

Berklee College of Music

Research Media and Information Exchange

ABLE Presentations

ABLE Resource Center Formats

2018

Adapting Arts Curriculum for Students with Special Needs

Lisa Pierce-Goldstein

Berklee Institute for Arts Education and Special Needs

Follow this and additional works at: <https://remix.berklee.edu/able-presentations>

Recommended Citation

Pierce-Goldstein, Lisa, "Adapting Arts Curriculum for Students with Special Needs" (2018). *ABLE Presentations*. 2.

<https://remix.berklee.edu/able-presentations/2>

This Presentation is brought to you for free and open access by the ABLE Resource Center Formats at Research Media and Information Exchange. It has been accepted for inclusion in ABLE Presentations by an authorized administrator of Research Media and Information Exchange. For more information, please contact jmforce@berklee.edu.

Adapting Arts Curriculum for Students with Special Needs My Year with Music! Words! Opera!

Lisa Pierce-Goldstein

M.M., M.S., CCC-SLP

Berklee Institute for Arts Education and Special Needs

January 27, 2018

Today we will...

- Learn about the Music!Words!Opera! Curriculum
- Learn some basics about language development and students with complex communication needs
- View a variety communication and visual supports used to give students access to the curriculum
- Learn about adapted music lessons from D75
- Learn about strategies used to create text for songs
- Learn about strategies used to create music for songs
- Look at examples of lesson plans for each stage of the curriculum for populations with special needs

What is Music!Words!Opera!?

- A year-long curriculum
- Created by Opera America (Clifford Brooks/Roger Ames)
- Aligned with Common Core and national standards for ELA, Music and Theater
- Is delivered in two parts
 - “Listen and Discover”
 - “Create and Produce”



Jackson Mann K-8

- Boston Public School
- Located in Allston, MA
- 700-ish students
- Title 1
- X4, SEI, Inclusion and AWC strands
- Music and art are offered



M!W!O! at the Jackson Mann 2014-17

- 4 classes participated each school year
 - Second grade inclusion, 1 class (2014-15)
 - Third Grade inclusion, 1 class (2015-17)
 - Sub separate class for students with autism, gr. 3-5, 1 class (2014-17)
 - Sub separate class for students with autism, gr. 6-8, 2 classes (2014-17)

Levels of Language Development

Pre-Intentional Communication



Intentional Communication



Symbolic Communication



Levels of Communication

- No Intentional Communication- Not Symbolic
- Intentional Communication- Not Symbolic
- Intentional-Symbolic (1-2 word utterances)
- Intentional-Symbolic (multi-word utterances)

No Intentional Communication, Not Symbolic

How they communicate:

- Only non-conventional communication- mostly for basic needs.



Intentional Communication, Not Symbolic

How do these students communicate:

- Crying
- Eye gaze
- Vocalization
- Pulling/grabbing
- Pointing
- Some gestures
- Non-specific picture exchange



Intentional Symbolic- (1-2 word utterances)

How do these students communicate?

- Speech
- Photos/picture symbols
- Single message/static display voice output device



Intentional, Symbolic - Multi-Word Utterances

- Speech
- Photos/picture symbols
- Voice output communication device



Listen and Discover

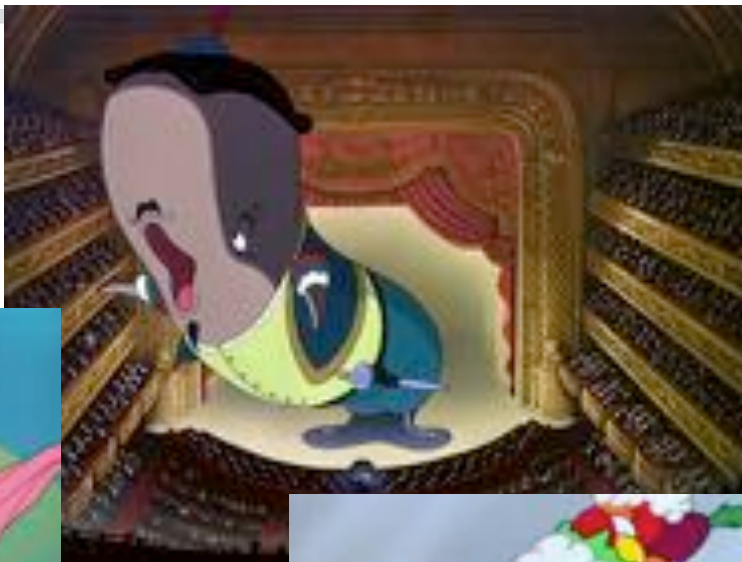
Listen and Discover

- September through January
- “What is Opera”
 - Students learned to identify the characteristics of opera
- Comedy vs. Tragedy
 - “The Rabbit of Seville”
 - “What’s Opera Doc”
 - “The Whale that Wanted to Sing at the Met”
- Full Opera
 - Hansel and Gretel
 - L’Elisir d’Amore
 - Aida

