

Music Needs for Those with Special Needs

TMEA 2019

Friday, February 15th

Eric Ruyle, Presenter

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For some of our special friends music class is one of the rare times that they get to interact with the general population.

It is because of this my first priority is to *give these students a positive experience not a neutral one.*

[In order to differentiate the students I will use SN for the special needs and MS for the mainstream students]

Challenges:

They are not on the same level skill-wise as the rest of the students. There is a wide range on skill/ability levels even within the group of special needs.

My Goals:

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2. Give them chances to answer that are not scary. (Body movement is a great way to do this.)
3. Have them work on similar material (with adjusting as necessary), make sure as you go around to help that you spend time with them.
4. Give them jobs in the class. They love to help out just as much if not more than our other students.

Goal 1

In the hallways, greet them. I give them an elbow bump (I do not do high fives or fist bumps). They may not know how to react at first but they will come to love it. For some of them, it is the best part of their day.

There are times when MS students are having problems following directions. I will ask a SN to show me how it is done and I point out that I'm asking them because I noticed they are doing it well.

Goal 1 cont'd

If they have behaved within their limits, I like to be liberal with sticker giving. And to bump up the fun, I put it on the forehead, cheek, or nose.

One of the songs I like to use is “Check It Out” from *Spotlight on Music*. It is a great song that teaches respect. I would play it at the beginning of class while I take attendance. One year we would switch classes with the other Block teachers half way through the allotted time. The SN students would stay with me the entire time.

Because they got to hear the song more I had them become a part of the song. First I had them draw (with help) to create letter cards to go along with the song. The next class I passed them out to the SN and had them hold up the appropriate letter when it was spelled out in the song. Eventually I would mixed up the letters when passing them out and they would stand when it was time for their letter.

I had them do this in the back of the room as not to be embarrassed. That was one of their favorite moments of class.

Check It Out! (It's About Respect)

Words and Music by John Higgins and John Jacobson

A

It's a - bout re - spect! Check it out! Check it out!

(Repeat **A** after **B** and **C**)

It's a - bout re - spect! Check it out!

© Spotlight on Music by Macmillan/McGraw-Hill

B

Got - ta treat my friends like fam - i - ly. Got - ta

treat my fam - i - ly like friends... Treat 'em

with re - spect and they'll be there for me. They can

count on me in the end.

Spoken:

- C**
- R!** There's a reason people treat you like they do.
 - E!** Ev'rybody take a chance.
 - S!** It's so simple, and it all begins with you.
 - P!** People gotta take a stand.
 - E!** Even when you think the world isn't fair.
 - C!** Come along and check it out!
 - T!** Take a risk, take a ride, take a dare.
- Take a breath of air and let's shout, RESPECT!
Check it out! RESPECT! Check it out!



Here are the kids with the letter cards they created for “Check It Out”

Goal 2

When having the students answer questions I have them do motions instead of verbally, i.e. hands on head is “yes” and hands on chin or stomach “no”. This is an easy way for you to do an informal assessment for all students. You can easily tell which ones are actually answering and which ones are copying.

I do not mind the SN copying movements because as you ask variations of the same basic question idea, the students that are struggling start to pick up the concept.

Goal 2 (cont'd)

This movement answering can be applied to many different topics and hand/body motions: form (a, b, c, etc.), loud/soft, high/low; hands on head, under chin, shoulders, stomach, legs, toes, hands stretched up, on the floor, etc.)

This is a method I started using mainly for my low English language students and it works well with the SN. This also helps your SN that have communication issues – they can answer without having to worry about language skills.

Goal 3

Having them help demonstrate as you explain an activity. For example, when getting ready to do the hand movements to “Miss Mary Mack” with partners, I may have a SN come up and be my demonstrating partner.

The fact that they may be slower in doing the activity will actually help in the demonstration. As you explain and work with the SN in doing the activity it gives the MS more of an opportunity to see what is supposed to happen. (Good for the low English learners)

Goal 3

When playing games, partner them up with MS.

Fridays would be bingo day (rhythms, instruments, symbols, etc.) and I would have the students work in pairs. Some of the SN students were so good that the MS wanted to be paired with them.

(At the end I would reward both students for helping each other out.)

Goal 4

Passing out papers, collecting papers, collecting pencils, passing out crayons, collecting crayons, passing out lapboards, collecting lapboards. These are jobs that they can do and require simple instructions on how to do it.

