

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Intro to Instrumental Music**

**Course Number: 078203**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title: Unit 1</b> <b>Introduction to the Instrument</b>	<b>Unit Summary:</b> Learning to play a musical instrument will develop a student's sense of self, develop discipline, improve memory, help them develop socially, and is aesthetically rewarding. The initial introduction to an instrument sets the path for success or failure. Learning the fundamentals of creating a musical sound using proper body positioning and technique will be rewarded with an immediate success and foster a desire to continue.
<b>Grade Level(s):</b> 9-12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do I assemble my instrument?</li> <li>• What is a good tone on my instrument?</li> <li>• How do I properly manipulate my instrument?</li> <li>• How do I care for my instrument?</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>• Proper assembly of the instrument will ensure that the instrument will play properly</li> <li>• Good tone should be able to be identified and produced to create a better understanding of creating sound.</li> <li>• Elementary fingerings, posture, and technique will set the foundation for high-quality musicianship.</li> <li>• Meticulous care will prolong the life of the instrument.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b>1.</b> Identify the elements of music in response to aural prompts and printed music notational systems.	<b>1.</b> VPA. 1.1.5.B.1
<b>2.</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	<b>2.</b> VPA. 1.2.5.A.1
<b>3.</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	<b>3.</b> VPA. 1.2.5.A.2
<b>4.</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	<b>4.</b> VPA. 1.4.5.B.2:

## **Inter-Disciplinary Connections:**

### **Language Arts**

**LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively**

### **Mathematics**

**MA.9-12.CCSS.Math.Content.HSF-IF.B.4 - [Standard] - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.**

### **Science**

**CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.**

#### **21<sup>st</sup> Century Life and Careers**

**WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.**

**WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

**WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.**

**WORK.9-12.9.1.12.F.3 - [Cumulative Progress Indicator] - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.**

**WORK.9-12.9.3.12.1 - [Content Statement] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.**

**WORK.9-12.9.3.12.C.4 - [Cumulative Progress Indicator] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.**

**WORK.9-12.9.3.12.C.5 - [Cumulative Progress Indicator] - Identify transferable skills in career choices and design alternative career plans based on those skills.**

**WORK.9-12.9.3.12.C.6 - [Cumulative Progress Indicator] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.**

**Students will engage with the following text:**

"Foundations For Superior Performance"  
"Accent on Achievement"  
"Rubank Elementary Method"  
"Rubank Intermediate Method"  
"Yamaha Band Method" Book 1  
"Yamaha Band Method" Book 2  
"Essential Elements 2000 Band Method"  
"Pares Scales"  
"Ted Reed Syncopation for the Modern Drummer"  
"Podemski Standard Snare Drum Method"  
"Goldenberg Modern School for Xylophone, Marimba, and Vibraphone"  
"101 Rhythmic Rest Patterns"  
"Rubank Selected Duets"  
"Treasury of Scales"  
"Modern Method for Tympani" by Saul Goodman  
"Portraits In Rhythm" by Anthony Cirone  
Instrumental music scores of varying styles and genres selected by the instructor.

**Students will write:**

**Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level:**

"Foundations For Superior Performance"  
"Accent on Achievement"  
"Rubank Elementary Method"  
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### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills.**

- 1) Recognize class decorum and appropriate rehearsal behavior.
  - a) Classroom rules and procedures are established.
- 2) Use a secure method to open, close, and carry their instrument.
  - a) Students will learn by rote a systematic procedure for opening and closing their instrument case.
- 3) Utilize proper posture, embouchure/grip, and instrument position
  - a) Students will learn by rote a systematic procedure for holding their instrument, forming their embouchure, sitting with proper posture, utilizing air flow, preparing to play.
- 4) Produce a high-quality tone on their instrument.
  - a) Teacher will demonstrate how to create a good tone on their instrument.
- 5) Large and small group practice.

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

##### **IDENTIFY BLOOM'S LEVELS.**



##### **Formative Assessments:**

- Oral quizzes
  - Teacher observation
  - Playing quizzes (individual or small group)
  - Daily Warm-up Exercises.
  - Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.
- \*These assessments will mostly require students to Remember, Understand, and Apply.**

##### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.

- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

### **Summative Assessments:**

- Playing tests during class
  - Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.
- \*These assessments will mostly require students to Apply, Analyze, and Evaluate.

### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
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- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

### **Performance Assessments:**

- Playing tests during class

### **Accommodations/Modifications:**

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
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- Reinforce positive behaviors for following class rules.

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**Course Name: Intro to Instrumental Music**

**Course Number: 078203**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title: Unit 2 Mechanics of Playing an Instrument</b>	<b>Unit Summary:</b> An understanding of posture, embouchure, grip, and manipulation of air is fundamental to quality sound production. Pitch differentiation is also crucial to learning an instrument. Learning technique through music pieces keeps students excited about learning. A public performance reinforces this learning process.
<b>Grade Level(s):</b> 9-12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What is proper breath support?</li> <li>• What are the characteristics of a high-quality sound?</li> <li>• What is the role of the individual musician in the ensemble?</li> <li>• How do I develop practice skills to ensure that I am intrinsically motivated to play my instrument?</li> <li>•</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>• Breath support from the diaphragm is essential in ensuring that the students' sound is consistent throughout duration.</li> <li>• A high-quality sound should have a good attack, sustain, and release. There should be a round quality to the pitch.</li> <li>• Good tone helps to maintain balance and blend and the individual musician should not stick out in the ensemble.</li> <li>• Excellent practice skills with clearly defined goals will help students to enjoy playing their instrument and will ensure that the time they spend practicing will always be productive.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<b>Learning Target</b>	<b>NJCCCS or CCS</b>
<b>1.</b> Identify the elements of music in response to aural prompts and printed music notational systems.	<b>1.</b> VPA. 1.1.5.B.1
<b>2.</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	<b>2.</b> VPA. 1.1.5.B.2
<b>3.</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	<b>3.</b> VPA. 1.4.5.A.1
<b>4.</b> Relate common artistic elements that define distinctive art genres in dance, music,	<b>4.</b> VPA. 1.2.5.A.2
	<b>5.</b> VPA. 1.2.5.A.3

<p>theatre, and visual art.</p> <p>5. Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>6. Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>7. Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>8. Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>9. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>10. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</p>	<p><b>6. VPA. 1.1.5.B.1</b></p> <p><b>7. VPA. 1.1.5.B.4</b></p> <p><b>8. VPA. 1.4.5.A.1</b></p> <p><b>9. VPA. 1.4.5.A.2</b></p> <p><b>10. VPA. 1.4.5.A.3</b></p>
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**Inter-Disciplinary Connections:**

<p><b>Language Arts</b></p> <p><b>LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1</b> - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p><b>Mathematics</b></p> <p><b>MA.9-12.CCSS.Math.Content.HSF-IF.B.4</b> - [Standard] - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p><b>Social Studies</b></p> <p><b>SOC.6.1.12</b> - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p><b>WORK.9-12.9.1.12.B.3</b> - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.</p> <p><b>WORK.9-12.9.1.12.C.5</b> - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p>
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**WORK.9-12.9.1.12.F.2** - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**WORK.9-12.9.1.12.F.3** - [Cumulative Progress Indicator] - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

**WORK.9-12.9.3.12.1** - [Content Statement] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

**WORK.9-12.9.3.12.C.4** - [Cumulative Progress Indicator] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

**WORK.9-12.9.3.12.C.5** - [Cumulative Progress Indicator] - Identify transferable skills in career choices and design alternative career plans based on those skills.

**WORK.9-12.9.3.12.C.6** - [Cumulative Progress Indicator] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

**Students will engage with the following text:**

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**Students will write:**

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"Essential Elements 2000 Band Method"

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- 1) Demonstrate proper inhalation, support, and general breath manipulation that are necessary to produce a good sound.
  - a) Various breathing skills and exercises will be demonstrated by the teacher and will be repeated by the student.
- 2) Identify and begin to generate the formation of a good tone on their instrument.
  - a) Students will implement the breath support exercises in producing the tone. Teachers will perform a good tone on their instrument and help students to understand how embouchure and air affects tone production.
- 3) Perform individually and with a group understanding their role in each setting.
  - a) Teacher will explain and demonstrate the role of the musician using recordings, demonstrations, and oral explanations.
- 4) Develop listening skills and begin to identify the positive and negative aspects of each performance.
  - a) Students will listen to recordings of solo instruments and ensemble performances and identify the high-quality aspects and the aspects that need improvement. Students will then implement those into their own practice.
- 5) Follow a practice plan so that students can see weekly improvement on their instrument.
  - a) The teacher will create a practice plan for each student with benchmarks, rubrics and short and long term goals so the students have clear direction on how to practice outside of class.