Visual Supports for “What is Opera”



Comedy vs. Tragedy

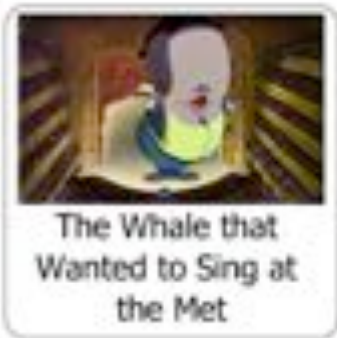


Tragedy

Comedy



Quiz for Comedy vs. Tragedy



Listen and Discover Lesson Plan Example

Lisa Pierce-Goldstein, M.S. CCC-SLP
Jackson Mann K-8 School
Boston Public Schools

Lesson Plan:

Music! Words! Opera! What is opera?

Grade Level:

Gr. 2/3 inclusion, X4 mixed grade

Materials: Multiple materials made on Boardmaker and PowerPoint, including a PP presentation "What Is Opera?", and communication boards containing vocabulary from the presentation. Three cartoons will also be used to demonstrate the concepts of comedy and tragedy: Bugs Bunny, "What's Opera Doc?" and "The Rabbit of Seville", "The Whale that Wanted to Sing at the Met."

Listen and Discover Lesson Plan Example

Speech/Language Objectives:

- Identify and use target vocabulary
- Identify characters, setting and plot points
- Retell plot points
- Match pictures of curriculum vocabulary
- Answer wh-questions about characters, setting and plot
- Compare and contrast comedy and tragedy

Common Core Standards:

Grade 2: SL2.2, SL2.3, SL2.4, L2.6

Grade 3: SL3.2, SL3.3, SL3.4, L3.6

Grade 4: SL4.2, SL4.3, L4.6

Grade 5: SL5.2, SL5.3, L5.6

Grade 6: SL6.2, L6.6

Grade 7: SL7.2, L7.6

Grade 8: SL8.2, L8.6

Boston Public Schools Music Content Standards:

#8: Understanding relationships between music, the other arts, and disciplines outside the arts.

#9: Understanding music in relation to history and culture

National Arts Core Standards:

Responding: Understanding and evaluating how the arts convey meaning.

Connecting: Relating artistic ideas and work with personal meaning and external context.

Listen and Discover

Lesson Plan Example

Communication Supports:

Power Point, **Boardmaker** picture symbols, photographs, SuperTalker (2 symbol overlay), ProLoQuo2Go, Sonoflex lite

Target Vocabulary:

Opera, comedy, tragedy, orchestra, conductor, stage, aria, duet, trio, quartet, ensemble, chorus, costume, director

Procedure:

1. Ask the class what they know about opera
2. Generate a list of words of the class' impression of opera
3. Present the "What is Opera" PowerPoint presentation
4. Review vocabulary
5. Ask questions to put vocabulary in context
6. Watch "The Rabbit of Seville" as an example of a comedy
7. Review vocabulary and ask questions to solidify understanding of comedy
8. Watch "What's Opera Doc" as an example of tragedy
9. Review vocabulary and ask questions to solidify understanding of tragedy
10. Watch "The Whale that Wanted to Sing at the Met" as another example of tragedy
11. Review elements of opera and identify when they appear in the cartoons watched
12. Poll students about their preferences

Evaluation:

Quiz on opera vocabulary and elements of opera
Data collection on identification and production of target vocabulary

Listen and Discover

Full Opera

- Hansel and Gretel (younger elementary)
- Elixir of Love (middle elementary)
- Aida (middle school)

