutes. Extension: Match three notes/letters in “Twinkle, Twinkle Little Star.”</p> <table border="1" data-bbox="245 1409 1474 1451"> <tr> <td>+/- + Found 3 letter notes.</td> <td>Played bongos with rainbow mallets.</td> </tr> </table> <p>Kyriis – Will engage appropriately with his instrument & SGA for 2 minutes. Extension: Match three notes/letters in “Twinkle, Twinkle Little Star.”</p> <p>Goal per BIP: Use his communication device to gain attention appropriately.</p> <table border="1" data-bbox="245 1577 1474 1650"> <tr> <td>+/- + Engaged with the piano and SGA with gentle hands.</td> <td>+/- Exercised self-control with his body.</td> </tr> </table> <p>Malachi – Will engage appropriately with his instrument & SGA for 2 minutes. Extension: Match three notes/letters in “Twinkle, Twinkle Little Star” or find/match three Instruments.</p> <table border="1" data-bbox="245 1776 1474 1892"> <tr> <td>+/- + Played piano with gentle hands and listened to vibrations.</td> <td>Needed to take a break on the beanbag for a couple of minutes. Asked with PMC (prompted).</td> </tr> </table> <p>Ayvin - Engage appropriately with his instrument & SGA for 2 minutes. Extension: Find/match three instruments.</p>	+/- + Matched all instruments.	Found 3 letter notes.	+/- + Played 1 st page of “TTLS.”	+/- + Full sentences (prompted).	+/- + Found 3 letter notes.	Played bongos with rainbow mallets.	+/- + Engaged with the piano and SGA with gentle hands.	+/- Exercised self-control with his body.	+/- + Played piano with gentle hands and listened to vibrations.	Needed to take a break on the beanbag for a couple of minutes. Asked with PMC (prompted).
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+/- ABSENT

**Appropriate engagement looks like: exploring using eyes, ears, and gentle hands. Keeping instruments/materials out of the mouth. Asking for help or a break using PMC. Playing the instrument the way we have been learning (e.g.) gentle wiggle/tickle fingers on the piano keys, foam rainbow mallets or hands to play bongos, hard mallets to play glockenspiels or xylophones. Can also look like moving body along to the beat/music in a safe manner (clapping hands, stomping feet, waving arms, etc.)*

Differentiated Procedures and Activities

3-part Mini Warm-Up. Greetings/Hello Song:

Greet each student and adult by name on arrival.

Greeting Warm-Up Song: “Hello Everybody”

Slow Chime Breaths – We need to breathe in order to learn, sing, and live. Let’s start by taking three big, deep breaths so our brains and bodies have plenty of oxygen to do our work.

Mood Meter Check-In – Now that we’ve warmed up our breaths, our voices, and our bodies, let’s check in with our emotions. How are we feeling today?

Each student will have the opportunity to either come up to the smart board or use the GoTalk to point to the face that best represents how they are feeling, indicate by pointing to the face on a laminated print-out, or speak through a communication device. Invite students to show the feeling on their face, body, and voice, and other students to repeat together.

Quick Review: In music, how do we take care of our instruments?



We **Watch**  **listen**  **learn...**  how to play our instrument.

We use gentle hands and body parts to keep people and instruments safe. 

I need help  When we finish or need a break, we can ask a grown-up to take care of our instrument.

take out of mouth  We play instruments and mallets on our desks or held in our hands. We keep instruments and mallets out of our mouths.

Group One - *Students can choose the instrument they want to play. If needed, offer visuals or real instruments for students to see and indicate their choice using their preferred method of communication (PMC):*

There are many instruments, like a piano or xylophone, with keys that play different notes. Today we will play our electronic keyboards, pianos, xylophones, and piano xylophones!



We can take turns, and compare the pianos & keyboards to similar instruments we already know...



Here are similar percussion instruments. You use mallets to play all of them:

glockenspiel/xylophone

resonator bells

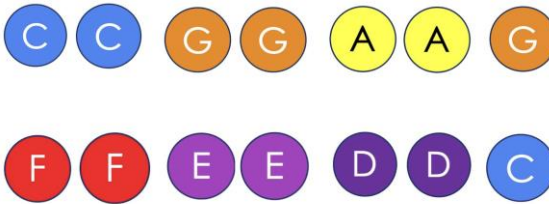


Glockenspiels have metal plates or tubes, but xylophones have wooden bars. Resonator bells sit on hollow blocks that are easy to rearrange.

