



Adaptive Music Curriculum

K-3 MD Costello

Classroom Demographics

Asadbek- 1st grade/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Reading Level A, 1:1 correspondence, addition

Michael- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Not reading yet, knows most letter/ sounds, 1:1 correspondence

Max- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/1:1 assistance
- Knows some letter/sounds, 1:1 correspondence

Jude- Kindergarten/ autism (non verbal/ AAC device)

- Needs FP assistance with fine motor/1:1 assistance
- Knows some letter/sounds (receptive), 1:1 correspondence

Demand Tips

- **Use short, simple language.** No negation language. Ex: (“Lay the instrument flat on table.”) paras already instructed to do nonverbal reminders. Instead of (“Now we’re not going to use those yet! Let’s not shake our maracas until I explain! They will be too noisy while I show us what to do, so put them on the table.”)
- **Allow (receptive) language process time with repetition.** Give students a moment to process each demand you are presenting before moving on to the next. Ex: (“Shake, shake, left.” while modeling with movement. Repeat in rhythmic order. Instead of “Okay first you’re going to shake like this 1, 2, and then you shake the maraca to the left. Okay then after we’re going to go do our dance.”)
- **Use non-verbal gestures.** It is often helpful to facilitate receptive understanding by showing rather than telling. It can sometimes overwhelm them with too many verbal words. (*Para just points to the table to remind to keep instrument on the table.) instead of (“Hey, the teacher said keep the tambourine on the table- no- no! Put it down!”)
- **Use high intonation.** Use high enthusiasm in your voice to sustain their attention better.
- **Give high praise** immediately after success in the requested demand (unless suggested otherwise that it is overwhelming to a particular student).
- **Limit attention to negative behavior.** Redirect, rephrase in a positive statement of correct expectations.

Music Schedule ([daily routine](#) sample link)

1. **Greeting** (song/greet each student around table, student says/AAC “hello Ms._____ “ back) Present Slide 1 of 5 daily slides.
2. **Sing Song** (song on tv; video can relate to activity or not; dance or call and repeat song) (Set up all materials during this time)
3. **“Today we will _____.”** (Show written 1,2,3 short directions/visual slide/pictures of activity)
4. **Model “Watch Me”** (show quick, short steps of activity) Skip “shared modeling step”
5. **Independent “Your Turn”** (have students complete own activity “independently” with correct prompt level assistance from paras/ teacher)
6. **Active Dance** Bring students to stand/sit in circle for dance time.
7. **Cool Down: Read and Listen** (Bring students back to table to listen to music and read the Story Song.)
8. **Goodbye** (say/sing goodbye to each student individually.

Lessons Overview Links

Sep [Drums L1](#), [Maracas L2](#), [Blocks L3](#), [Tambourine L4](#), [Sticks L5](#) **Feb** [Drums L22](#), [Maracas L23](#), [Piano L24](#), [Xylophone L25](#)

Oct [Drums L6](#), [Maracas L7](#), [Blocks L8](#), [Tambourine L9](#) **Mar** [Drums L26](#), [Sticks L27](#), [Piano L28](#), [Xylophone L29](#)

Nov [Drums L10](#), [Maracas L11](#), [Blocks L12](#), [Tambourine L13](#) **April** [Drums L30](#), [Maracas L31](#), [Blocks L32](#), [Sticks L33](#)

Dec [Drums L14](#), [Maracas L15](#), [Tambourine L16](#), [Piano L17](#) **May** [Drums L34](#), [Sticks L35](#), [Piano L36](#), [Xylophone L37](#)

Jan [Drums L18](#), [Tambourine L19](#), [Sticks L20](#), [Xylophone L21](#) **June** [Drums L38](#), [Maracas L39](#), [Blocks L40](#), [Piano L41](#), [Xylophone L42](#)

Adaptive Music Curriculum Plan

Curriculum - 7 Unit Topics Overview

1. **Drums**- 10 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
2. **Maracas**- 7 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
3. **Blocks**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
4. **Tambourine**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
5. **Sticks**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
6. **Piano**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
7. **Xylophone**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)

(4-5 lessons per month) (42 total)

NJSLS- NJ Student Learning Standards

Curriculum - 7 Unit Topics Overview

1. **Drums-** 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
2. 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
3. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
4. **Maracas-** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
5. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
6. **Rhythm Blocks-** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
7. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
8. **Tambourine-** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
9. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
10. **Rhythm Sticks-** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
11. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
12. **Piano-** 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 13. 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
14. **Xylophone-** 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 15. 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

Drums Pt. 1- ([picture models](#)) Print lyrics to Story Song for each month

L1- Sep. [Follow the Leader/ Up, Up, Up](#)- “Watch me”: Teach the instrument name is a drum. Show slow rhythm, “1, 2, 3, now copy me”. “Your turn”: Have students copy/take turns showing everyone.