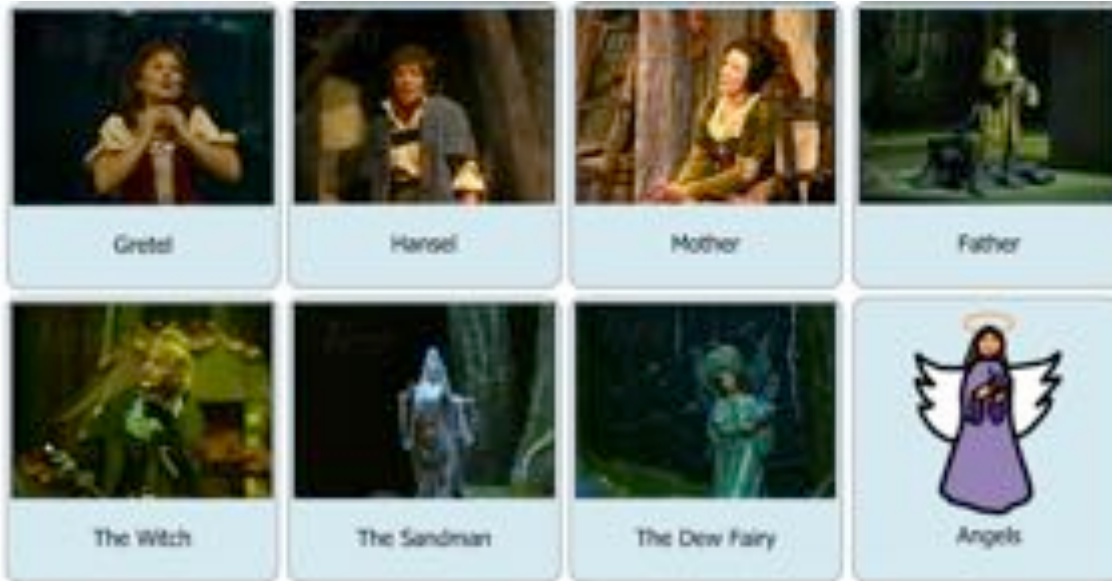
Listen and Discover

Full Opera

- Pre – teach vocabulary, plot
- Watch 10-15 minute excerpt
- Comprehension exercise

Listen and Discover

Instructional Visual Supports



Listen and Discover

Instructional Visual Supports

Places in Hansel and Gretel



The cottage



The forest



The Witch's House



Things in Hansel and Gretel



broom



jug of milk



basket



strawberry



wreath



cage



twig



oven



gingerbread



magic wand



Listen and Discover

Instructional Visual Supports



Papageno just wants a good meal.



And a wife - with feathers, just like him.

Listen and Discover

Instructional Visual Supports



Listen and Discover Assessment

Aida Questions

Name:

  ?
Directions: Answer the questions

   
1 . The story happens in



   
2 . Which characters die?



   
3 . Which characters live?



 
4 . The opera Aida is a?



Listen and Discover Assessment

>>kir - What Are They Doing? 

Match each item on the left with the one on the right that it goes with.

 people	 wondering
 Adina	 bullying
 Nemona	 crying
 Belcore	 celebrating
 Dulcamara	 stealing



Listen and Discover Assessment

Place the items in the correct order below.

	 <p>Amonasro is a prisoner</p>			
--	---	--	--	--

 <p>Aida is a slave in Egypt</p>	 <p>Radames leads the Egyptian army</p>	 <p>Egypt and Ethiopia go to war</p>	 <p>Egypt wins the war</p>	
---	--	--	---	--

1st

2nd

3rd

4th

5th

Listen and Discover Assessment

The image displays two assessment panels side-by-side. The left panel has a green header with a yellow smiley face icon and the text 'Egyptians'. Below the header, there are five icons in rounded rectangular frames, each with a label underneath: 'Ramfis' (a man in a white tunic), 'King' (a man in a white tunic), 'Radames' (a man in a white tunic), 'Amneris' (a woman in a purple dress), and 'Egyptians' (a group of people in a golden setting). The right panel has a blue header with a yellow smiley face icon and the text 'Ethiopians'. Below the header, there are three icons in rounded rectangular frames, each with a label underneath: 'Aida' (a woman in a white dress), 'prisoners' (a person being held by another), and 'Amonasro' (a man in a white tunic).

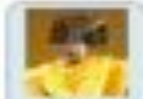
Listen and Discover

Hansel and Gretel - Assessment

Match each item on the left with the one on the right that it goes with.



Three Ladies



Sarastro



Papageno



Pamina



Queen



heartbroken



hungry



calm



angry



blue

Listen and Discover

Hansel and Gretel - Assessment

Gretel teaches Hansel to dance.

Gretel shows Hansel the jug of milk.

Mother comes home.

Mother is angry that Hansel and Gretel haven't done their work.

Mother breaks the jug of milk while trying to punish Hansel.

Mother sends Hansel and Gretel into the woods to pick berries.

Father comes home with lots of food.

Mother tells Father that she sent the children to pick berries in the forest.

Father tells Mother that a witch lives in the forest that cooks and eats children.

Students with stronger literacy skills were given sentence strips of plot points, which they put in the correct order.

