



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle 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 have the opportunity to build an instrument based on individualized preferences.

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
Ongoing	Guest Performers	Topic 1: Guest Performers

Unit 1: Listening to Music

Subject: Adapted Music

Grade: 7-8

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:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- PP1E1a Demonstrate fast and slow *tempo
- IC1B1a Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)
- PP1A2a Echo short rhythmic patterns on rhythm instruments and/or body percussion
- PP1D2a Demonstrate loud and soft *dynamics [p, f] and fast and slow tempo
- AP2B2a Differentiate between classroom pitched/non-pitched percussion instruments
- IC1A2a Use prerequisite music terms to describe their personal response to a musical example (tempo)
- PP1B3b Demonstrate dynamics [p, f, *crescendo, *decrescendo/diminuendo] and tempi [fast, slow, *ritardando]
- HC1DKa Identify and demonstrate appropriate listening behavior during a classroom or outside performance
- AP1B1a Distinguish between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down
- AP1B1c Differentiate between male, female, and children's voices
- IC1A1b Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
appropriate listening behavior for various types of performances	Discuss	Understand	2
appropriate listening behavior for various types of performances	Demonstrate	Apply	2
instruments as representative of various cultures	Identify	Remember	1
between vocal ensemble groupings and orchestral instruments	Distinguish	Understand	2
fast and slow *tempo	Demonstrate	Apply	2
ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)	Identify	Remember	1
short rhythmic patterns on rhythm instruments and/or body percussion	Echo	Apply	3
loud and soft *dynamics [p, f] and fast and slow tempo	Demonstrate	Apply	3
between classroom pitched/non-pitched percussion instruments	Differentiate	Evaluate	3
prerequisite music terms to describe their personal response to a musical example (tempo)	Use	Apply	3
between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down	Distinguish	Understand	2
between male, female, and children's voices	Differentiate	Evaluate	3
words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different	Name	Remember	1

Essential Questions:

1. How does music help us to relax?
2. What is tempo?
3. What are dynamics?
4. What is a musical instruments?
5. 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. Dynamics are how loud or soft the volume of music is playing.
4. 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 High Low Long Short Up Down	Tempo Rhythm Dynamics

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:

- IC1B1a Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)
- IC1AKa Use prerequisite music terms to describe their personal response to a musical example (feelings)
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances

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 surrounding will be taught and practiced before and during each session.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Using Yoga to Relax

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- IC1B1a Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)
- IC1AKa Use prerequisite music terms to describe their personal response to a musical example (feelings)
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances

Detailed Description/Instructions: Using Yoga movements and breathing to help increase relaxation.

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:

- IC1AKa Use prerequisite music terms to describe their personal response to a musical example (feelings)
- IC1A1b Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments

Detailed Description/Instructions: Students will be encouraged to free draw while listening to music. Students will be guided to draw the instruments they hear performing, the mental images the music gives the, 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:

- AP2A4a Identify instruments as representative of various cultures

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:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- AP1B1c Differentiate between male, female, and children's voices

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:

- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances

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, blue grass 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:

- PP1E1a Demonstrate fast and slow *tempo
- PP1A2a Echo short rhythmic patterns on rhythm instruments and/or body percussion
- PP1D2a Demonstrate loud and soft *dynamics [p, f] and fast and slow tempo
- PP2E2a Demonstrate loud and soft dynamics [p, f] and fast and slow tempi
- AP2B2a Differentiate between classroom pitched/non-pitched percussion instruments
- PP1B3b Demonstrate dynamics [p, f, *crescendo, *decrescendo/diminuendo] and tempi [fast, slow, *ritardando]
- AP1B1a Distinguish between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down

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 regards 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 chose 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 surrounding will be taught and practiced before and during each session.	5-15 minutes
Listening to Music to Reflect	Drawing while listening to music	Students will be encouraged to free draw while listening to music. Students will be guided to draw the instruments they hear performing, the mental images the music gives the, 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 can be used can include (not limited to): Bobby McFerrin, the Piano Guys, Pentatonix, and many others.	5-15 minutes

