

Subject Area: General Music
Grade Level: 4
Bedminster Township School

Unit 1: Vocal

Dates: Fall - Spring

September - October: *Star Spangled Banner*
November - January: *Winter Fantasy*
February - April: *Scarborough Fair/Home on the Range*
April-June: *50 Nifty United States*

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice. Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of "National Anthem"
- The definition of a "Partner Song"
- Memorization of lyrics
- Proper singing technique and breathing
- Historical Facts about Selected Songs

Skill and Knowledge Objectives

- To understand vocal music and its history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal performances
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella

Assessments

Pre-Assessment:

- Oral - Ask if any students know our "National Anthem?"
- Follow-up: Does anyone know what the phrase "National Anthem" means?

Formative Assessment:

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of selected songs

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of selected songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: CREATING

- 1.3A.5.Cr3
 - a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes
 - b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.

Anchor Standards 4-6: PERFORMING

- 1.3A.5.Pr4
 - b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance
 - c. Analyze selected music by reading and performing using standard notation.
 - d. Explain how context (e.g., personal, social, cultural, historical) informs performances
 - e. Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5
 - a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
 - b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6
 - a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
 - b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Anchor Standards 7-9: RESPONDING

- 1.3A.5.Re8
 - a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music
- 1.3A.5.Re9
 - a. Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standards 10-11: CONNECTING

- 1.3A.5.Cn10
 - a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11
 - a. Demonstrate understanding of relationships between music and the other arts, other

disciplines, varied contexts, and daily life.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 1: Vocal - Patriotic

Overall Unit Lessons for Grade 4 Vocal Music

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Solo/duet/trio/group practice & performance where applicable*

Lesson 1:

Intro to "SSB"

Materials:

- "SSB" Book
- Audio recording w/ lyrics

Activities:

- Lyrics call and response
- Read Lyrics together
- Teacher demonstrates correct singing of song
- Class listens to audio recording
- Class sings with audio recording

Lesson 2:

Reinforce/Practice "SSB"

Materials:

- Lyrics Chart
- Audio recording w/ lyrics

Activities:

- Class warms up with audio recording
- Class sings "SSB" with the piano & teacher.

Lesson 3:

Reinforce/Practice "SSB"

Materials:

- Lyrics Chart
- Piano Music

Activities:

- Class sings "SSB" with piano & teacher
- Students will begin to transition away from using the lyric chart.

Lesson 4:

Group/Duet performance of "SSB"

Materials:

- Lyrics Chart
- Piano Music

Activities:

- Perform the song "SSB" as a class and in a small group/duet for vocal assessment.

Lesson 5:

Solo performance of "SSB"

Materials:

- Lyrics Chart
- Piano Music

Activities:

- Perform the song "SSB" as a solo for individual vocal assessment.

<p>Lesson 6: Intro to "Winter Fantasy" Materials: - "Winter Fantasy" Lyric chart -Audio recording w/lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to an audio recording -Class sings with audio recording</p>	<p>Lesson 7: Reinforce/Practice "Winter Fantasy" Materials: -Lyrics Chart -Music -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Winter Fantasy" with the piano & teacher.</p>	<p>Lesson 8: Reinforce/Practice "Winter Fantasy" Materials: -Lyrics Chart -Music Activities: -Class sings "Winter Fantasy" with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 9: <u>Group/Duet</u> performance of "Winter Fantasy" Materials: -Lyrics Chart -Music Activities: -Perform the song "Winter Fantasy" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 10: <u>Solo</u> performance of "Winter Fantasy" Materials: -Lyrics Chart -Music Activities: -Perform the song "Winter Fantasy" as a solo for individual vocal assessment.</p>
<p>Lesson 11: Intro to "Scarborough Fair" Materials: Audio recording w/ lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to an audio recording -Class sings with audio recording</p>	<p>Lesson 12: Reinforce/Practice "Scarborough Fair" Materials: -Lyrics Chart -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Scarborough Fair" with the piano & teacher.</p>	<p>Lesson 13: Reinforce/Practice "Scarborough Fair" Materials: -Lyrics Chart - Piano Music Activities: -Class sings "Scarborough Fair" with piano & teacher. -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 14: <u>Group/Duet</u> performance of "Scarborough Fair" Materials: -Lyrics Chart - Piano Music Activities: -Perform the song "Scarborough Fair" as a class and in a small group/duet for vocal & dance assessment.</p>	<p>Lesson 15: <u>Solo</u> performance of "Scarborough Fair" Materials: -Lyrics Chart -Piano Music Activities: -Perform the song "Scarborough Fair" as a solo for individual vocal & dance assessment.</p>
<p>Lesson 16: Intro to "50 Nifty" Materials: "50 Nifty" book Audio recording w/ Lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to an audio recording -Class sings with audio recording</p>	<p>Lesson 17: Reinforce/Practice "50 Nifty" Materials: -Lyrics Chart -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "50 Nifty" with the piano & teacher.</p>	<p>Lesson 18: Reinforce/Practice "50 Nifty" Materials: -Lyrics Chart - Piano Music Activities: -Class sings "50 Nifty" with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 19: <u>Group/Duet</u> performance of "50 Nifty" Materials: -Lyrics Chart - Piano Music Activities: -Perform the song "50 Nifty" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 20: <u>Solo</u> performance of "50 Nifty" Materials: -Lyrics Chart -Piano Music Activities: -Perform the song "50 Nifty" as a solo for individual vocal assessment.</p>