I may have two SNs doing the same job to help with the time factor. For the SN students that are a little less able, you can pair them up with a MS student. Maybe have the SN student carry the pencil container and have the MS actually pass them out.

Worksheet modifications:

- Larger fonts
- Less on the page
- Use visuals to highlight aspects of the page
- Colored paper (blue, green, light yellow)
- Give alternatives to writing

Grading

For me it is can be more important what the student is doing over how well they are doing it. Because of the wide variants in levels and types of SN issues, these students may not be able to produce a product that will be at a similar level of an MS student.

If the SN student can show me that they are following the process (as best they can) then they are successful. This can come a many forms: do I see that they are trying to do things in the correct order, does the product have the elements needed even if not quite in the proper place.



This is how I teach writing notation. I have them start with a slanted line. Next, they draw ovals around the line. Last, add the stem. I do a write-out-loud while doing this: “Slant. Circle, circle, circle, circle. Line.

I have them students repeat the same thing while they are drawing their notes



This is an example of what I could get from the SN students. Notice that while it does not look like regular notation, it does have all the elements used to create the quarter note: Slanted line (in the middle), making the circles (on the right), and the line for the stem (on the left)

For me, they accomplished the goal. They may not have the spatial ability to make it look like a normal quarter note, but they did follow the process of writing it.

Write the rhythm that goes with the word

1 part =  2 part = 

bear 

frog 

 fly

puppy 

cat 

Here is a worksheet I created working on word parts (cross curriculum integration) and drawing notes. We would do this as a group: saying the words and clapping to determine how many parts. We would then go through the steps to draw notes.

This is roughly half of the normal page .

Write the rhythm that goes with the word

1 part =  2 part = 



bear 



frog 



 fly



puppy dog 

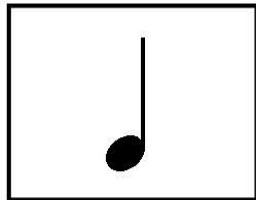


cat 

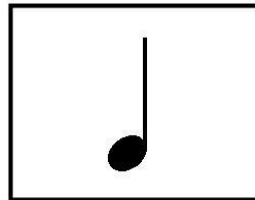
Here is a modified worksheet of the same material. By adding the boxes it gives a distinct place to draw their note.

Write the rhythm that goes with the word

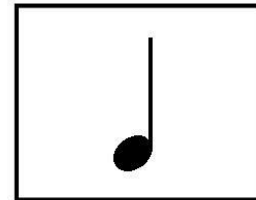
1 part =  2 part = 



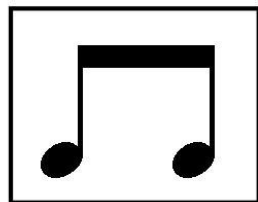
bear



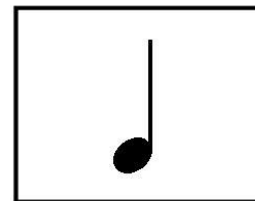
frog



fly



puppy dog



cat





For the more physically challenged students or ones that have difficulty drawing I worked with our SPED team and came up with the following way.

It is the same worksheet but instead of drawing the notes, they just place them where it goes. They are affixed by velcro and the note cards and on the paper. Notice that the boxes are still on the sheet to help guide them. The white squares in the box are the velcro . Also, having a light color paper makes it more pleasing to the eye. (Stark white can sometimes overwhelm the reader.)

The note cards are stored on the opposite pages until they are needed.

Write the rhythm that goes with the word

1 part =  2 part = 



bear 




frog 



fly 




puppy dog 




cat 



tiger 



wiggle worm 



Name _____

1 2 3 4

--	--	--	--	--	--	--	--

1 2 3 4

--	--	--	--	--	--	--	--

Name _____

♪ ♪ ♪ ♪

--	--	--	--	--	--	--	--

♪ ♪ ♪

--	--	--	--	--	--	--	--

One way for to show the note lengths is through a timeline-like chart. The students would use one color per note in the correct number of boxes. In the case of eighths, two colors are used.

Ta & Ti Worksheet

Under the notes and rests write the correct syllable: Ta = ♩ Ta Ti = ♪ R = ♮



Ta & Ti Worksheet

Under the notes and rests write the correct syllable: Ta = ♩ Ta Ti = ♪ R = ♮



Another type of modification is to enlarge the font or material. Reduction of items on the page is necessary.

