

Name of Teacher	Ingrid Running
Subject	Music
Date	Tuesday, December 23rd 2025
Time/Room Class/Grade	Period 2; 8:50-9:35; Room 208 – Ms. Esther Lee’s X02 Class Period 3; 9:37-10:22; Room 221 – Ms. Gaby Minondo’s Y02 Class Period 4; 10:24-11:09; Room 223 – Ms. Liza Audubon’s Y01 Class LUNCH DUTY; 11:11-11:56 – Cafeteria/Gym Period 7; 12:45-1:30; Room 207 – Ms. Athena Almeida’s Y03 Class Period 8; 1:32-2:17; Room 212 – Ms. Monica Flores’s V02 Class
Lesson/ Unit Name	Practicing our Tempo and Celebrating our work in our Winter Showcase last week.
Topic/ Objective	Students will practice and build on their musical skills to play a familiar song, practice following the beat and tempo changes, and take care of their instruments as responsible musicians. We will ENGAGE with our instruments and practice our SELF-CONTROL to ACHIEVE our four goals: Preparing for our work (through Musical Warm-Up & Greeting), Taking responsibility (by reviewing and applying the ways we take care of our instruments), Making choices as learners (which instrument will I play? Which song will I choose when it’s my turn to DJ?) and Performing (via finding and matching the notes on a keyboard, playing along to the steady beat, and following tempo changes). Time permitting, we will celebrate our hard work with DJ song time.
Materials	<ul style="list-style-type: none"> € PowerPoint slides with song links, lyrics, and visual supports to display on the Smart Board. € BIGMack communication device and student photos on tongue depressors to help us say, “Good Morning!” and pick a friend to go next. € Student’s First/Then boards on their desks to encourage positive behaviors and participation, and to remember what reward they are working for € Instruments for students to choose from (+ adaptive accessories): <ul style="list-style-type: none"> ☞ Instruments with Keys labeled with letter notes, color-coded, and played with gentle hands & tickle fingers: <ul style="list-style-type: none"> ■ Electronic keyboards ■ Pianos ■ Piano xylophones ☞ Percussion instruments played by shaking, rolling, tipping, etc.: <ul style="list-style-type: none"> ■ Jingle bells ■ Castanets ■ Claves ■ Tambourines (foot and hand) ■ Rain sticks ■ Maracas ■ Cabasas

	<ul style="list-style-type: none"> ■ Shakers ☞ Percussion instruments played by drumming with hands, mallets, or sticks: <ul style="list-style-type: none"> ■ <i>Flat drums</i>: Frame, hand, & paddle drums ■ <i>Double drums</i>: Bongos ■ <i>Tall drums</i>: Talking, djembe, and conga drums ■ Mallets & drumsticks ☞ Laminated color-coded letter note visuals in various sizes to help students find and match on their instrument keys ☞ Laminated printouts for students to reference up close as needed: <ul style="list-style-type: none"> ☞ Visual reminder for “how we take care of our instruments.” ☞ Instruments to choose from ☞ Mood Meter ☞ “Are we feeling fast or slow?” visual featuring hare & tortoise to help students pick which tempo to practice ☞ Notes to “Jingle Bells” ☞ Color choice grid for DJ song time (laminated copy, plus find on slides 35-38) ☞ Yuki, Ingrid’s ukulele
<p>Concepts & Generalizations/ Big Ideas Developed</p>	<p>Techniques for playing different kinds of instruments correctly and safely. Finding and matching notes on a keyboard to practice playing “Jingle Bells.” Awareness of tempo changes and feeling the beat.</p>
<p>Differentiated Objective</p>	<p>Students will express themselves through music and sound, through facial expressions and body poses, to bring 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, perhaps while wearing foot tambourines.</p> <p>Some students will use their fingers to bang on a drum, play keys on a keyboard, or rattle or shake an instrument in their hand(s).</p> <p>Some students will drum on their instruments with mallets, sticks, or hands.</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 or the GoTalk/BIGMack.</p> <p>Some students will have support from their paraprofessionals in communicating their choices, self-regulating their behavior, and/or playing their instrument.</p>
<p>Language Demands/ Considerations</p>	<p>Vocabulary terms that might be new to some students:</p> <ul style="list-style-type: none"> • Rehearse • Tempo • Fast • Slow • Beat

- Notes

Musical vocabulary is presented with physical, visual, auditory, and video representations.

**Data/
Students
Considered
while
Planning +
Musician/
Performance
Goals**

**Appropriate engagement looks like: exploring using eyes, ears, and gentle hands. Keeping instruments/materials out of the mouth. Asking for help or a movement or calming corner break using PMC. Playing the instrument the way we have been learning (e.g. gentle wiggle/tickle fingers on piano keys, using the soft end of foam rainbow mallets or hands to drum). 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**

Musical Warm-Up. Greetings/Hello Song:

Greet each student and adult by name on arrival.

Greeting Warm-Up Song: “Hello Everybody”

“Good morning, (student’s name)!” and pick a friend to go next.

Song to warm up our Voices & Bodies: “Hello Sky, Hello Ground.”

Mood Meter Check-In – Now that we’ve warmed up and greeted everyone, 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 (including the feelings and actions from our book!), 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?



Choosing our instruments: Each student can select the instrument they would like to play by asking verbally or pointing to their choice on the laminated visual sheets.

Let's Celebrate! December is a month full of holidays and events. Let's sing, dance, or play along to some fun songs (Slides 11-13)

Let's practice our Tempo! Are we feeling fast or slow? (Slides 14-15)

Let's practice our piano skills! Students will identify and play the Notes from A-G on their keyboard/piano keys by finding and matching the letters or the colors. Students will then play practice playing "Jingle Bells" with appropriate support from the teaching team (verbal prompts and encouragement, modeling, hand over hand, etc.)

DJ Song Choice Time (Time permitting)

Students will have the opportunity to take turns as the DJ for the class and pick the next song we should sing/dance/play along to by indicating the corresponding color of their choice (See slides 43-46)

Lesson Closure

We'll end by singing the "Thank You Song" to say 'goodbye' to our instruments, clean up like responsible musicians to our "Clean Up the Room Song," 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 or on a poly floor dot, and leave space for everyone's bodies) or while sitting at their table/desk spots. They will each have access to at least one instrument 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 'gentle hands,' 'take instrument out of mouth,' 'sit down,' etc. Remember to encourage participation by referencing students' "first/then charts" and awarding Panther points for positive behaviors.

Blueprint for Teaching and Learning in Music

<p><input checked="" type="checkbox"/> Music Making</p> <ul style="list-style-type: none"> <input type="checkbox"/> experience and understand elements of music through performance <input type="checkbox"/> develop awareness of human expression through performance and composition 	<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, 	<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 	<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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<input checked="" type="checkbox"/> take responsibility for instruments and materials <input checked="" type="checkbox"/> establish music routines		ideas, imagination, and cultural context <input type="checkbox"/> make and describe personal connections with a variety of musical styles	<input type="checkbox"/> share musical experiences with the school community	
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New York State Learning Standards for the Arts
Artistic Processes, Anchor Standards, and Process Components

<p><input type="checkbox"/> Creating <i>Conceiving and developing new artistic ideas and work</i></p> <p><input type="checkbox"/> Anchor Standard 1: Generate and conceptualize artistic ideas and work. € IMAGINE</p> <p><input 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 type="checkbox"/> Responding <i>Understanding and evaluating how the arts convey meaning</i></p> <p><input 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 type="checkbox"/> Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. € RELATE</p> <p><input checked="" 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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