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability levels (IEP, At-risk, MLL - if applicable, 504)
- Work with fewer items per page or line and/or materials in larger print size (IEP, 504 - if applicable)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) - full class use
- Be given a written list of instructions (IEP, 504 if required, in native language for MLLs)
- Highlighting keywords to emphasize them in a song (IEP, MLL native language words)
- Use visual presentations of verbal material (Google Slides w/ Lyrics) - full class use
- Use manipulatives to teach or demonstrate concepts/songs/patterns -at-risk, 504s, IEP, work w/peer

Response Accommodations

- Assistive technology/iPad for responses (IEPs, 504s if stated, MLLs, iPads for full class, adjusted levels)
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song. (MLLs less words, pair w/peer)
- Non-verbal students: clap and/or stomp to the beat of the song (IEP, 504 if applicable)

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions (IEP, or if stated 504)
- Sit where a student learns best (for example, near the teacher & away from distractions) (504 first row)
- Use noise buffers such as headphones, earphones, or earplugs - full class use, MLLs, at-risk, 504s

Timing Accommodations

- Take more time to complete a task or a test (IEP, 504 if stated)
- Have extra time to process oral information and directions (IEP, 504, if stated, at-risk, MLL translate in native language)
- Take frequent breaks, such as after completing a task (IEP, 504, if stated)

Scheduling Accommodations

- Take more time to complete a project (IEPs, 504, if stated)
- Take assessment/test in several timed sessions or over several days (IEP, if applicable - students that miss multiple days)
- Take sections of an assessment/ test in a different order (IEP, 504)

Organization Skills Accommodations

- Mark important texts/lyrics with a highlighter (IEP, 504, some at-risk, if needed)
- Provide study guides based on the student's needs (Middle School - whole class, tiered by levels)

Assignment Modifications

- Answer fewer or different questions (IEPs, 504, if stated)
- Create alternate projects or assignments (IEPs, 504, if stated)
- Limited speech students: learn key words at the right time in a song. (IEP, 504, MLL)
- Nonverbal students: clap and/or stomp to the beat of the song (504 or IEP)
- Small group practice for songs (any category including G&T enriched, pair with peers)
- Provide practice music/video on Google Classroom for additional support (full class, at-risk mostly, MLL to practice English)

Curriculum Modifications

- Adjust grading to be based on work completed and the level of the student (IEP, 504-based)
- Instruction of prerequisite skills not in the curriculum (G&T enriched, MLLs, at-risk)
- Modify assignments/assessments that are above the current level of understanding (IEP, 504, MLL, at-risk)

Subject Area: General Music
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Bedminster Township School

Unit 2: Rhythm/Note Reading

Dates: Fall - Spring

September - October:
November - January:
February - April:
April - June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the social community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Essential Understandings

- The definition of "Lyrics"
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word "Patriotic" means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

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Unit 1: Vocal

Overall Unit Lessons for Vocal Music

Materials:

- Google Slides with Lyrics
- Vocal recordings of selected songs in the correct keys for young voices with Lyrics

Activities:

- Practice of selected songs with increasing difficulty
- Add Choreography where applicable

