



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adapted Music Curriculum

Course Description: The adapted music course offers an exploratory music experience for students with unique needs. Students will investigate sound by both listening to and creating music. Through visual and aural recognition of instruments, students will become aware of string, woodwind, brass, and percussion instruments. Students will familiarize themselves with written rhythmic notation and learn to recognize and perform basic patterns of rhythm.

**Standards: Missouri Learning Standards - Fine Arts - Music, April 2019 revision*

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Listening to Music	Topic 1: Listening to Music to Relax Topic 2: Listening to Music to Reflect Topic 3: Listening to Music to Experience New Music Topic 4: Listening to Music to Hear Differences
Ongoing	Visual Recognition of Musical Instruments	Topic 1: Visual Recognition of Musical Instruments Topic 2: Visual Matching of Musical Instruments
Ongoing	Aural Recognition of Musical Instruments	Topic 1: Aural Recognition of Musical Instruments Topic 2: Aural Matching of Musical Instruments
Ongoing	Performing Music	Topic 1: Musical Performance through Voice Topic 2: Playing Instruments Topic 3: Performing Basic Rhythms
Ongoing	Guest Performers	Topic 1: Guest Performers

Curriculum Revision Tracking

Fall, 2019

- Aligned the course to the new Fine Arts Missouri Learning Standards

Spring, 2025

- Revised to include daily structures and meet

Instructional Model: *This instructional model is a key structure that frames the daily activities for most classes in this course. This is not intended to be a prescriptive model, but give examples for opportunities for students in the course to engage with content in structured and familiar ways. Following is an example of a block breakdown using this model. While consistency and familiarity are beneficial for the students in this course, the specific sequence is flexible and up to the teacher’s discretion.*

Elements	Suggested Time	Suggestions or Examples
Daily Check-In	10 minutes	● “Hello” Song - Call + Response ● Daily Questions
Sensory Time I	15 minutes	● Instrument Themed Coloring Pages ● Sensory Videos
Music Time I	15-20 minutes	● Steady Beat Play Along ● Rhythm Recognition + Play Along ● Composition ● Boomwhackers
Sensory Time II	10-15 minutes	● Walk ● Sensory Videos
Music Time II	15-20 minutes	● Instrument Introduction ● Instrument Petting Zoo ● Ukulele
Sensory Time III	15-20 minutes	● Music Games ○ Matching, Percussion Play Along, Chrome Music Lab

Unit 1: Listening to Music

Subject: Adapted Music

Grade: 9-12

Name of Unit: Listening to Music

Length of Unit: Ongoing

Overview of Unit: Students will listen to a variety of music and focus on using music to relax and/or reflect. Students will hear music unfamiliar at times to bring out concepts of contrasts in tempo, volume, instrumentation, and mood in music.

Priority Standards for unit:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting Standards for unit:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Priority Standard: MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the kinds of music they enjoy and explain how they make them feel.	2
	Apply
Students will choose music for a specific purpose (like relaxing or reflecting) and explain why they chose it.	3
	Apply

Priority Standard: MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how music is part of everyday life (like at school, in movies, or on the radio).	1
	Remember/Understand
Students will listen to music from different cultures or times and talk about how it's different from or similar to what they know.	3
	Analyze

Essential Questions:

1. How does music help us to relax?
2. What is tempo?
3. What is a steady beat?
4. What are dynamics?
5. What are musical instruments?
6. Why does music make us feel emotions?

Enduring Understanding/Big Ideas:

1. Certain music can help us to be calm and release tension.
2. Tempo is how fast or slow the beat of the music happens.
3. Steady beat is the pulse of the music.
4. Dynamics are how loud or soft the volume of music is playing.
5. A musical instrument is a device used to create sound.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Fast Slow Pattern Loud Soft Same Different	Tempo Rhythm Dynamics Steady Beat

High Low Long Short Up Down	
--	--

Topic 1: Listening to Music to Relax

Engaging Experience 1

Title: Listening to Music to Relax

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will listen to a variety of calm, relaxing music while practicing relaxing techniques. Slow breathing, releasing tension from their bodies, and thinking of calm surroundings will be taught and practiced before and during each session. Sensory videos will also be utilized to assist students with self-regulation.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Listening to Music to Reflect

Engaging Experience 1

Title: Drawing while listening to music

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will be encouraged to free draw while listening to music, or to color music themed coloring pages. Students will be guided to draw the instruments they hear performing, the mental images the music gives them, and/or anything related to the mood the music creates in them. Discussion while the activity can be as active as needed.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Listening to Music to Experience New Music

Engaging Experience 1

Title: Experiencing new musical instruments

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will listen to music that features/includes instruments that are not commonly used in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each instrument. Instruments that can be seen can include (not limited to): didgeridoo, hang drum, and many world music instruments.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Experiencing new music performers

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will see/hear musical performers that features/includes performers that are not commonly known in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each performer. Performers that can be used can include (not limited to): Bobby McFerrin, the Piano Guys, Pentatonix, and many others.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Experiencing new musical styles

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will listen to music that features/includes musical styles that are not commonly used in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each musical style. Styles that can be seen can include (not limited to): concert band, orchestral, opera, bluegrass and many world music styles.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 4: Listening to Music to Hear Differences

Engaging Experience 1

Title: Hearing musical differences

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will be guided to hear the different contrasts in music. Concepts should be introduced independently. Students will be able to recognize the differences in music in regard to moods (happy/sad), tempo (fast/slow), volume (loud/soft), and instrumentation.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will learn to make sounds on musical instruments that they have made. Students will be introduced to the techniques needed to make basic instruments. Students will be shown a small container drum, a water bottle shaker, and a kazoo. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) a didgeridoo.

Simple instruments that may be created (as time, supplies, and abilities allow) include: a water bottle shaker, a small container, a kazoo, and a didgeridoo. After each instrument is created, students will practice making sounds on each.

Another option is to use a 3D printer to print an instrument. After considering multiple plans, students will choose a printable instrument. Instruments that may be created (as time, supplies, and abilities allow) include: a kazoo, an ocarina, a recorder, a croaking frog, a mouth harp. After each instrument is created, students will practice making sounds on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Listening to Music to Relax	Listening to Music to Relax	Students will listen to a variety of calm, relaxing music while practicing relaxing techniques. Slow breathing, releasing tension from their bodies, and thinking of calm surroundings will be taught and practiced before and during each session. Sensory videos will also be utilized to assist students with self-regulation.	5-15 minutes
Listening to Music to Reflect	Drawing while listening to music	Students will be encouraged to draw while listening to music, or to color music themed coloring pages. Students will be guided to draw the instruments they hear performing, the mental images the music gives them, and/or anything related to the mood the music creates in them. Discussion while the activity can be as active as needed.	5-15 minutes
Listening to Music to Experience New Music	Experiencing New Musical Instruments	Students will listen to music that features/includes instruments that are not commonly used in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each instrument. Instruments that can be seen can include (not limited to): didgeridoo, hang drum, and many world music instruments.	5-15 minutes
Listening to Music to Experience New Music	Experiencing new music performers	Students will see/hear musical performers that features/includes performers that are not commonly known in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each performer. Performers that	5-15 minutes

		can be used can include (not limited to): Bobby McFerrin, the Piano Guys, Pentatonix, and many others.	
Listening to Music to Experience New Music	Experiencing new musical styles	Students will listen to music that features/includes musical styles that are not commonly used in popular music of their current culture. The use of both audio and video (YouTube) will allow the student to grasp the full nature of each musical style. Styles that can be seen can include (not limited to): concert band, orchestral, opera, blue grass and many world music styles.	5-15 minutes
Listening to Music to Hear Differences	Hearing musical differences	Students will be guided to hear the different contrasts in music. Concepts should be introduced independently. Students will be able to recognize the differences in music in regard to moods (happy/sad), tempo (fast/slow), volume (loud/soft), and instrumentation.	5-15 minutes

Unit 2: Visual Recognition of Musical Instruments

Subject: Adapted Music

Grade: 9-12

Name of Unit: Visual Recognition of Musical Instruments

Length of Unit: Ongoing

Overview of Unit: Students will view a variety of musical instruments and learn to differentiate between them. Students will view musical instruments unfamiliar at times in order to broaden their knowledge of musical instruments.

Priority Standards for unit:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting Standards for unit:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Unwrapped Priority Standards:

Priority Standard: MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will recognize and name common instruments from the string, woodwind, brass, and percussion families.	1
	Remember
Students will identify which instruments they like or dislike and explain their preferences.	2
	Understand/Apply

Priority Standard: MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will match instruments with the type of music or setting where they are commonly used (e.g., violin in classical music, drums in marching bands).	2
	Understand/Apply
Students will compare the appearance of instruments from different families and describe how they are alike or different.	3
	Analyze

Essential Questions:

1. How is sound produced?
2. What materials are used to make musical instruments?
3. Does the size and shape of an instrument matter?

Enduring Understanding/Big Ideas:

1. Sound can be produced by vibrations from a string being bowed, a reed being blown on, a mouthpiece being buzzed on, a bar or membrane being struck.
2. Instruments are made out of wood, metal, and plastic.
3. The size and shape of the instrument make them visually different.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Vibrate Blow Buzz Strike	Percussion Brass Woodwind Strings Ensemble Reed

Topic 1: Visual Recognition of Musical Instruments

Engaging Experience 1

Title: Learning How to Visually Recognize Musical Instruments

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will see a variety of musical instruments and learn about the diverse means of creating sound. Students will learn to visually recognize instruments from the string (chordophone), woodwind and brass (aerophones), and percussion (idiophones & membranophones) families.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Visual Matching of Musical Instruments

Engaging Experience 1

Title: Using a Smartboard: Matching Game

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will use the Smartboard to select matching pairs of instrument pictures.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will learn to make sounds on musical instruments that they have made. Students will be introduced to the techniques needed to make basic instruments. Students will be shown a small container drum, a water bottle shaker, and a kazoo. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) a didgeridoo.

Simple instruments that may be created (as time, supplies, and abilities allow) include: a water bottle shaker, a small container, a kazoo, and a didgeridoo. After each instrument is created, students will practice making sounds on each.

Another option is to use a 3D printer to print an instrument. After considering multiple plans, students will choose a printable instrument. Instruments that may be created (as time, supplies, and abilities allow) include: a kazoo, an ocarina, a recorder, a croaking frog, a mouth harp. After each instrument is created, students will practice making sounds on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Visual Recognition of Musical Instruments	Learning How to Visually Recognize Musical Instruments	Students will see a variety of musical instruments and learn about the diverse means of creating sound. Students will learn to visually recognize instruments from the string (chordophone), woodwind and brass (aerophones), and percussion (idiophones & membranophones) families.	5-15 minutes
Visual Matching of Musical Instruments	Using a Smartboard: Matching Game	Students will use the Smartboard to select matching pairs of instrument pictures.	5-15 minutes

Unit 3: Aural Recognition of Musical Instruments

Subject: Adapted Music

Grade: 9-12

Name of Unit: Aural Recognition of Musical Instruments

Length of Unit: Ongoing

Overview of Unit: Students will hear a variety of musical instruments playing and learn to differentiate between them. Students will hear musical instruments unfamiliar at times in order to broaden their knowledge of musical instruments.

Priority Standards for unit:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting Standards for unit:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Unwrapped Priority Standards:

Priority Standard: MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify musical instruments by the way they sound.	2
	Understand/Apply
Students will express preferences for certain instrument sounds and explain why they like or dislike them.	2
	Understand/Apply

Priority Standard: MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will match the sound of an instrument to the type of music or cultural setting where it is commonly used (e.g., bagpipes in Scottish music, sitar in Indian music).	3
	Analyze
Students will compare the sounds of different instrument families and describe how they are alike or different.	3
	Analyze

Essential Questions:

1. How is tone produced?
2. What materials are used to make musical instruments?
3. Does the size and shape of an instrument matter? How do they affect the sound?