### **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

- Oral quizzes
- Teacher observation
- Homework (individual) on limited musical excerpts scales or exercises.



- **Playing quizzes (individual or small group)**
- **Daily Warm-up Exercises.**
- **Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.**  
**\*These assessments will mostly require students to Remember, Understand, and Apply.**

### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
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- Group questions so that similar kinds of items are together.
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- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

### **Summative Assessments:**

- Evaluate live and recorded performances of themselves and others  
**\*These assessments will mostly require students to Apply, Analyze, and Evaluate.**
- Teacher observation
- Practice logs

### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
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### **Performance Assessments:**

- Playing tests during class
- Practice logs

### **Accommodations/Modifications:**

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
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**Course Name: Intro to Instrumental Music**

**Course Number: 078203**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title: Unit 3 Understanding Notation</b>	<b>Unit Summary:</b> Notation is the common language for all musicians. In order for students to play organized scores, they need to understand the language of pitch, rhythm, dynamics, and other nuances of performance.
<b>Grade Level(s):</b> 9-12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How does a steady pulse affect duration and rhythm?</li> <li>• What is pitch?</li> <li>• How do I translate the notation system to my instrument?</li> <li>• When should I play loud vs. soft?</li> </ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>• Music is organized time separated by sound and silence and is affected by a steady pulse.</li> <li>• The understanding of high and low pitches and elementary intervals is important to learning an instrument.</li> <li>• The recognition of pitches on the paper should be decoded to the proper fingerings at the proper time.</li> <li>• Elementary dynamic markings and volume levels greatly affect the performance of the pieces.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

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4. Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	4. VPA. 1.2.5.A.1
5. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	5. VPA. 1.2.5.A.2
6. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	6. VPA. 1.2.5.A.6

6. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

### **Inter-Disciplinary Connections:**

#### **Language Arts**

**LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1** - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

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#### **Social Studies**

**SOC.6.1.12** - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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"Modern Method for Tympani" by Saul Goodman  
"Portraits In Rhythm" by Anthony Cirone  
Instrumental music scores of varying styles and genres selected by the instructor.

**Students will write:**

**Students will write vocabulary, rhythms, labels, and performance reflections with the following texts  
appropriate to instrument and skill level:**

"Foundations For Superior Performance"  
"Accent on Achievement"  
"Rubank Elementary Method"  
"Rubank Intermediate Method"  
"Yamaha Band Method" Book 1  
"Yamaha Band Method" Book 2  
"Essential Elements 2000 Band Method"

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills.**

- 1) Perform whole, half, and quarter notes and rests with a steady pulse.
  - a) The teacher will use a metronome, clapping exercises, CDs, and mimic exercise to teach duration and have the students demonstrate their understanding of these concepts
- 2) Identify, mimic, and reproduce high and low pitches by singing and on their instrument.
  - a) Students will perform exercises out of the given textbook and identify if they are playing the correct pitch. Student will also sing the exercises in their book to ensure that they are comfortable with audiation.
- 3) Identify pitches on the page and instantly translate them to sound on their instrument.
  - a) Students will perform exercises in the given textbooks. Students will perform the fingerings while saying the note names to make sure that they are associating the pitches with the note names.
- 4) Identify dynamics markings and instantly translate them appropriately on their instrument in the context of the ensemble.
  - a) The teacher will demonstrate forte vs. piano and will have the students identify the differences. Also, students will explain when it is appropriate to perform loud and soft.

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



##### **Formative Assessments:**

- Oral quizzes
  - Teacher observation
  - Homework (individual) on limited musical excerpts scales or exercises.
  - Playing quizzes (individual or small group)
  - Daily Warm-up Exercises.
  - Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.
- \*These assessments will mostly require students to Remember, Understand, and Apply.**

##### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.



- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

### **Summative Assessments:**

- Evaluate live and recorded performances of themselves and others
  - \*These assessments will mostly require students to Apply, Analyze, and Evaluate.
- Written Examinations
- Practice logs

### **Accommodations/Modifications:**

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

### **Performance Assessments:**

- Playing tests during class
- Practice logs

### **Accommodations/Modifications:**

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.