

MUSIC – Grade 7

Standard 1: Visual and Performing Arts

Standard 1.1 (The Creative Process)

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Standard 1.2 (History of the Arts and Culture)

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 (Performing)

All students will synthesis skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 (Aesthetic Responses & Critique Methodologies)

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts.

Stage 1 – Desired Results

<p>NJSLS: 1.1, 1.2, 1.3</p>	<p>Unit #1: Western Music History</p>
<p>Enduring Understanding(s): Students will understand that...</p> <p>Western music has shaped and been shaped by both society and cultural influences.</p> <p>Western music has formed a basis for the music of today.</p>	<p>Essential Questions:</p> <p>How is society and culture influenced by music?</p>
<p>Students will know...</p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and</p>	<p>Students will be able to...</p> <p>128A1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>128A2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>128A3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>

<p>understanding of culturally specific art within historical contexts.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
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Integration of 21st Century Themes and Skills:
 CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP11. Use technology to enhance productivity.

Stage 2 – Assessment Evidence

<p>Suggested Benchmark Assessment:</p> <p>Your task is to create and give a presentation about a famous composer. You are a famous music historian. The target audience is a group of middle school students at the Philadelphia Kimmel Center. The challenge involves presenting to students that have never heard of this famous composer. You will create a visual and oral presentation in order to educate the students in the audience about the life, accomplishments, and hardships of this famous composer. Your work will be judged by a rubric. This will be further enhanced using</p>	<p>Other Evidence:</p> <p>Aural/Oral quizzes (terminology, form, instrumentation, style)</p> <p>Vocal Development</p> <p>Written listening journal entries</p> <p>Western Music History Quiz</p>
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technology. (Multi Media)	Students demonstrate knowledge and function of basic music composition concepts
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <p>Ask/discuss the essential question(s).</p> <p>Ask/discuss enduring understanding.</p> <p>Introduce vocabulary and create a word wall</p> <p>Students will write listening journal entries after listening to short excerpts of various types of compositions to analyze and critique.</p> <p>Students will learn traditional music theory rules and regulation that govern most of classical western music by analyzing and creating musical excerpts.</p>	<p>Students will experience mini lessons accompanied with activities based on various sequential periods during the development of western classical music that focus on major events, composers, and musical pieces. (Power point, audio software, multi media)</p> <p>Students will work in a group to develop and create a music history timeline.</p> <p>Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.</p> <p>Possible technology integration (Power point, audio clips, videos, multi media)</p>
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Modifications

<p>Special Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce the length of the composer project <input type="checkbox"/> Change the format of the composer project to be a guided research chart on a composer rather than the slides . <input type="checkbox"/> Develop target vocabulary. <input type="checkbox"/> Scaffold comprehension <input type="checkbox"/> Use videos, illustrations, pictures, and drawings to explain or clarify. <input type="checkbox"/> Teach key aspects of a topic. Eliminating nonessential information. • Allow performances to demonstrate student’s learning 	<ul style="list-style-type: none"> <input type="checkbox"/> English Language Learners (ELLs): <input type="checkbox"/> Reduce reading level of research material <input type="checkbox"/> Model Thinking Aloud <input type="checkbox"/> Encourage Partner Talk <input type="checkbox"/> Repeat and Clarify <input type="checkbox"/> Provide a Sequence <input type="checkbox"/> Allow Varied Responses <input type="checkbox"/> Target vocabulary <input type="checkbox"/> Scaffold comprehension <input type="checkbox"/> Scaffold content-literacy reading <input type="checkbox"/> Use videos, illustrations, pictures, and drawings to explain or
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<ul style="list-style-type: none"> • Provide opportunities for practice. 	<p>clarify.</p> <ul style="list-style-type: none"> • Allow performances to demonstrate student's learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> • Provide a step by step check list for each part of the project • Plan a timeline for submitting each part of the project • TIME Mentor Program • Build a relationship • Allow flexible due dates • Employ strategies from Classroom Instruction that Works • Create the Opportunity to Learn strategies • Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> • Students will create a slide show with narrated audio • Use flexible grouping • Give individual performance • Differentiate performance assignments • Offer student choice • Use multiple intelligence options • Focus on Habits of Mind • Focus on Webb's Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> • Quaver Music • Newsela.com for leveled texts • You Tube (music samples) • Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results

<p>NJSLS: 1.1, 1.2, 1.3, 1.4</p>	<p>Unit #2: World Music</p>
<p>Enduring Understanding(s): Students will understand that...</p> <p>World music is directly connected to society and culture of people.</p> <p>The elements of music can be found in all musical works.</p>	<p>Essential Questions:</p> <p>How does creating and performing music affect our overall response to music?</p> <p>How has world music influenced people and their society?</p>
<p>Students will know...</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p>	<p>Students will be able to...</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.2.8.B.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.B.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.B.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive</p>

<p>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p> <p>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p>ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>Integration of 21st Century Themes and Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p>	
<p>Stage 2 – Assessment Evidence</p>	

