

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will contact various performers of different styles and expressions of music and arrange for them to perform for the class. Students will write reviews of the performance that describe the forms of music, the themes and messages portrayed by the music, and their preferences.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will respond to the music by moving to the music, changing expression, or changing activity level.
- (2) When given the opportunity, the student will make "music" by playing the performer's instrument.
- (3) The student will create a water color representation of a recording of the performance he attended earlier in the day.
- (4) Participate in the choreography and performance of a dance in response to a recording of a performance of one of the musical groups.
- (5) The student will choose between two switches that activate different types of music.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:**

- (1) The student will maintain his head at midline and erect throughout a 10 minutes of a performance [TARGETED SKILLS: motor skills, communication skills] {COACH: COMMUNICATION #7}
- (2) The student will clearly and concisely introduce the performers to his classmates. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #11}
- (3) The student will greet the performers, introduce himself, and thank them for their performance. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, #9; SOCIALIZATION #13, #14, #15, #16, #24}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.

**A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:**

Small groups of students will create music, words, and actions and actions for a song representing a message, theme, or activity and then teach it to a group of preschool students.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will accurately complete all of the actions/gestures of the song.
- (2) The student will accurately and clearly sing all the words to the song.
- (3) The student will play a tambourine appropriately as part of the musical accompaniment to the song.
- (4) The student will create a drawing of the message, theme, or activity represented by the song.
- (5) The student will verbally state the message, theme, or activity represented by the song.

(6)

(7)

(8)

(9)

(10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will provide assistance to the preschools as they find places around the room on rug squares. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #20}
- (2) The student will stand independently for 5 minutes while presenting the song to the preschool class. [TARGETED SKILLS: motor skill] {COACH: COMMUNICATION #7}
- (3) The student will use his hands appropriately when performing the song with the preschool students (i.e., hands out of mouth and away from face. [TARGETED SKILLS: behavior skill] {COACH: SOCIALIZATION #18}

(4)

(5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.

**A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:**

Listen to and research music popular during W.W.I, W.W.II, And Viet Nam War and make presentations of the various songs and their role as a commentary on the war effort and Americans' views toward the different wars.

**B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) With peer support, go to the library and find music representing each war era.
- (2) The student will interview his parents, grandparents, or other family members to learn about the songs that were popular during the war years.
- (3) The student will work to learn the melody and words to a song from each era.
- (4) The student will listen to a song and state if the song supports or challenges the war effort.
- (5) The student will respond to different songs by changes in facial expression, movement, or vocalization.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:**

- (1) The student will go to the library with a peer and find photographs and illustration of each war era. [TARGETED SKILLS: critical community activity, critical recreation/leisure activity, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SELECTED ACADEMIC #41, #42, #43, #44, #45; COMMUNITY #73, #75}
- (2) With the assistance of a small group of peers, the student will participate as a member of a group that gathers photographs and other memorabilia to create a bulletin board presentation of the three war eras. [TARGETED SKILLS: social skills, motor skills, communication skills] {COACH: COMMUNICATION #1, #2, #4, #7; SOCIALIZATION: #13, #17, #16, #18, #19, #20, #24; SCHOOL #65}
- (3) The student will use a calendar and calculator to determine when and how long ago the different wars occurred. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #48, #52, #54}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

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**General Demonstrators of this Academic Expectation which May Appropriate for students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities or Projects:**

The student will:

- (1) Demonstrate a preference between two differing types of music (e.g., marches, classical, country-western, Southern rock)
- (2) Express change in expression or activity to music.
- (3) Move in response to music.
- (4) Play a drum or shake bells in response to music.
- (5) Sing or vocalize in response to music.
- (6) Lip-sync or sing appropriate words along with familiar age-appropriate music.
- (7) Go to the public library to choose recording of preferred music to bring home and enjoy with peers, family, or alone.
- (8) Go to the store with a peer/s and choose recording to purchase.
- (9) Play a melody on the piano.
- (10) Finger a chord and strum a guitar.
- (11) Play a melody and accompanying background and percussion using a computerized keyboard.
- (12) Dance to age-appropriate popular in a manner similar to same-age typical peers.
- (13) Verbally describe the differences between two dramatically different pieces of music.
- (14) Appropriately sit through a concert of age-appropriate preferred music
- (15) March in time with traditional marching music.
- (16)
- (17)
- (18)
- (19)
- (20)

**If You Are Using COACH- 2,# The following COACH Activity Might Fall within this Academic.**

**SOCIALIZATION:** #12, Reacts to objects, activities, and/or other people by displaying observable changes in behavior.

**COMMUNICATION:** #1, Expresses continuation or "more" #2, Makes choices when given options

**LEISURE/RECREATION:** #37, Engages in individual passive leisure activities; #38, Engages in individual active leisure activities; #39, Engages in passive leisure activities with others; #40, Engages in active leisure activities with others.

**SELECTED ACADEMICS:** #41, Reacts to objects, activities and/or interactions by displaying some observable change in behavior; #42, Directs and sustains attention to activity; #44 Differentiates/discriminates between various things; #46, Uses objects for intended purposes.

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education, 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.