

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

Create, choose, and display examples of artwork by children and youth that celebrates the memories of fun activities for display at the Shriners' Hospital in Lexington.

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

- (1) The student will draw a picture of a day at the lake using markers.
- (2) The students and a small group of peers will create a mural depicting a school-wide event held at their school – a fair, a walk-a-thon, or a sports day.
- (3) The student will assist peers and teachers to display all the artworks from a number of schools in the gym.
- (4) The student and classmates will vote which pieces of artwork will be taken to Shriners' Hospital for the display.
- (5) The student will assist peers and teachers in displaying the artwork at the Shriners' Hospital.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) The student will pass out paper to his classmates demonstrating a concept of one-to-one correspondence. [TARGETED SKILLS: communication skills, social skill, functional academic skills, motor skills, critical vocational activity] {COACH: COMMUNICATION #7, SOCIALIZATION #17, #19, #23; SELECTED ACADEMICS #51; SCHOOL #62; VOCATIONAL #74}
- (2) The student will write his name on his artwork. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42, #49}
- (3) The student will describe his artwork to a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7, #8, #11; SOCIALIZATION #14, #15}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

The student and his classmate will learn to recognize 20 classical musical works and learn about the different composers. Students will listen to the music, identify main and recurrent musical themes, verbalize strategies for remembering the music, demonstrate the ability to name the pieces and composers.

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

- (1) The student will attend to the music when played in the classroom.
- (2) The student will demonstrate a change in behavior state, facial expression, or activity level in response to the music.
- (3) The student will attend a community orchestra concert of one of the pieces chosen by the music teacher
- (4) The student will learn to identify at least three of the pieces when the main theme or themes are played.
- (5) The student will attend to the music teacher's instruction which includes playing the main themes on a piano and violin.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) The student will choose and request a preferred CD selection when allowed to listen to excerpts from two of the pieces being studied. [TARGETED SKILLS: communication skills] {COACH: communication #2, #3}.
- (2) When a piece of music is stopped in mid-selection, the student will use the sign for "more" in response to the question "Do you want more music?" [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1, #10}.
- (3) Independently and safely uses her walker to walk to music classroom [TARGETED SKILLS: motor skills, critical school activity] {COACH: PERSONAL MANAGEMENT #34, #35, #36; SCHOOL #70}.
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

Small groups of students will create and critique audio collages that represent historic, geographic, cultural, ethnic, or national diversity. Students will gather representative music, poetry, and rhythm to represent respect for diversity.

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

- (1) The student will respond to the playing of the audio collages of peers by demonstrating a change in behavior state, behavior or expression.
- (2) The student will create a drawing that illustrates the collage that her group created.
- (3) The student will state how some of the excerpts within the collage represent the theme of diversity.
- (4) The student will compose a poem to contribute to the auditory collage recording.
- (5) The student will sit within the middle of the middle school orchestra/band as they play one of John Phillip Sousa's marches for the group collage or patriotism.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) The student will select a peer to read her poem as part of the audio collage. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2, #10; SOCIALIZATION #14}
- (2) The student will play a tambourine as a group of peers sing "If I had a hammer" for a video collage of the protests and idealism of the Viet Nam era. {TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity} {COACH: COMMUNICATION #7; SOCIALIZATION #13, #15; LEISURE/RECREATION #40; SELECTED ACADEMICS #41, #42, #45, #46}.
- (3) Uses a picture schedule to initiate a transition to her music class. {TARGETED SKILLS: communication skills, functional academic skills} {COACH: SELECTED ACADEMICS #41, #44, #46, #47}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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

The student will:

- (1) Comment verbally upon a production of a ballet.
- (2) Attend a school assembly featuring Bluegrass musicians from Kentucky.
- (3) Perform a square dance with a group of classmates under the direction of an experienced square dance caller.
- (4) Listen to, choose, and borrow a CD from the community library.
- (5) Read an illustrated guide to French impressionist and choose her favorite painting from the illustrations.
- (6) Listen to the work of Aaron Copeland and draw an illustration of what she heard.
- (7) Show a change in behavior or behavior state in response to a John Phillip Sousa march.
- (8) Attend a children's theatre production of Hansel and Gretel and draw a visual commentary on the experience.
- (9) Become involved in audience participation activities guided by a troupe of modern dance performers.
- (10) Attend a high school band Winter Holiday performance.
- (11) Sit within the community orchestra during a performance at the school.
- (12) Participate in a sing-along with a small group of folk singers.
- (13) Attend a performance of the local high school jazz band.
- (14) Attend a performance of "The King and I" and write a critical review.
- (15) Create a dance production with a group of classmates that expresses the theme – "Celebrate Diversity among ALL Peoples."
- (16) Attend the performance of a local country singer and then write words to a country song about being too young to do what you want.
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

LEISURE/RECREATION: #35, Engages in individual passive leisure activities; #37, Engages in passive leisure activities with others.

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