<p>Suggested Benchmark Assessment:</p> <p>Your task is to write a creative short story. You are a best selling short story author. The target audience is the young adult community. The context you find yourself in is after your first book of best selling short stories you are looking for a new path of inspiration. You decide to use music as your new inspiration. Just as a short story has a path of plot development, the music has a plot development as well through sound that will guide your creativity. As you listen to the music, it will set the tone and action for your story based on criteria such as instruments used, speed or tempo of the music, the key, etc. You need to develop a creative short story so that the story line follows the musical development. Your work will be judged by a rubric.</p>	<p>Other Evidence:</p> <p>Aural/Oral quizzes (terminology, form, instrumentation, style)</p> <p>Vocal Development</p> <p>World Music Quiz</p> <p>Written listening journal entries</p> <p>Performance (vocal/instrumental)</p> <p>Composition</p>
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <p>Ask/discuss the essential question(s).</p> <p>Ask/discuss enduring understanding.</p> <p>Introduce vocabulary and add to the word wall.</p> <p>Students will write listening journal entries after listening to short excerpts of various types of compositions to analyze and critique.</p>	<p>Students will experience mini lessons accompanied with activities based on multicultural music that focus on major events, composers, and musical pieces. (Power point, audio software, multi media)</p> <p>Students will write short sample programmatic creative writing pieces that focus on the process such as brainstorming, outline, and structure in traditional literary form. (Language arts cross curriculum)</p> <p>Introduce and complete the performance tasks that demonstrate transfer of knowledge to a new experience or situation.</p> <p>Possible technology integration (Power point, audio clips, videos, multi media).</p>
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Modifications

<p>Special Education:</p> <ul style="list-style-type: none"> • Provide simplified guided listening papers to direct student brainstorming. • Use imagery prompts to help the students write about what they 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> • Reduce length of assignment and overall requirements • Reduce directions and reading level of the directions • Write creative story in native language and then apply a
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<p>hear.</p> <ul style="list-style-type: none"> • Provide a step by step checklist of project requirements • Reduced the length of the creative story project • Develop target vocabulary • Scaffold comprehension • Use videos, illustrations, pictures, and drawings to explain or clarify. • Teach key aspects of a topic. Eliminating nonessential information. • Allow performances to demonstrate student’s learning • Provide opportunities for practice 	<p>translation software</p> <ul style="list-style-type: none"> • Model Thinking Aloud • Encourage Partner Talk • Repeat and Clarify • Provide a Sequence • Allow Varied Responses • Target vocabulary • Scaffold comprehension • Scaffold content-literacy reading • Use videos, illustrations, pictures, and drawings to explain or clarify. • Allow performances to demonstrate student’s learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> • Provide a step-by-step checklist of project requirements. • Check each step in class to ensure completion and time management. • Utilize TIME Mentor Program • Build a relationship • Allow flexible due dates • Employ strategies from Classroom Instruction that Works • Create the Opportunity to Learn strategies • Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> • Utilize a rubric that requires higher level writing such a compositional risks, imagery, elevated word choice, various writing perspectives, and further develop creativity. • Develop a creative story that uses multiple sections of the music in the plot. • Use flexible grouping • Give individual performance • Differentiate performance assignments • Offer student choice • Use multiple intelligence options • Focus on Habits of Mind • Focus on Webb’s Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> • Quaver Music • Newsela.com for leveled texts • You Tube (music samples) • Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results

<p>NJSLS: 1.4</p>	<p>Unit #3: Red, White and Blue (American Music)</p>
<p>Enduring Understanding(s): Students will understand that...</p> <p>Music is an aural art form that can exist with and without music notation.</p> <p>American society has influenced musical movements, and musical movements have influenced American society.</p>	<p>Essential Questions:</p> <p>How does American Music shape our culture and country both historically and today?</p>
<p>Students will know...</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Symbolism and metaphor are characteristics of art and art-making.</p> <p>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p>	<p>Students will be able to...</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

Integration of 21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Stage 2 – Assessment Evidence

Suggested Benchmark Assessment:

Your task is to bring peace and understanding back to the United Nations. You are a member of the International Musical Delegates for Peace. The target audience is the United Nations. The challenge involves dealing with an unsettled situation that desperately needs a commonality established amongst the countries by utilizing something they all have in common, national anthems. You will create a visual and oral presentation in order to demonstrate the origin, development, and importance of your chosen country's national anthem, as well as play the national anthem. Your work will be judged by a rubric. This will be further enhanced using technology (Multi Media).