Listen and Discover

BLO Visit

What words describe opera?

beautiful interesting loud funny boring sad exciting

What did you learn about opera today?

different language I like it I don't like it opera marking Mozart Verdi

What did you like most today?

singing piano costumes aria music hand fan duet

would you like to see a live opera

Yes! no maybe

Adapted Music

District 75, New York City Department of Education

Topics

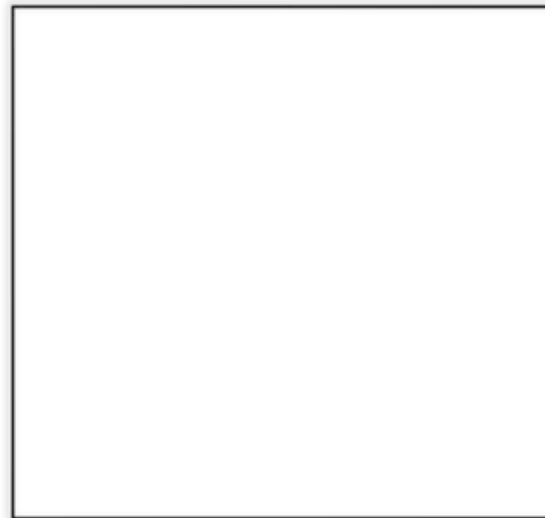
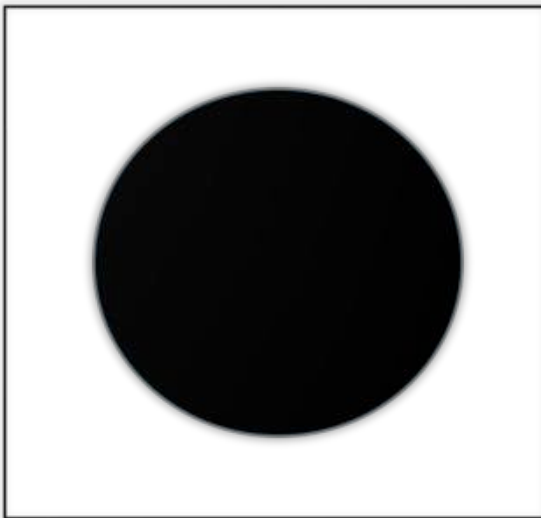
- Sound and Silence (Go and Stop)
- Dynamics (Loud or Quiet)
- Tempo (Fast or Slow)
- Pitch (High or Low)
- Rhythm
- Orchestration (what kinds of sounds)
- Creating Music from Stories

Speech and Language Goals (Sound and Silence)

- Using speech, verbal approximations, gestures and AAC, and given visual and verbal cues, students will...
 - Take turns
 - Demonstrate joint attention
 - Extend eye contact
 - Identify and produce target vocabulary
 - Follow multi-step directions
 - Direct adults and peers
 - Make choices
 - Ask and answer questions
 - Sequence an story/activity
 - Follow a sequence

Graphically Noting Sound and Silence

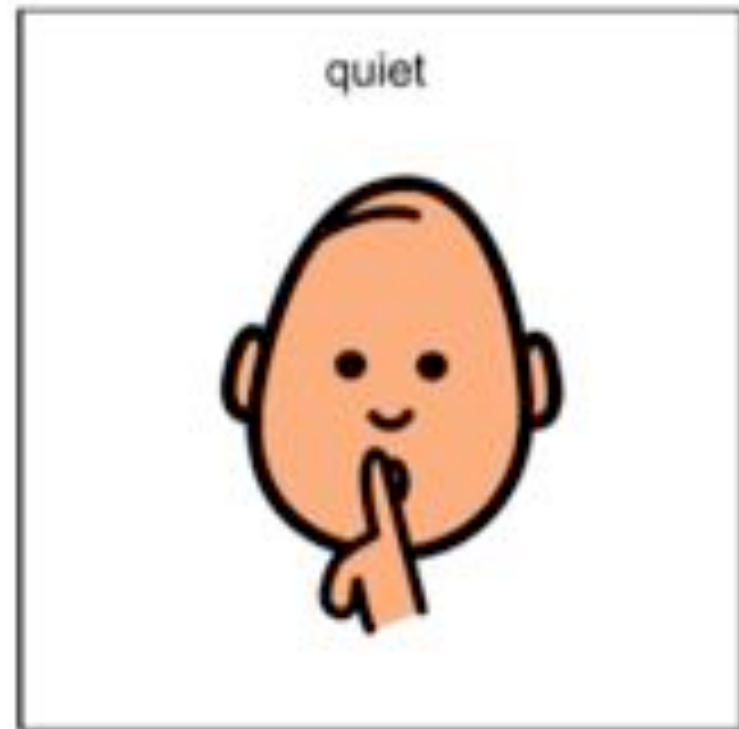
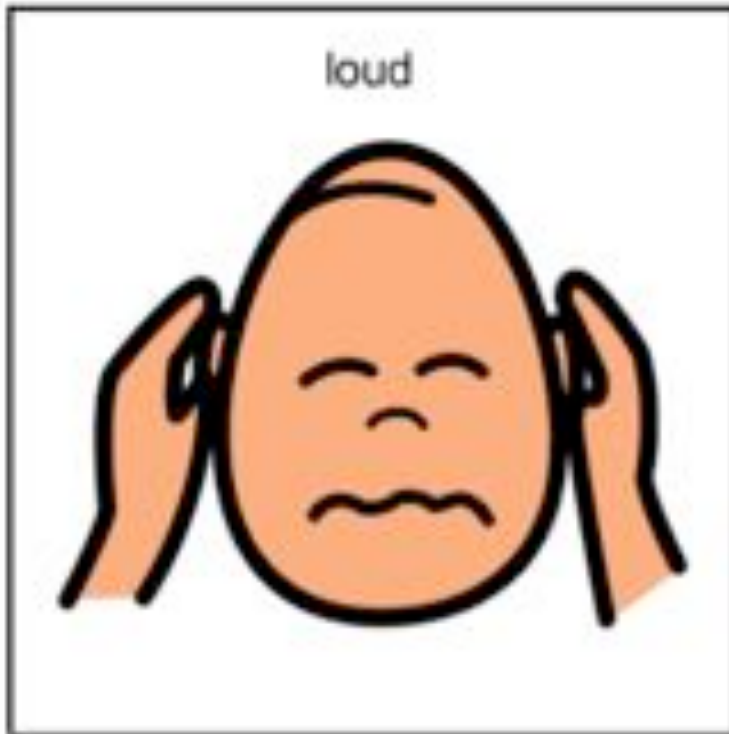
- Go and Stop cards: Use MJ symbols or sound cards with a symbol for “go” and a blank for “no sound”