L6- Oct. [Floor is Lava/We All Go Traveling By](#)- “Watch me”: Teach drum slow rhythm movement “Tap, tap, high. Tap, tap, low”. “Your turn”: Have students copy/take turns showing everyone.

L11- Nov. [Shake It Off/A Farmer’s Life for Me](#)- “Watch me”: Teach drum faster rhythm with hip shake movement “Shake, Shake, left. Shake, shake, right”. “Your turn”: Have students copy/take turns showing everyone.

L15- Dec. [Grinch Freeze Dance/Dumptruck Disco](#)- “Watch me”: Teach a louder drum rhythm count with movement “Boom, boom, boom, spin”. “Your turn”: Have students copy/take turns showing everyone.

L19- Jan. [Ice King Freeze Dance/Dinosaur Rap](#)- “Watch me”: Teach drum rhythm count “1, 2, 3, 4/ 5, 6, 7, 8”. “Your turn”: Have students copy/take turns showing everyone.

Drums Pt. 2

- L22- Feb.** [Cha Cha Slide/Here We Go Round the Mulberry Bush](#)- “Watch me”: Teach drum slow rhythm game “1, 2, 3- Pass to the right”. “Your turn”: Have students try to play game and you lead by saying “1, 2, 3- pass right”.
- L26- Mar.** [I Gotta Feeling/Dragon on the Doorstep](#) Watch me”: Teach drum faster rhythm game “1, 2, 3- Pass to the left”. “Your turn”: Have students try to play game and you lead by switching pass left or right.
- L30- Apr.** [Waka Waka/Rooftop Garden](#) “Watch me”: Teach a faster drum rhythm count with rest count. Teach them the word/symbol for “rest” “1, 2, 3, rest”. “Your turn”: Have students copy/take turns showing everyone.
- L34- May.** - [Dance Monkey/Space Song Rocketship](#)- “Watch me”: Teach partner drum rhythm count “Partner A- 1, 2, 3, 4/ Partner B- 5, 6, 7, 8”. “Your turn”: Have students practice waiting for the partner then going on beat. Then take turns showing everyone.
- L38- June.** [Cotton Eyed Joe/Creepy Crawly Calypso](#)- “Watch me”: Play drum freeze game. Free drum then call “freeze”. Allow all students to “win” and give music sticker.

Maracas Pt. 1 [\(Picture models\)](#)

L2- Sep. [Follow the Leader/ Up, Up, Up](#)- “Watch me”: Teach the instrument name is a maraca. Show slow rhythm, “1, 2, 3, now copy me”. “Your turn”: Have students copy/take turns showing everyone.

L7- Oct. [Floor is Lava/We All Go Traveling By](#)- “Watch me”: Teach slow rhythm movement “Tap, tap, high. Tap, tap, low”. “Your turn”: Have students copy/take turns showing everyone.

L12- Nov. [Shake It Off/A Farmer's Life for Me](#)- “Watch me”: Teach faster rhythm with hip shake movement “Shake, Shake, left. Shake, shake, right”. “Your turn”: Have students copy/take turns showing everyone.

L16- Dec. [Grinch Freeze Dance/Dumptruck Disco](#) “Watch me”: Teach a louder rhythm count with movement “Boom, boom, boom, spin”. “Your turn”: Have students copy/take turns showing everyone.

Maracas Pt. 2

L23- Feb. Cha Cha Slide/Here We Go Round the Mulberry Bush- “Watch me”: Teach slow rhythm game “1, 2, 3- Pass to the right”. “Your turn”: Have students try to play game and you lead by saying “1, 2, 3- pass right”.

L31- Apr. Waka Waka/Rooftop Garden “Watch me”: Teach a faster rhythm count with rest count. Teach them the word/symbol for “rest” “1, 2, 3, rest”. “Your turn”: Have students copy/take turns showing everyone.

L39- June. Cotton Eyed Joe/Creepy Crawly Calypso- “Watch me”: Play maraca freeze game. Free music time then call “freeze”. Allow all students to “win” and give music sticker.

Rhythm Blocks (Picture models)

L3 Sep- Follow the Leader/ Up, Up, Up- “Watch me”: Teach the instrument name is a rhythm block. Show slow rhythm, “Tap 1, 2, 3, swish, swish, swish”. “Your turn”: Have students copy/take turns showing everyone. Use scarves during dance time.

L8 Oct- Floor is Lava/We All Go Traveling By- “Watch me”: Teach slow rhythm movement “Swish, swish, high tap. Swish, swish, low tap”. “Your turn”: Have students copy/take turns showing everyone. Use scarves during dance time.

L13 Nov- Shake It Off/A Farmer's Life for Me “Watch me”: Teach faster rhythm with hip shake movement “Swish, swish, left tap. Swish, swish, right tap”. “Your turn”: Have students copy/take turns showing everyone. Use scarves during dance time.

L32 April- Waka Waka/Rooftop Garden “Watch me”: Teach a faster rhythm count with rest count. Teach them the word/symbol for “rest” “1, 2, 3, rest”. “Your turn”: Have students copy/take turns showing everyone. Use scarves during dance time.

L40 June- Cotton Eyed Joe/Creepy Crawly Calypso- “Watch me”: Play blocks freeze game. Free music time then call “freeze”. Allow all students to “win” and give music sticker. Use scarves during dance time.

Tambourine (Picture models)

L4 Sep- Follow the Leader/ Up, Up, Up- “Watch me”: Teach the instrument name is a tambourine. Show slow rhythm, “Tap 1, 2, 3”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L9 Oct- Floor is Lava/We All Go Traveling By- “Watch me”: Teach slow rhythm movement “Shake, shake, high tap. Shake, shake, low tap”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L14 Nov- Shake It Off/A Farmer's Life for Me- “Watch me”: Teach faster rhythm with hip shake movement “Shake, shake, left tap. Shake, shake, right tap”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L17 Dec- Grinch Freeze Dance/Dumptruck Disco- “Watch me”: Teach a louder rhythm count with movement “Boom, boom, boom, spin”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L20 Jan- Ice King Freeze Dance/Dinosaur Rap- “Watch me”: Teach rhythm count “1, 2, 3, 4/ 5, 6, 7, 8”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

Rhythm Sticks (Picture models)

L5 Sep- Follow the Leader/ Up, Up, Up- “Watch me”: Teach the instrument name is a rhythm stick. Show slow rhythm, “Tap 1, 2, 3”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L10 Oct- Floor is Lava/We All Go Traveling By- “Watch me”: Teach slow rhythm movement “Shake, shake, high tap. Shake, shake, low tap”. “Your turn”: Have students copy/take turns showing everyone. Use ribbons during dance time.

L27 Mar- I Gotta Feeling/ Dragon on the Doorstep Watch me”: Teach faster rhythm game “1, 2, 3- switch sticks in your hands”. “Your turn”: Have students try to play game and you lead by modeling switching hands. Use ribbons during dance time.

L33 April- Waka Waka/Rooftop Garden “Watch me”: Teach a faster rhythm count with rest count. Teach them the word/symbol for “rest” “ Tap 1, 2, 3, rest”. “Your turn”: Have students copy/take turns showing everyone.

L35 May- Dance Monkey/Space Song Rocketship- “Watch me”: Teach partner rhythm count “Partner A- 1, 2, 3, 4/ Partner B- 5, 6, 7, 8”. “Your turn”: Have students practice waiting for the partner then going on beat. Then take turns showing everyone.

Piano (Picture models)

L18 Dec- Grinch Freeze Dance/Dumptruck Disco “Watch me”: Teach the instrument name is a piano. Show notes going from left to right go from low to high notes. Let them explore on their own. Use flashlights during dance time.

L24 Feb- Cha Cha Slide/Here We Go Round the Mulberry Bush- “Watch me”: Teach slow notes and model “Mary Had a Little Lamb”. Use flashlights during dance time.

L28 Mar- I Gotta Feeling/Dragon on the Doorstep “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Use flashlights during dance time.

L36 May- Dance Monkey/Space Song Rocketship “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Or if they would like to try a new song. Use flashlights during dance time.

L41 June- Cotton Eyed Joe/Creepy Crawly Calypso- “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Or if they would like to try a new song. Use flashlights during dance time.

Xylophone (Picture models)

L21 Jan- Ice King Freeze Dance/Dinosaur Rap “Watch me”: Teach the instrument name is a Xylophone. Show notes going from left to right go from low to high notes. Let them explore on their own. Use bells during dance time.

L25 Feb- Cha Cha Slide/Here We Go Round the Mulberry Bush “Watch me”: Teach slow notes and model “Mary Had a Little Lamb”. Use bells during dance time.