The first is one of my worksheets covering quarter and eighths. The student would write in the correct syllable under the note.

The second is the same size paper but with the material enlarged. This gives them more space to work with when writing. I did not worry about the instructions because they would be read to the student.

Adding Note Values

Add the values together. Put the total to the right.

$$\text{♩} = 1 \quad \text{♪} = 2 \quad \text{♩} = 4$$

Example: $\text{♩} + \text{♪} + \text{♩} =$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♩} + \text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} + \text{♩} =$$

$$\text{♪} + \text{♩} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♪} + \text{♪} =$$

$$\text{♩} + \text{♩} =$$

$$\text{♩} + \text{♩} + \text{♩} =$$

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Copyright 2008 Royle

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$$\text{♩} + \text{♩} =$$

Copyright 2008 Royle

Here is another reduction (cross curriculum intergration with math) but this time showing the whole page. For some of my SN students, it would take them just as long to complete their page as the MS did with theirs. It's not about the quantity but getting the process for finding the answer.

Draw a line connecting the instrument name
and its picture



Trombone

Trumpet

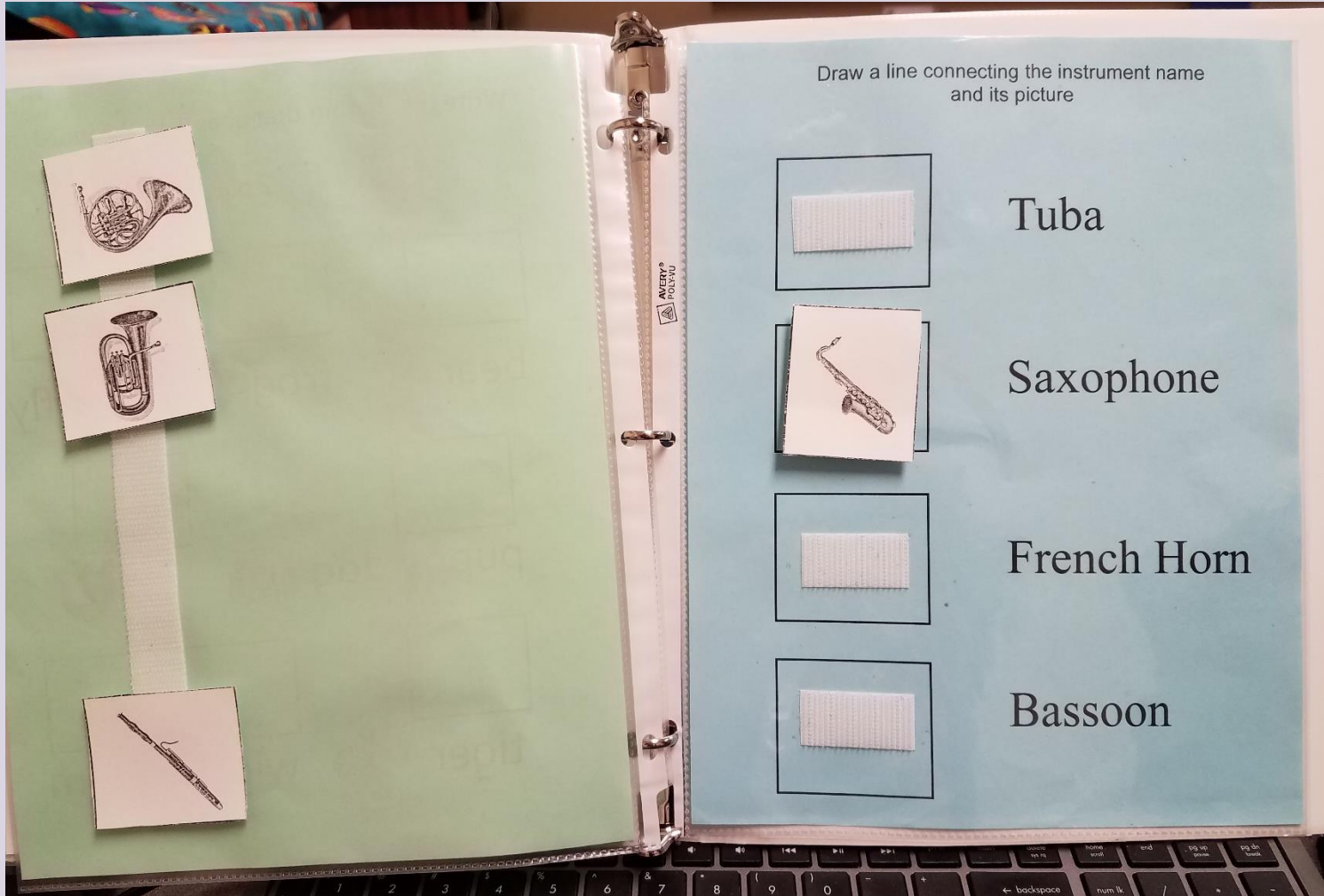
Tuba

Flute

Oboe

This one is dealing with instrument names. I would give the students two or three colors to use.

The next page shows a two modifications mentioned earlier: Enlargement and use of velcro. As you can see, I created a binder just for my SN to make it easier to keep track of and for their use.



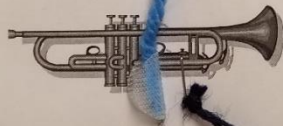
Draw a line connecting the instrument name
and its picture



Clarinet



Trombone



Flute



Trumpet

For my student that even had troubles with the cards in the previous page, I attached yarn to the page with velcro on the end of it.