Other Evidence:

Aural/Oral quizzes (terminology, form, instrumentation, style)

Vocal Development

American Music Quiz

Written listening journal entries

Performance (vocal/instrumental)

Composition

Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <p>Ask/discuss the essential question(s).</p> <p>Ask/discuss enduring understanding.</p> <p>Introduce vocabulary and add to word wall.</p> <p>Students will write listening journal entries after listening to short excerpts of various types of compositions to analyze and critique.</p> <p>Students will experience mini lessons accompanied with activities based on various sequential periods during the development of American music that focus on major events, composers, and musical pieces. (Power point, audio software, multi media)</p>	<p>Students will investigate and discuss the origin and importance of the United States National Anthem through varying activities. (Multi media)</p> <p>Students will learn and perform a blues progression based on traditional twelve-bar structure.</p> <p>Students will sing traditional American folk music with correct rhythms, pitch and appropriate musicality.</p> <p>Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.</p> <p>Possible technology integration (Power point, audio clips, videos, multi media).</p>
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Modifications	
<p>Special Education:</p> <ul style="list-style-type: none"> • Provide a step-by-step checklist of project requirements. • Reduced the length of the national anthem project. • Provide simplified rhythmic directions using basic notation. • Students will only perform one rhythm at a time rather than layering to create poly-rhythm patterns. • Develop target vocabulary • Scaffold comprehension • Use videos, illustrations, pictures, and drawings to explain or clarify. • Teach key aspects of a topic. Eliminating nonessential information. • Allow performances to demonstrate student's learning. • Provide opportunities for practice. 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> • Reduce length of assignment and overall requirements • Reduce directions and reading level of the directions • Write creative story in native language and then apply a translation software • Model Thinking Aloud • Encourage Partner Talk • Repeat and Clarify • Provide a Sequence • Allow Varied Responses • Target vocabulary • Scaffold comprehension • Scaffold content-literacy reading • Use videos, illustrations, pictures, and drawings to explain or clarify. • Allow performances to demonstrate student's learning

<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> • Provide a step-by-step checklist of project requirements. • Check each step in class to ensure completion and time management. • Utilize TIME Mentor Program • Build a relationship • Allow flexible due dates • Employ strategies from Classroom Instruction that Works • Create the Opportunity to Learn strategies • Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> • Utilize a rubric that requires higher level thinking including more in-depth research about the country's national anthem. • Develop a polyrhythm that creates syncopation and advanced polyrhythms. Students can select various sound choices for each rhythm and layer more than two rhythms. • Use flexible grouping • Give individual performance • Differentiate performance assignments • Offer student choice • Use multiple intelligence options • Focus on Habits of Mind • Focus on Webb's Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> • Quaver Music • Newsela.com for leveled texts • You Tube (music samples) • Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results

<p>NJSLS: 1.1, 1.2, 1.4</p>	<p>Unit #4: Broadway</p>
<p>Enduring Understanding(s): Students will understand that...</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Aesthetics fosters musical appreciation, interpretation imagination, significance and value on a personal and collective level.</p>	<p>Essential Questions:</p> <p>How does a Broadway Musical emulate the human condition?</p>
<p>Students will know...</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>	<p>Students will be able to...</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or</p>

events, or how individuals influence ideas or events).

Integration of 21st Century Themes and Skills:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP10. Plan education and career paths aligned to personal goals.

Stage 2 – Assessment Evidence

Required Benchmark Assessment:

Your task is to compose an original music composition. You are a freelance composer. The target audience is the competition committee of the National Association of Composers with the goal of having your piece performed and published. The context you find yourself in is submitting an original piece of music utilizing all traditional standard music theory and notation. You will create a music composition in order to be selected as a finalist by the competition committee. Your work will be judged by a rubric.

Other Evidence:

- Aural/Oral quizzes (terminology, form, instrumentation, style)
- Vocal Development
- Broadway Quiz
- Written listening journal entries
- Performance (vocal/instrumental)
- Composition

Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <p>Ask/discuss the essential question(s).</p> <p>Ask/discuss enduring understanding.</p> <p>Introduce vocabulary add to word wall.</p> <p>Students will write listening journal entries after listening to short excerpts of various types of compositions to analyze and critique.</p>	<p>Students will discuss and debate reasons for critique (e.g. make improvements).</p> <p>Students will develop understanding and comprehension of traditional composition format through various short exercises.</p> <p>Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.</p> <p>Possible technology integration (Power point, audio clips, videos, multi media).</p>
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Modifications

<p>Special Education:</p> <ul style="list-style-type: none"> • Develop target vocabulary • Scaffold comprehension • Use videos, illustrations, pictures, and drawings to explain or clarify. • Teach key aspects of a topic. Eliminating nonessential information. • Allow performances to demonstrate student’s learning • Provide opportunities for practice 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> • Model Thinking Aloud • Encourage Partner Talk • Repeat and Clarify • Provide a Sequence • Allow Varied Responses • Target vocabulary • Scaffold comprehension • Scaffold content-literacy reading • Use videos, illustrations, pictures, and drawings to explain or clarify. • Allow performances to demonstrate student’s learning
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<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> • Utilize TIME Mentor Program • Build a relationship • Allow flexible due dates • Employ strategies from Classroom Instruction that Works • Create the Opportunity to Learn strategies 	<p>Gifted Students:</p> <ul style="list-style-type: none"> • Use flexible grouping • Give individual performance • Differentiate performance assignments • Offer student choice • Use multiple intelligence options
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- Build lessons around student interests

- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

Core Instructional Materials:

- The Music Connection*, 1995 Silver Burdette & Ginn
- Newsela.com for leveled texts
- You Tube (music samples)
- Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod