

NYSSMA MUSIC VIEWS

Standards-Based Teaching & Learning Across the State



Lesson Plan for NYSSMA Music Views

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Title: Directionality in Sound, Shape and Space

Level

- Elementary
- Middle School
- High School

Content Area

- Band
- Chorus
- Classroom
- Orchestra

Objective

To connect conceptual learning in slow and faster tempos to build cognitive and motor development that can be generalized in functional living and cross curricular understanding. Suitable for special learners in inclusion and specific special education settings.

The NYS Learning Standard(s) this lesson will address...

- Creating, Performing and Participating in the Arts
- Knowing and Using Arts Materials and Resources
- Responding to and Analyzing Works of Art
- Understanding the Cultural Dimensions and Contributions of the Arts

National Standards for Music Education this lesson...

- Singing – alone and with others – a varied repertoire of music
- Performing on instruments – alone and with others – a varied repertoire of music
 - Improvising melodies, variations and accompaniments
- Composing and arranging music within specific guidelines
- Reading and notating music
- Listening to, analyzing and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

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Instructional Ideas

Following a highly structured lesson plan format from music introduction through song selection to class dismissal with sound signals to indicate completion of lesson, this lesson: Directionality in Sound, Shape and Space modulates musical behaviors to demonstrate highest levels of student participation. Upper elementary and lower middle school aged students with autism and developmental disabilities are seen here in an alternate public special education setting. Students are included from five different classes, mixing in a step by step process in preparation for upcoming winter concert which will involve 150 students on stage. Each song selection has been chosen with a specific learning purpose. Taught in a multi-sensory style using audio-visual-tactile-kinesthetic modes to help students respond to cue. Instructional aids facilitate learning for the students as upside down stoplight to designate three levels of sound: red for low pitch, yellow for middle pitch, and green for high pitch.

Visual cues help facilitate playing on the instruments. Scarves are helpful for sensory integration. To help students increase their abilities to focus for longer periods of time, the interactive white board which can show a visualization of the rhythm of each song is a very constructive tool for teacher to engage student attention while mastering a song.

With interactive whiteboard technology, the students can hear and see the song.

Special learners learn best by moving and doing, all of the above mentioned instructional ideas will help to bring success to the music classroom.

Assessment

All assessments are standards-based on a four-point scale:

- 4=independently without teacher model
- 3=independently with teacher model
- 2= with hand over hand assistance
- 1=limited participation

Alternatively assessment can be a three-point scale:

- 3=frequently
- 2=evident
- 1=developing

Depending upon the cognitive level of each student, assessment can be made on accomplishments in each song selection. The following examples may serve to stimulate teacher creativity.

1. What is the eight note motif heard in High Five? What is the instrumentation of this motif? Can you compose your own eight-note motif?
2. What shape: a circle, a triangle, a square represents the form of the song "The Sun is Up?"
3. Can students show their understanding of a four part sequence of clapping high and clapping low to show rhythm of song on beats 1 and 3 in 4/4 time?
4. As a literacy tool, can student hear the sound syllables of each word and then translate this to read and notate the music?
5. With "Music, Music, Music" which of the following actions can the students do with the rhythm sticks?
 - a) tapping high - up
 - b) tapping low - down
 - c) tapping side to side discriminating between left and right and right and left.
 - d) tapping front to back
 - e) tapping stick in hand to opposite foot crossing the midline.

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6. "Shake and Wave" which verbal cues are students successful at actively interpreting with colorful scarf motion: Shake? Up high? Down low?
7. "Music and Me" Tell or write a short essay about content of song. How many different ways can music help to shape positive behavior? Use examples of songtext in answer. For an extension to this activity, use personal experiences to relate how music can enrich academic study, can turn a day around, can relieve times of stress. Find all the rhyming words in the song and students can then compose and create their own song or rap about their relationship to music.
8. In a multicultural context "Siyahamba" is a song in Zulu and in English which can serve multiple purposes. It serves to stimulate language development, cognitive understanding through sign language, and rhythmic response with shakers and drums. Overall, this song is universally relevant to create self-esteem/build character in students as they see themselves as "the light of the world."

References/Resources

Resources for material on DVD.

Song List:

- Introduction: What time is it?(adapted tune and words by E. Sobol from Greg & Steve, Vol. 2 entitled "Good morning" Copyright 1978 Little House Music, ASCAP
- Rhythm Name Song (original by E. Sobol)
- Clap Your Hands (trad. American folk)
- High Five (Alfred Publishing 2009-09 Concert Band Sampler New Releases Number 8-CD1)
- Sun is Up (Kaila Rochelle) <http://www.specialneedsinmusic.com>
- Music, Music, Music (Laura Johnson) <http://www.kimboed.com>
- Shake and Wave (Rachel Arnston) Drills on Wheels 2 for gross motor imitation
- <http://www.kids@expresstrain.org>
- Music and Me (John Jacobson, Kirby Shaw, Alan Billingsley) Hal Leonard Publishing, copyright 2003.
- Siyahamba (Sally Albrecht/Alan Billingsley) Alfred Publishing, copyright 1997.

Reference: Sobol, E.S. (2008) An Attitude and Approach for Teaching Music to Special Learners, 2nd Edition MENC: The National Association for Music Education. Lanham, MD: Rowman& Littlefield Education

Notes

The processes used in the demonstration lesson Directionality in Sound, Shape and Space can be adapted to reach learners of all different styles and capabilities. Lessons are taught with meaningful and consistent relevance to schoolwide curriculum and will reach students of diverse cultures and backgrounds. Excellent for music inclusion, education and performance programs.