

Beaufort County School District
NEW OR INNOVATIVE COURSE PROPOSAL


COMPLETED BY ISD STAFF
APPENDIX C

Beaufort County Board of Education
Beaufort, South Carolina
(For District Office Use)
INNOVATIVE COURSE APPROVAL
Date: October 17, 2016

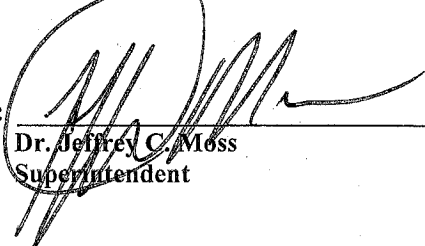
Course: Adaptive Music

The following new/innovative course Adaptive Music is submitted for approval and
for initial implementation during the 2016-2017 school year.

Submitted:
Date: 7/1/16

Signed: 
Dr. Dereck Rhoads
Chief Instructional Services Officer

Approved:
Date: 1/16/16

Signed: 
Dr. Jeffrey C. Moss
Superintendent

Approved:
Date: _____

Signed: _____
Mary Cordray
Chairman, Board of Education

The course Adaptive Music, Course # _____ has undergone curriculum review and
meets all of the stipulated requirements for new/innovative course implementation.

Attachments:
Course Syllabus

Adaptive Music Syllabus

Mr. Granquist

Band Director

Grades 9-12, One Semester

Prerequisite: None

Course Description: Applied Music offers high school special education students the opportunity to receive small group instruction designed to give an overview of music theory and develop performance skills. The instructor will assign literature based on each student's skill level. Instruction is designed so that students are enabled to connect, examine, define, try, extend, refine, and integrate music study into other subject areas. A variety of methods and repertoire is utilized to refine students' abilities in listening analyzing and interpreting music.

Expectations: Students are expected to participate practice in a room, by themselves, for the entire duration of the class. The best practice results are reached by working in focused, twenty-minute increments with short, five-minute breaks in between each session. Homework from other classes will not be tolerated. Students may practice together if they have appropriate ensemble materials (duets, trios, etc.)

Grading:

- Exams and Peer Assessment – 35%
- Weekly Journal Entries –25%
- Article Reviews – 15%
- Power Point Presentation – 15%
- Class Participation – 10%

Weekly Journal Entries provide students an opportunity to briefly reflect on each week's growth and progress. Journal entries are to be written after each class and kept in a single spiral-bound notebook. They may be hand-written, but must use complete sentences.

Exams and Peer Assessment: will be conducted twice during each semester. Students will perform a recital (sing/play an instrument) whose cognitive and skills. Exams may be recorded or graded by other students (Peer Assessments) currently enrolled in Adaptive Music.

Article Reviews: Music literature is available for students to learn more about music. Students are to read two articles relating to the diverse genre of music and to write a one-page summary – these must be completed prior to the nine-week mark.

Power point Presentation: Pick a topic related to music literature that you are studying and create a 5-minute power-point presentation to the class.

Mr. Granquist

Band Director
Bluffton High
School

Strategies for teaching Adaptive Music to Students with Special.

Get information about each student

- Talk to teachers, parents, counselors, and students themselves.
- Become familiar with particular disabilities and avoid preconceptions about student abilities. Avoid sensory overload and be predictable.
- Keep your classroom organized and free from distractions.
- Keep directions simple and direct.
- Establish lesson routines (e.g., beginning and ending songs)
Lesson preparation
- Present materials in as many modes as possible to address different learning styles.
- Develop a hands-on, participatory program that emphasizes varied activities like movement, instruments, rhythm, speech, sound exploration, melody, and dance for best effect.

Strategies for students with learning-disabilities

Students who have difficulty reading may struggle with written musical concepts.

- Prepare simple visual charts.
- Use color to highlight key concepts (e.g., do=blue, re=red, mi=green).
- Isolate rhythm patterns into small pieces on a large visual.
- Indicate phrases with a change in color.
- Introduce concepts in small chunks.
- Use repetition, but present material in different ways.

Students with visual impairments

- Teach songs by rote and echoing patterns.
- Provide rhythm instruments—such students can learn to play them without problems.
- Assign a movement partner for movement activities.
- Read aloud any information you present visually.
- Get large-print scores when available.
- Give a tour of the room so students can become familiar with where things are.

Students with behavior problems

- Use routine and structure—it can be comforting for these students.
- Remain calm and don't lose your temper.
- Maintain a routine from lesson to lesson (e.g., begin and end with a familiar song).
- Vary the drill by playing or singing with different articulation and dynamics for students who can't maintain focus for long.
- Use props like puppets to give directions in a nonthreatening way.
- Use songs or games that contain directions to help children who struggle to follow verbal directions or who have authority issues.