Graphically Noting Sound and Silence

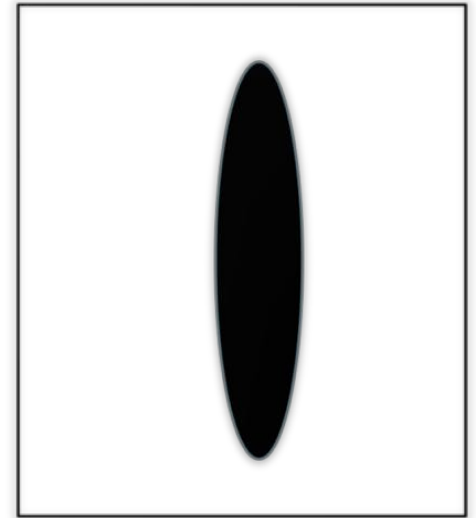
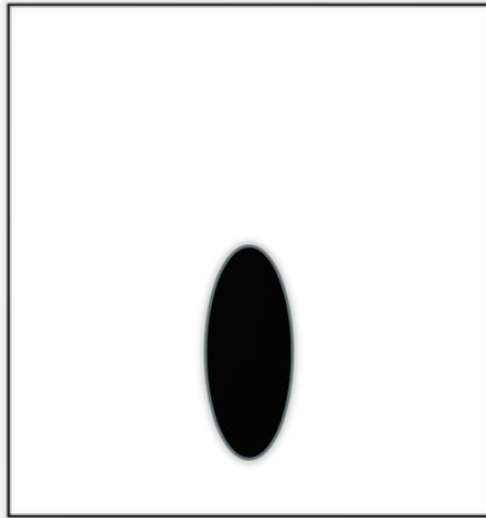
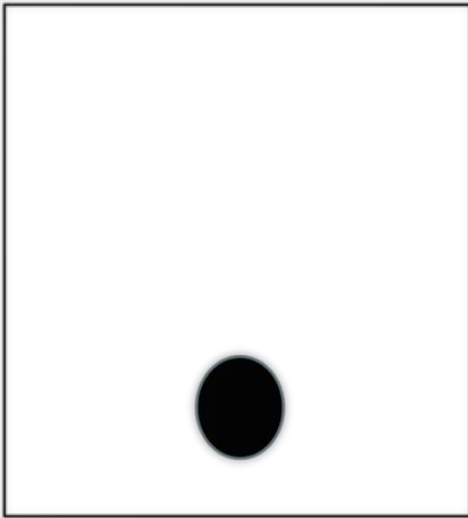