Enduring Understanding/Big Ideas:

1. Tone (sound) can be produced by vibrations from a string, reed, mouthpiece, bar, or membrane.
2. Instruments are made out of wood, metal, and plastic.
3. The size of an instrument determines its range while the shape of the instrument determines basic tone (along with material of which it is made).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Vibrate Blow Buzz Strike	Percussion Brass Woodwind Strings Ensemble Reed Tone

Topic 1: Aural Recognition of Musical Instruments

Engaging Experience 1

Title: Learning How to Audibly Recognize Musical Instruments

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will hear sounds of a variety of musical instruments and learn about the diverse means of creating sound. Students will learn to audibly recognize instruments from the string (chordophone), woodwind and brass (aerophones), and percussion (idiophones & membranophones) families.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Aural Matching of Musical Instruments

Engaging Experience 1

Title: Using a Smartboard: Matching Game

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Student will use the Smartboard to select matching instrument sounds to their pictures.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will learn to make sounds on musical instruments that they have made. Students will be introduced to the techniques needed to make basic instruments. Students will be shown a small container drum, a water bottle shaker, and a kazoo. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) a didgeridoo.

Simple instruments that may be created (as time, supplies, and abilities allow) include: a water bottle shaker, a small container, a kazoo, and a didgeridoo. After each instrument is created, students will practice making sounds on each.

Another option is to use a 3D printer to print an instrument. After considering multiple plans, students will choose a printable instrument. Instruments that may be created (as time, supplies, and abilities allow) include: a kazoo, an ocarina, a recorder, a croaking frog, a mouth harp. After each instrument is created, students will practice making sounds on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Aural Recognition of Musical Instruments	Learning How to Audibly Recognize Musical Instruments	Students will hear sounds of a variety of musical instruments and learn about the diverse means of creating sound. Students will learn to audibly recognize instruments from the string (chordophone), woodwind and brass (aerophones), and percussion (idiophones & membranophones) families.	5-15 minutes
Aural Matching of Musical Instruments	Using a Smartboard: Matching Game	Student will use the Smartboard to select matching instrument sounds to their pictures.	5-15 minutes

Unit 4: Performing Music

Subject: Adapted Music

Grade: 9-12

Name of Unit: Performing on Musical Instruments

Length of Unit: Ongoing

Overview of Unit: Students will learn to make sounds with their voice and on a variety of musical instruments. Students will be introduced to the techniques needed to make basic sounds on several simple instruments. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) ukulele, guitar, didgeridoo, recorder, and piano.

Priority Standards for unit:

- MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting Standards for unit:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Unwrapped Priority Standards:

Priority Standard: MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will make musical sounds using their voice and classroom instruments.	1
	Recall

Essential Questions:

1. How does the voice make sound?
2. How does a rhythm instrument make sound?
3. How does a wind instrument make sound?
4. How does a string instrument make sound?
5. What materials can be used to make a musical instrument?
6. Does the material used to make an instrument affect its sound?

Enduring Understanding/Big Ideas:

1. Air moving through the vocal cords allow us to sing.
2. Rhythm instruments make sound by being struck by a hand, mallet, or stick.
3. Wind instruments make sound by air vibrating a reed or lips.
4. String instruments make sound by a bow vibrating a string.
5. Musical instruments can be made from almost anything. Items from recycled bottles, to specially grown wood, and 3D printer plastic can all be used to make musical instruments.
6. Material selected for making an instrument can dramatically change the sound of an instrument.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Pattern Vibrate Blow Buzz Strike	Instrument String Woodwind Percussion Brass

Topic 1: Musical Performance through Voice

Engaging Experience 1

Title: Singing

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will experience making sounds with their voice. Students will be encouraged to join in singing. Song will begin as simple children's songs and will also include singing of seasonal/occasional song (i.e., Happy Birthday) as well as a daily "Hello Song" using Call + Response. Students will also engage in singing popular music when appropriate for the school setting.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Playing Instruments

Engaging Experience 1

Title: Performing on Simple Instruments

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will experience making sounds with simple instruments. Students will be encouraged to join in performing basic rhythms on hand drums, woodblocks, and shakers. Students will be introduced to handbells and boomwhackers; these instruments will be used to teach the concepts of melody and harmony. Simple songs from websites (i.e., musication.com) will be used to teach simple music reading skills as well as performing as a group. Other instruments may be used as they are available.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Performing Basic Rhythms

Engaging Experience 1

Title: Performing Basic Rhythms

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will familiarize themselves with basic rhythms, including quarter notes, eighth notes, half notes, and whole notes, and their corresponding rests. Students will demonstrate knowledge of these rhythmic values by completing “play along” videos on classroom instruments.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will learn to make sounds on musical instruments that they have made. Students will be introduced to the techniques needed to make basic instruments. Students will be shown a small container drum, a water bottle shaker, and a kazoo. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) a didgeridoo.

Simple instruments that may be created (as time, supplies, and abilities allow) include: a water bottle shaker, a small container, a kazoo, and a didgeridoo. After each instrument is created, students will practice making sounds on each.

Another option is to use a 3D printer to print an instrument. After considering multiple plans, students will choose a printable instrument. Instruments that may be created (as time, supplies, and abilities allow) include: a kazoo, an ocarina, a recorder, a croaking frog, a mouth harp. After each instrument is created, students will practice making sounds on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Musical Performance through Voice	Singing	Students will experience making sounds with their voice. Students will be encouraged to join in singing. Song will begin as simple children's songs and will also include singing of seasonal/occasional song (i.e., Happy Birthday) as well as a daily “Hello Song” using Call + Response. Students will also engage in singing popular music when appropriate for the school setting.	5-15 minutes
Playing Instruments	Performing on Simple Instruments	Students will experience making sounds with simple instruments. Students will be encouraged to join in performing basic rhythms on hand drums, woodblocks, and shakers. Students will be introduced to handbells and boomwhackers; these instruments will be used to teach the concepts of melody and harmony. Simple songs from websites (i.e., musication.com) will be used to teach simple music reading skills as well as performing as a group. Other instruments may be used as they are available.	5-15 minutes

Unit 5: Guest Performers

Subject: Adapted Music

Grade: 9-12

Name of Unit: Guest Musical Performers

Length of Unit: Ongoing

Overview of Unit: Students will observe musical performances from guest performers live in class.

Priority Standards for unit:

- MU:Re9.1.E.Ia Evaluate works and performances based on personally-or collaboratively developed criteria, including analysis of the structure and context.

Supporting Standards for unit:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Priority Standard: MU:Re9.1.E.Ia Evaluate works and performances based on personally-or collaboratively developed criteria, including analysis of the structure and context.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify things they saw or heard in a live musical performance.	1
	Remember/Understand
Students will describe how the performance made them feel and share what they liked or didn't like.	2
	Understand/Apply
Students will work with classmates to create simple criteria for what makes a good performance (e.g., clear sound, steady beat, fun to watch).	3
	Analyze
Students will use their class's performance criteria to talk about or rate the guest performances.	3
	Evaluate

Essential Questions:

1. Are there people in our community (students, teachers, family members) that can come to perform music for us?
2. How is live music different from recorded music?

Enduring Understanding/Big Ideas:

1. Many individuals around our school and community enjoy performing music.
2. Live music is different from recorded music in many ways, including but not limited to volume, tone quality, and energy.

Topic 1: Guest Performers

Engaging Experience 1

Title: Invite in-house performances by current high school students

Suggested Length of Time: 20-25 minutes

Standards Addressed

Priority:

- MU:Re9.1.E.Ia Evaluate works and performances based on personally-or collaboratively developed criteria, including analysis of the structure and context.

Supporting:

- MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Detailed Description/Instructions: Students will watch live performances of music. Students and/or staff from the high school can be invited to perform for the class. As available, community musicians can also be invited to the class. If appropriate, students may touch or play the instruments brought into the classroom.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will learn to make sounds on musical instruments that they have made. Students will be introduced to the techniques needed to make basic instruments. Students will be shown a small container drum, a water bottle shaker, and a kazoo. As time and ability allow, some students may be introduced to more advanced instruments such as (not limited to) a didgeridoo.

Simple instruments that may be created (as time, supplies, and abilities allow) include: a water bottle shaker, a small container, a kazoo, and a didgeridoo. After each instrument is created, students will practice making sounds on each.

Another option is to use a 3D printer to print an instrument. After considering multiple plans, students will choose a printable instrument. Instruments that may be created (as time, supplies, and abilities allow) include: a kazoo, an ocarina, a recorder, a croaking frog, a mouth harp. After each instrument is created, students will practice making sounds on each.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Guest Performers	Invite in-house performances by current high school students	Students will watch live performances of music. Students and/or staff from the high school can be invited to perform for the class. As available, community musicians can also be invited to the class.	20-25 minutes

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.