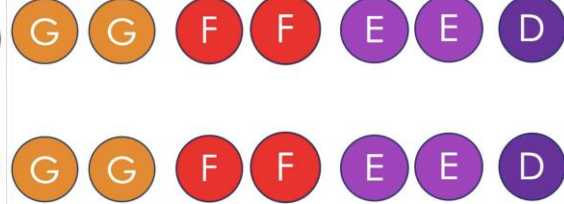
Identifying notes on an instrument to play the beginning of a familiar song

With appropriate support, students will practice identifying and playing the notes (by letter name or color) to the beginning of "Twinkle, Twinkle Little Star" on their chosen instrument with keys (piano, electronic keyboard, xylophone, etc.).

Here are the first notes to "Twinkle, Twinkle Little Star"



Here are the next notes to "Twinkle, Twinkle Little Star"



Extension: Some students might move on to the playing notes for the second phrase of "Twinkle, Twinkle Little Star."

Group Two – Instrument scavenger hunt with our sensory bottles. Bottles have different instruments (and colorful notes/clefs) in them.

Instrument Scavenger Hunt!
What can you see in your sensory bottle?

Can you see any musical notes? →

Group Three – Instrument Bingo, matching familiar instruments we know how to play.

Instrument Bingo!



Lesson Closure

We'll end by singing the "Thank You Song" to say 'goodbye' to our instruments and materials, and then sing the Goodbye Song together to each student.

Equity, Diversity, Identities

Students can participate while standing up on their feet (if space is tight, remind them to push in and stand behind their chairs, and leave space for everyone's bodies) or while sitting at their table/desk spots. In some classes, students will participate while sitting in their mobility chair or lying or sitting in the sensory area. They will each have access to at least one instrument/small group materials and can use their PMC, i.e. verbally, through a communication device, or pointing to a real instrument or visual printout to indicate choice. Remember to utilize visual supports when asking students to use 'quiet hands,' 'take instrument out of mouth,' 'sit down,' etc.

<p><input checked="" type="checkbox"/> Music Making</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> experience and understand elements of music through performance <input checked="" type="checkbox"/> develop awareness of human expression through performance and composition <input checked="" type="checkbox"/> take responsibility for instruments and materials <input checked="" type="checkbox"/> establish music routines 	<p><input checked="" type="checkbox"/> Music Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> elements, notation, and vocabulary <input type="checkbox"/> genre and style <input checked="" type="checkbox"/> instruments, voices, and ensembles <input checked="" type="checkbox"/> production and technology 	<p><input checked="" type="checkbox"/> Making Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize parallel problem-solving strategies across disciplines <input checked="" type="checkbox"/> music reflects the composers' emotions, ideas, imagination, and cultural context <input checked="" type="checkbox"/> make and describe personal connections with a variety of musical styles 	<p><input type="checkbox"/> Community and Cultural Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify music makers in families, in schools, and at institutions in New York City <input type="checkbox"/> attend live performances <input checked="" type="checkbox"/> share musical experiences with the school community 	<p><input type="checkbox"/> Careers and Lifelong Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the various aspects/options of lifelong music involvement
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New York State Learning Standards for the Arts
Artistic Processes, Anchor Standards, and Process Components

<p><input checked="" type="checkbox"/> Creating <i>Conceiving and developing new artistic ideas and work</i></p> <p><input checked="" type="checkbox"/> Anchor Standard 1: Generate and conceptualize artistic ideas and work. ☞ IMAGINE</p> <p><input checked="" type="checkbox"/> Anchor Standard 2: Organize and develop artistic ideas and work. ☞ PLAN & MAKE</p> <p><input type="checkbox"/> Anchor Standard 3: Refine and complete artistic work. ☞ EVALUATE & REFINE</p> <p>☞ PRESENT</p>	<p><input checked="" type="checkbox"/> Performing <i>Realizing artistic ideas and work through interpretation and presentation</i></p> <p><input type="checkbox"/> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. ☞ SELECT, ANALYZE, & INTERPRET</p> <p><input checked="" type="checkbox"/> Anchor Standard 5: Develop and refine artistic techniques and work for presentation. ☞ REHEARSE, EVALUATE, & REFINE</p> <p><input type="checkbox"/> Anchor Standard 6: Convey meaning through the presentation of artistic work. ☞ PRESENT</p>	<p><input checked="" type="checkbox"/> Responding <i>Understanding and evaluating how the arts convey meaning</i></p> <p><input checked="" type="checkbox"/> Anchor Standard 7: Perceive and analyze artistic work. ☞ SELECT ☞ ANALYZE</p> <p><input type="checkbox"/> Anchor Standard 8: Interpret meaning in artistic work. ☞ INTERPRET</p> <p><input type="checkbox"/> Anchor Standard 9: Apply criteria to evaluate artistic work. ☞ EVALUATE</p>	<p><input checked="" type="checkbox"/> Connecting <i>Relating artistic ideas and work with personal meaning and external context</i></p> <p><input checked="" type="checkbox"/> Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. ☞ RELATE</p> <p><input type="checkbox"/> Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. ☞ INTERRELATE</p>
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