Graphically Notating Dynamics



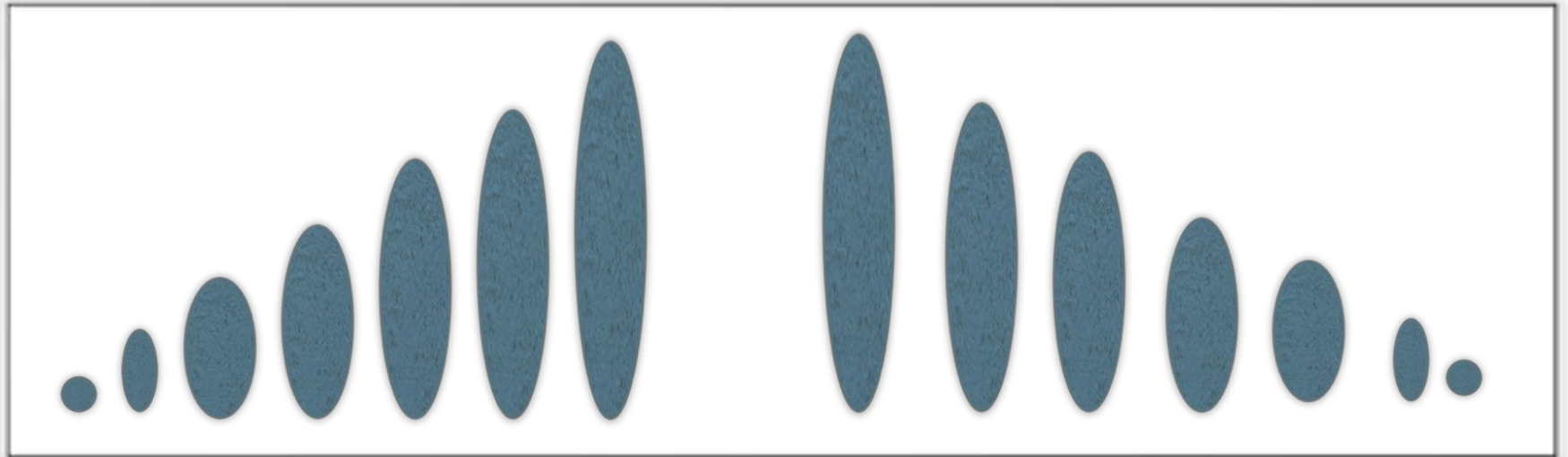
Graphically Notating Dynamics

- Dynamics are noted by the size of the symbol
 - small = quiet, big = loud
 - Use taller, rather than fatter symbols



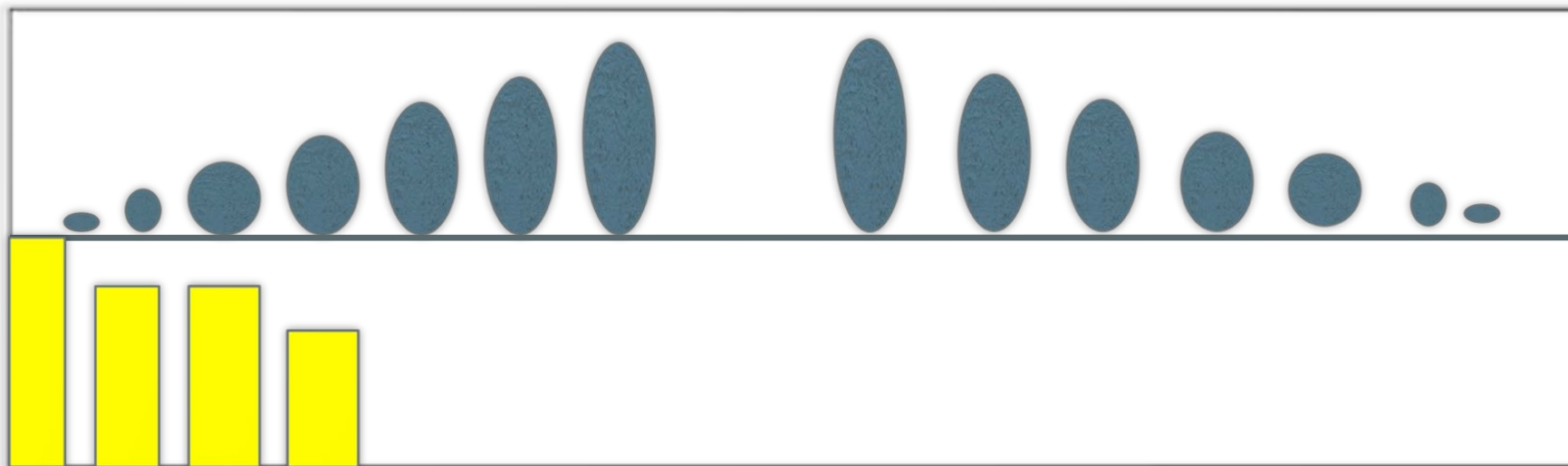
Graphically Notating Dynamics

- Create a score: Using dynamic cards or writing symbols on a large, horizontal paper. Use different size symbols to gradually increase or decrease volume.