L29 Mar- I Gotta Feeling/Dragon on the Doorstep “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Use bells during dance time.

L37 May- Dance Monkey/Space Song Rocketship “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Or if they would like to try a new song. Use bells during dance time.

L42 June- Cotton Eyed Joe/Creepy Crawly Calypso- “Watch me”: Teach slow notes with letters visual, “Mary Had a Little Lamb”. Or if they would like to try a new song. Use bells during dance time.

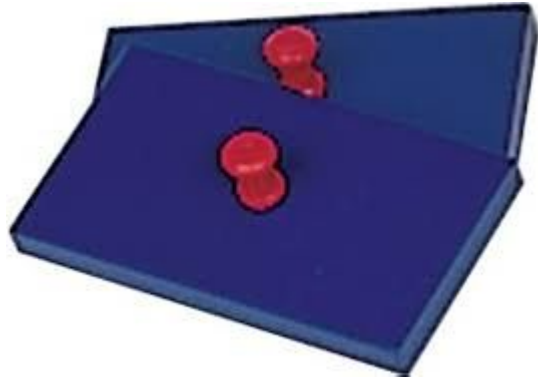
Drums Picture Models



Maracas Picture Models

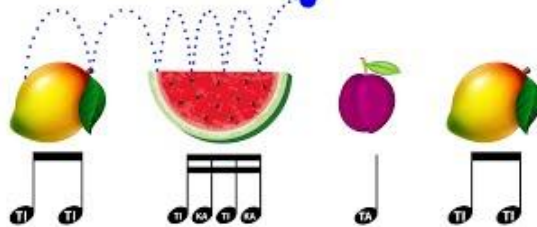


Blocks Picture Models



RHYTHM SYLLABLES

Clap Along



https://www.youtube.com/watch?v=71fkBqZ_4K8

Tambourine Picture Models



<https://www.youtube.com/watch?v=d9Z3q62Qk-Q>

Sticks Picture Models

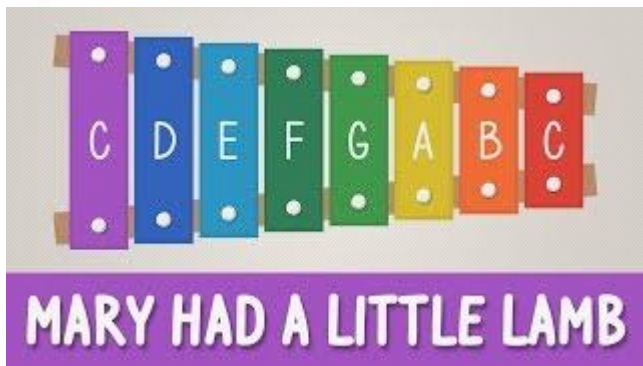


Piano Picture Models



https://www.youtube.com/watch?v=SFFSZQCnU_M

Xylophone Picture Models



<https://www.youtube.com/watch?v=ScYGP9smXOY>



Today's Special ... **Music** !



Greeting

Today we will:

1. Watch Me
2. Your Turn
3. Active Dance
4. Cool Down- Read and Listen



Lay instrument flat on table please.

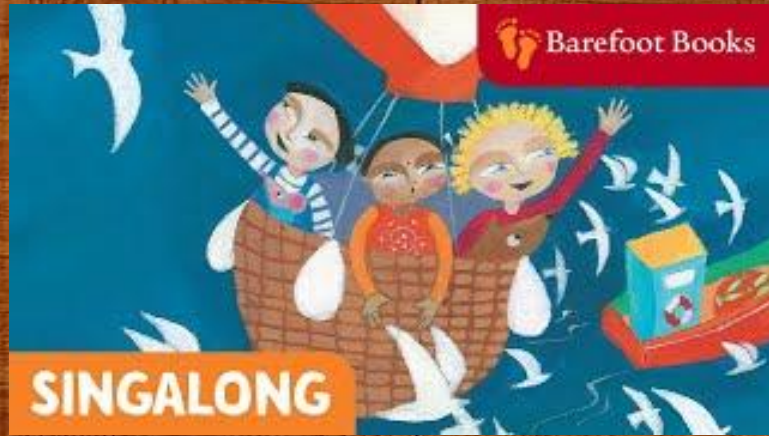
L1: Drums/ "Follow the Leader"/ "Up, Up, Up"

Active Dance:



Follow the Leader

Cool Down: Read and Listen



“Up, Up, Up”

Goodbye