Another way to modify is to use the same color yarn for the same instrument family: woodwind red, brass green.

Listening Activities

Give them select crayons and have them draw to match the mood of the music.

Crayon/mood suggestions

- Yellow or Green (happy)
- Blue (calm)
- Orange or Red (active)
- Black (sad)

Ask your art teacher for color suggestions or for what associations they teach.

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Quaver Favorites - Found in Student Interactives

You can create assignments that they can work on outside of class

- Notes and Rest Grab
- Beat or No Beat
- Instrument Crane
- Staff Champion
- Feel It, Count It - Rhythm, Dynamics, Meter, Note Name
- Q Paint
- Q Groove
- High Shelf, Low Shelf

Note & Rest Grab

SCORE
4

SYLLABLES ✓ NAMES

CLEAR

GAME MODE

✓ SOUNDS

quarter note

eighth notes

quarter rest

1 beat

1 beat

1 beat



Instructions

1. Note & Rest Grab

TOOLS

EXIT

Beat or No Beat

Click to listen, then drag each icon to the Steady Beat or No Beat shelf.



STEADY BEAT

NO BEAT

Reset



1. Beat or No Beat



Instrument Crane

TEACHER MODE

GAME MODE

PREP

Pictures

☒ ON

Instrument Names

☒ ON

BRASS

WOODWIND

STRING

PERCUSSION

Instructions

1. Instrument Crane

TOOLS

EXIT

Student Presenter - Google Chrome

Quaver's Marvelous World

Student Interactives

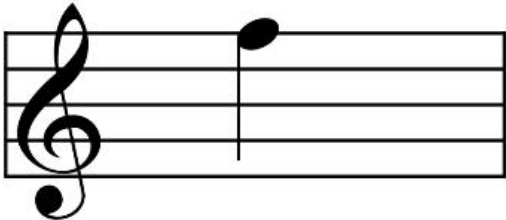

Student Presenter

Thelonious Monk - Mo

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Staff Champion - Numbering Lines

Choose the correct line for the note on the staff!



Line 1

Line 2

Line 3

Line 4

Line 5

Game Mode







OFF

Instructions

1. 🎮 Staff Champion - Numbering Lines

TOOLS

EXIT



8:51 AM

2/1/2019

Quaver's Marvelous World

Student Interactives

Student Presenter


Thelonious Monk - Mo

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Quaver's
marvelous
world of music

Feel It, Count It



Create your own rhythm pattern.

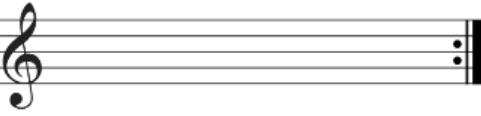



p




F










A





mf




















2

4

3

4


4

4

EXIT







Reset

Instructions

1.  Feel It, Count It

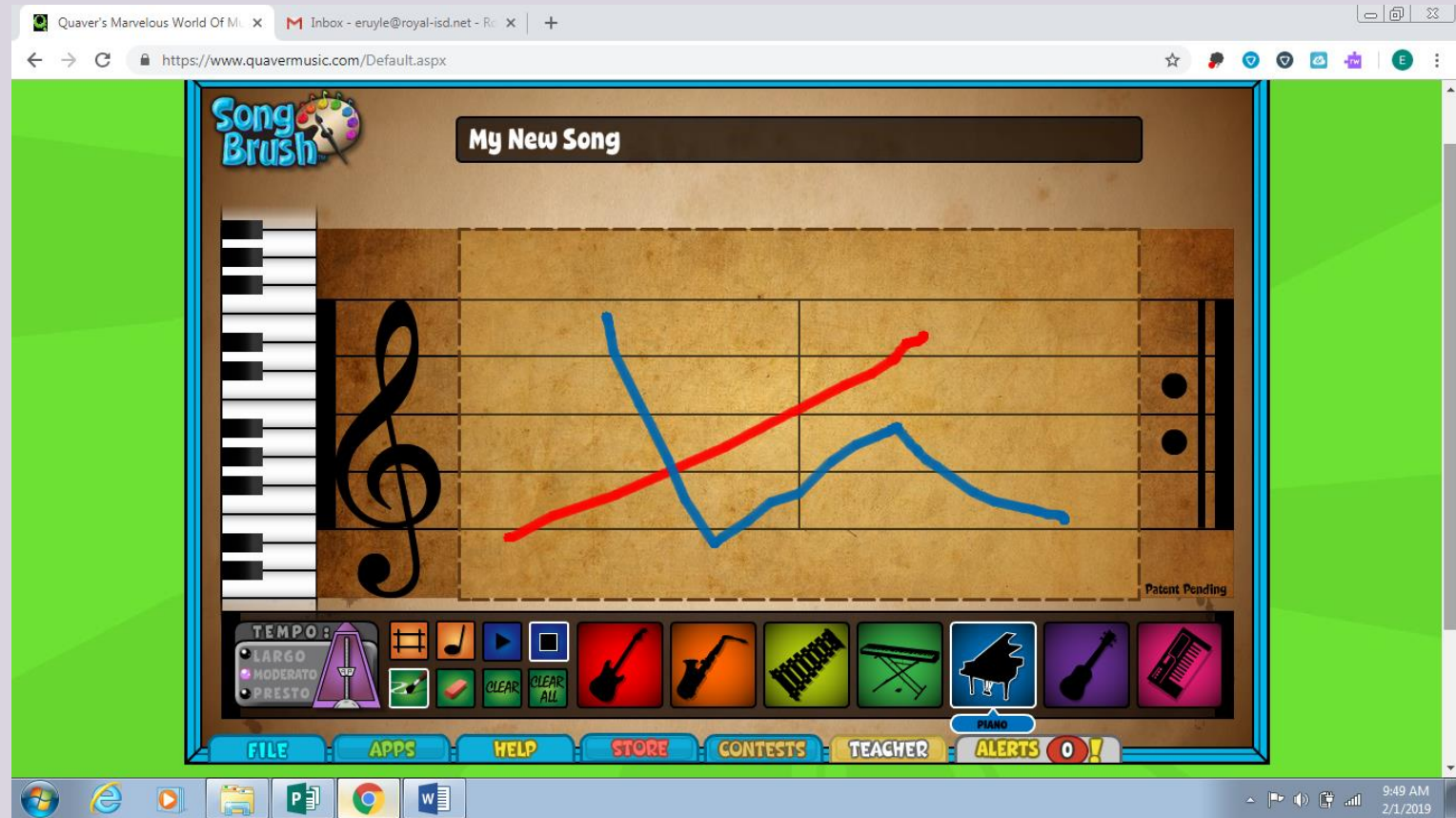
TOOLS

EXIT



8:48 AM

2/1/2019



Quaver's Marvelous World Of M...Lesson Plan PresenterInbox - eruyile@royal-isd.net - R...+https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_171802

QGrooves Lite

MenuHelp

Drag loop tiles to make groovy accompaniments.

12345678

Keyboards

Synth

Drums

Percussion

Bass

Moderato

Rock

Clear

Measures 1 - 8

Notes

Draw

1. QGrooves Lite

Tools

Exit

C Major

Rock

C Major

Piano 1

Rock

C Major

Piano 2

Rock

C Major

Piano 3

9:52 AM

2/1/2019

High Shelf, Low Shelf

Decide if the pictures should be dragged to the high or low shelf.



HIGHER

LOWER

Reset



Instructions

1. High Shelf, Low Shelf

TOOLS

EXIT

First priority is to give these students a positive experience not a neutral one.

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