~~Students with higher learning potential:~~

- Offer a variety of activities, such as acceleration (design assignments that allow students to go to differing levels), enrichment (extra lessons), technological instruction (computer programs for composition, research, or theory).
- Find a mentor for a student.
- Offer advanced ability ensembles.

Students with physical disabilities (e.g., cystic fibrosis, heart trouble, asthma, diabetes, epilepsy)

- Have students sing to help breathing and lung control.
- Adapt Orff instruments by removing bars so that any note played will be correct. Orff instruments fit nicely onto a wheelchair tray.
- Acquire adaptive instruments—adaptive mallets, Velcro straps for hand drums and other percussion instruments, and one-handed recorders are available. Find other adaptive musical instruments with an Internet search.
- Develop activities for listening and responding to recorded music for children who are physically unable to move and/or play an instrument.

You can address a variety of skill levels in one piece of music: While some children play complex patterns, others can play a simple steady beat or sing.

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FILE: IS-21-E (2)

Requests for local Beaufort County School District new or innovative course approval must be submitted in October of the year **prior** to the year of implementation. All proposed course requests must submit this application in its entirety before consideration will be given. All proposed courses must be reviewed by the curriculum review panel in the Department of Instructional Services, before a final recommendation will be made to the Board of Education for approval. It is recommended that a survey be conducted to verify the need/support for this particular course. Overall budget, staffing and the schools' fiscal ability to sustain the proposed course of study will be considered in the approval process.

Title of Course(s) being proposed: Adaptive Music

Subject/Content Area: Special Education

School of Implementation: Bluffton High School

Name of staff member proposing course: Anthony Granquist **Position:** Band Teacher

Application prepared by: Denise Garison

Principal/Director of School where course to be offered: Denise Garison

Course beginning date (month/year): 2016-17 **Length of course: Semester** 1 **Year** 2017

Projected Enrollment: no more than 15 **Unit(s) of credit to be granted:** 1

Name of staff teaching course: Anthony Granquist

List areas of teacher certification: Music Education

List experience/training teacher has in this area of study:
 Band and Music Instructor

What warrants offering this course as an innovative or new course?:
 Students with special needs.

If this course will be offered as a sequence, complete the information below:

Course Code (ISD completes)	Course Title	Grade/Level	Credit

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Was a needs assessment conducted and/or students surveyed? yes no

If yes, summarize student responses for the need for the innovative course:

Will student be exempt from post-secondary courses if they successfully complete any of these secondary course(s)? yes no

If so, Institution name Course Name(s)

Describe/name what facility needs or requirements:

Band room/ Chorus Room

Describe any training or professional development requirements:

NA

Describe/name staffing requirements

Teacher Assistants assigned to the special education classes

Describe scheduling requirements:

NA

Name any software required for each course:

Cost per student \$ Cost per school license \$

What are the IT requirements to support software (if any)?:

NA

Name any textbook(s) that may be required for each course:

NA

Available through SCSDE book depository? yes no If not, cost of each text. \$

Cost of any additional materials.

Name	Cost
a.	
b.	
c.	
d.	

Date Course application submitted to Instructional Services Department:

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N/A if all resources are already present at the school.

**APPENDIX B
COMPLETE BUDGET SUMMARY**

Item	Amount/Number/Type	Cost Each	Total Cost
Added Staff	NA		
Software	NA		
Hardware	NA		
Textbooks	NA		
Materials	NA		
Other	NA		
Other			
Other			


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Required Attachments:

- Signature page - Appendix A
- Complete Budget Summary (template attached) Appendix B
- Board of Education Approval Form Appendix C (for ISD to complete)
- Course(s) Syllabi Appendix D
- Software quote (if any) Appendix E

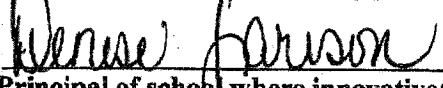
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APPENDIX A
SIGNATURE PAGE

All signatures are required in order to implement proposed course. Signature verifies that the proposal has been read and that all elements have been taken into consideration by the responsible parties. This approval form will be returned to the applicant and to the school principal once completed.



Teacher of the new/innovative course

9/29/16
Date



Principal of school where innovative/new course will be offered

9-29-16
Date

For ISD use:

Course Approved _____ Course Not Approved _____

Chief Instructional Services Officer (Appendix C)
Superintendent (Approval form - (Appendix C)
Board of Education (Approval form - (Appendix C)