<p>Lesson 1: Intro to "America, The Beautiful" Materials: - "America, The Beautiful" Book - Audio recording w/lyrics Activities: - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording</p>	<p>Lesson 2: Reinforce/Practice "America, The Beautiful" Materials: - Lyrics Chart - Audio recording w/lyrics Activities: - Class warms up with audio recording - Class sings "America, The Beautiful" with the piano & teacher.</p>	<p>Lesson 3: Reinforce/Practice "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Class sings "America, The Beautiful" with piano & teacher - Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 4: <u>Group/Duet</u> performance of "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "America, The Beautiful" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 5: <u>Solo</u> performance of "America, The Beautiful" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "America, The Beautiful" as a solo for individual vocal assessment.</p>
<p>Lesson 6: Intro to "Seasonal Songs" Materials: - "Seasonal Songs" Lyric chart - Audio recording w/lyrics Activities: - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording</p>	<p>Lesson 7: Reinforce/Practice "Seasonal Songs" Materials: - Lyrics Chart - Music - Audio recording w/lyrics Activities: - Class warms up with audio recording - Class sings "Seasonal Songs" with the piano & teacher.</p>	<p>Lesson 8: Reinforce/Practice "Seasonal Songs" Materials: - Lyrics Chart - Music Activities: - Class sings "Seasonal Songs" with piano & teacher - Students will begin to transition away from using the lyric chart</p>	<p>Lesson 9: <u>Group/Duet</u> performance of "Seasonal Songs" Materials: - Lyrics Chart - Music Activities: - Perform the song "Seasonal Songs" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 10: <u>Solo</u> performance of "Seasonal Songs" Materials: - Lyrics Chart - Music Activities: - Perform the song "Seasonal Songs" as a solo for individual vocal & dance assessment.</p>
<p>Lesson 11: Intro to "Beethoven's Wig" Materials: "Beethoven's Wig" Book Audio recording w/lyrics Activities: - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording</p>	<p>Lesson 12: Reinforce/Practice "Beethoven's Wig" Materials: - Lyrics Chart - Audio recording w/lyrics Activities: - Class warms up with audio recording - Class sings "Beethoven's Wig" with the piano & teacher.</p>	<p>Lesson 13: Reinforce/Practice "Beethoven's Wig" Materials: - Lyrics Chart - Piano Music Activities: - Class sings "Beethoven's Wig" with piano & teacher - Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 14: <u>Group/Duet</u> performance of "Beethoven's Wig" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "Beethoven's Wig" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 15: <u>Solo</u> performance of "Beethoven's Wig" Materials: - Lyrics Chart - Piano Music Activities: - Perform the song "Beethoven's Wig" as a solo for individual vocal assessment.</p>

<p>Lesson 16: Intro to "Over in the Meadow" Materials: "Over in the Meadow" book Audio recording w/ Lyrics Activities: -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to an audio recording -Class sings with audio recording</p>	<p>Lesson 17: Reinforce/Practice "Over in the Meadow" Materials: -Lyrics Chart -Audio recording w/lyrics Activities: -Class warms up with audio recording -Class sings "Over in the Meadow" with the piano & teacher.</p>	<p>Lesson 18: Reinforce/Practice "Over in the Meadow" Materials: -Lyrics Chart - Piano Music Activities: -Class sings "Over in the Meadow" with piano & teacher -Students will begin to transition away from using the lyric chart.</p>	<p>Lesson 19: <u>Group/Duet</u> performance of "Over in the Meadow" Materials: -Lyrics Chart - Piano Music Activities: -Perform the song "Over in the Meadow" as a class and in a small group/duet for vocal assessment.</p>	<p>Lesson 20: <u>Solo</u> performance of "Over in the Meadow" Materials: -Lyrics Chart -Piano Music Activities: -Perform the song "Over in the Meadow" as a solo for individual vocal assessment.</p>
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

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Response Accommodations

- Assistive technology/iPad for responses (IEPs, 504s if stated, MLLs, iPads for full class, adjusted levels)
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song. (MLLs less words, pair w/peer)
- Non-verbal students: clap and/or stomp to the beat of the song (IEP, 504 if applicable)

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions (IEP, or if stated 504)
- Sit where a student learns best (for example, near the teacher & away from distractions) (504 first row)
- Use noise buffers such as headphones, earphones, or earplugs - full class use, MLLs, at-risk, 504s

Timing Accommodations

- Take more time to complete a task or a test (IEP, 504 if stated)
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- Take frequent breaks, such as after completing a task (IEPs, 504, if stated)

Scheduling Accommodations

- Take more time to complete a project (IEPs, 504, if stated)
- Take assessment/test in several timed sessions or over several days (IEP, if applicable - students that miss multiple days)
- Take sections of an assessment/ test in a different order (IEP, 504)

Organization Skills Accommodations

- Mark important texts/lyrics with a highlighter (IEP, 504, some at-risk, if needed)
- Provide study guides based on the student's needs (Middle School - whole class, tiered by levels)

Assignment Modifications

- Answer fewer or different test questions (IEPs, 504, if stated)
- Create alternate projects or assignments (IEPs, 504, if stated)
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- Small group practice for songs (any category including G&T enriched, pair with peers)
- Provide practice music/video on Google Classroom for additional support (full class, at-risk mostly, MLL to practice English)

Curriculum Modifications

- Adjust grading to be based on work completed and the level of the student (IEP, 504-based)
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- Modify assignments/assessments that are above the current level of understanding (IEP, 504, MLL at-risk)