Graphically Notating Dynamics

- Create a more complex score by using different instrument lines.
- Each instrument should have its own symbol, color and horizontal line on the score



Graphically Notating Tempo



slow



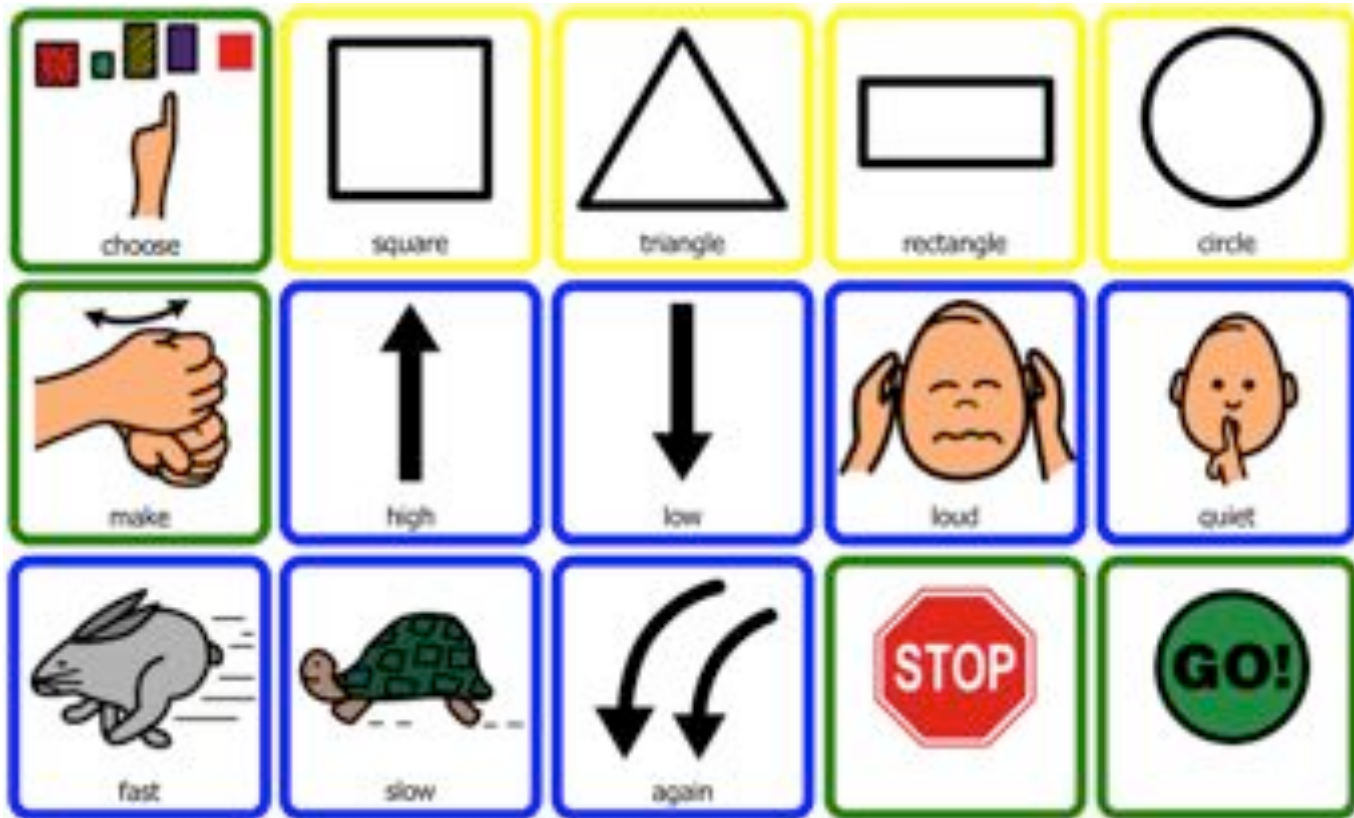
fast

Graphically Notating Tempo

- Create a score by using the same principles as for the tempo cards. Write symbols on a horizontal piece of paper. Use different gradations of fast and slow. (insert graphic)