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 regards 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: 7-8

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
instruments as representative of various cultures	Identify	Remember	1
between vocal ensemble groupings and orchestral instruments	Distinguish	Understand	2
the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)	Compare	Apply	3

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
	Percussion Strings Ensemble

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

Detailed Description/Instructions: Student 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 chose 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	Student 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: 7-8

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
instruments as representative of various cultures	Identify	Remember	1
between vocal ensemble groupings and orchestral instruments	Distinguish	Understand	2
the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)	Compare	Apply	3

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?

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
	Percussion Strings Ensemble

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

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:

- AP2A4a Identify instruments as representative of various cultures
- AP1B4b Distinguish between vocal ensemble groupings and orchestral instruments
- HC1A4a Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

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 chose 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: 7-8

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:

- PP2A1a Perform in groups using a steady beat following the cues of the conductor
- PP4A1a *Improvise short rhythmic patterns
- PP2C1a Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting
- PP2A2a Perform in groups using a steady beat, matching dynamics, following the cues of the conductor
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- PP2B2a Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs
- PP3A2a Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor
- PP2D2a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- PP1E3a Perform ostinati and *rounds
- PP2E1a Demonstrate fast and slow tempi
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs
- EP1C1a Identify icons for high and low sounds

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
in groups using a steady beat following the cues of the conductor	Perform	Apply	3
short rhythmic patterns	Improvise	Create	3
responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting	Identify	Understand	2
in groups using a steady beat, matching dynamics, following the cues of the conductor	Perform	Apply	3
appropriate listening behavior for various types of performances	Discuss	Understand	2
the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs	Perform	Apply	3
in groups using a steady beat, matching dynamics, and following the cues of the conductor	Perform	Apply	3
a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	Perform	Apply	3
ostinati and *rounds	Perform	Apply	3
fast and slow tempi	Demonstrate	Understand	2
simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs	Read	Understand	2
icons for high and low sounds	Identify	Understand	2

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	Beat Rhythm Conductor Dynamics

Topic 1: Musical Performance through Voice

Engaging Experience 1

Title: Singing

Suggested Length of Time: 5-15 minutes

Standards Addressed

Priority:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- PP2A1a Perform in groups using a steady beat following the cues of the conductor
- PP2C1a Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting
- PP2B2a Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs
- PP3A2a Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor
- PP2D2a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- PP1E3a Perform ostinati and *rounds
- PP2E1a Demonstrate fast and slow tempi
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs
- EP1C1a Identify icons for high and low sounds

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 (ie Happy Birthday). 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:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- PP2A1a Perform in groups using a steady beat following the cues of the conductor
- PP4A1a *Improvise short rhythmic patterns
- PP2C1a Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting
- PP2A2a Perform in groups using a steady beat, matching dynamics, following the cues of the conductor
- PP2B2a Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs
- PP3A2a Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor
- PP2D2a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- PP1E3a Perform ostinati and *rounds
- PP2E1a Demonstrate fast and slow tempi
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs
- EP1C1a Identify icons for high and low sounds

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 (ie 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

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 chose 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 (ie Happy Birthday). 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 (ie 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: 7-8

Name of Unit: Guest Musical Performers

Length of Unit: Ongoing

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

Priority Standards for unit:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- AP2A4a Identify instruments as representative of various cultures

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
appropriate listening behavior for various types of performances	Discuss	Understand	2
appropriate listening behavior for various types of performances	Demonstrate	Apply	3
instruments as representative of various cultures	Identify	Understand	2

Essential Questions:

1. Are there people in our community that can come to perform music for us?

Enduring Understanding/Big Ideas:

1. Many individuals around our school and community enjoy performing music.

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:

- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- AP2A4a Identify instruments as representative of various cultures

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.

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 chose 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.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.