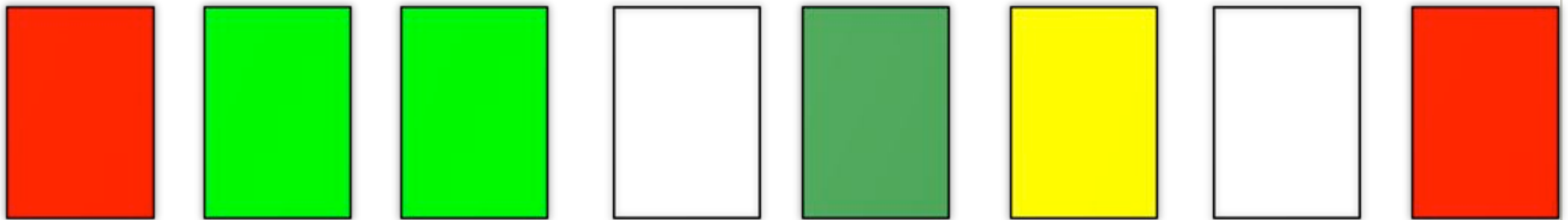
Composition Choice Board



Topic board for Musyc app

Composition Using Pitch Cards

In this example, C=red, F=green, G=blue, E=yellow



C

F

F

(rest)

G

E

(rest)

C

QUARTER NOTE



=

Yum

Musical Sentence



YUM

YUM

YUM

YUM

EIGHTH NOTE



Hot Dog

Musical Sentence



HOT

HOT

HOT

HOT

DOG

DOG

DOG

DOG

Mix It Up



YUM

HOT

YUM

HOT

YUM

HOT

DOG

DOG

DOG

SIXTEENTH NOTES



=

WATERMELON

QUARTER NOTE REST



=

SHHH

Create and Produce

Create and Produce

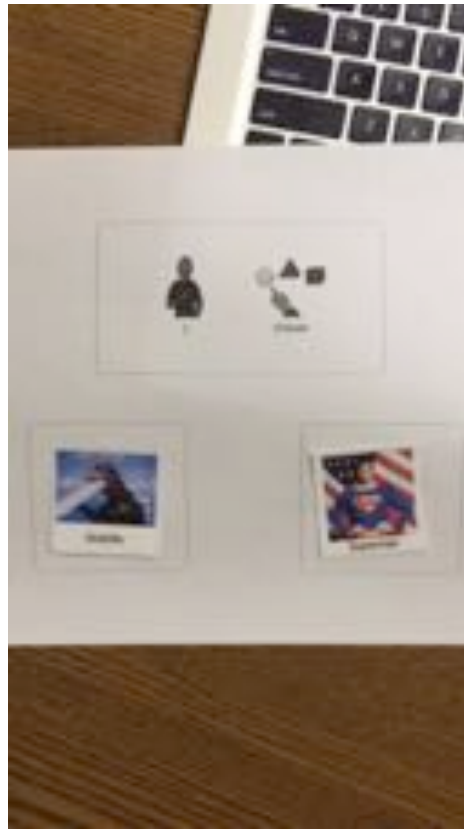
- March through June
- 4 classes participated
 - Second/Third grade inclusion, 1 class
 - Sub separate class for students with autism, gr. 3-5, 1 class
 - Sub separate class for students with autism, gr. 6-8, 2 classes
- Performances
 - 2nd grade inclusion performed at the BPS Arts Festival on the Boston Common
 - 3rd grade inclusion performed on a festival of mini-operas with another visiting school
 - Sub separate classes performed at school to an invited audience

Create and Produce

Choosing an Opera Topic



Create and Produce The Vote



Create and Produce

Choosing a Topic - 2015

- 2nd grade inclusion chose **Big Hero 6**
- Sub-separate, gr.3-5 class chose **Gerald McBoing Boing** (Dr. Seuss)
- Sub-separate, gr. 6-8 class chose **Frankenstein**
- Sub-separate, gr. 6-8 class chose **Star Wars**



Choosing an Opera Topic 2016

- 3rd grade inclusion chose **Grimsby**
- Sub-separate, gr.3-5 class chose **Sneetches** (Dr. Seuss)
- Sub-separate, gr.6-8 class chose **Superman vs. Godzilla**
- Sub-separate, gr. 6-8 class chose **Peanuts**



Choosing an Opera Topic 2017

- 3rd grade inclusion chose **Pink and Say**
- Sub-separate, gr.3-5 class chose **Frog and Toad: A Lost Button**
- Sub-separate, gr. 6-8 class chose **Snow White**



Create and Produce Story Map

Gerald McBoing Boing	
Setting:	Home, school, train, radio station, city
Characters:	Mom, Dad, Gerald, Doctor, teacher, other kids, radio station owner
Spark	Gerald doesn't talk, he makes noises
Conflict	His father, teacher, doctor and other kids expect him to talk
Climax	Gerald runs away from home and meets the radio station owner
Resolution	He becomes a big star in radio because of his ability to make sound effects.

Create and Produce Story Map



Create and Produce Story Map

Superman vs. Godzilla

By Olivier, Eduardo, David and Ms. Lisa

The Daily Planet team arrives in Tokyo



Create and Produce Story Map

They have been invited by the Emperor

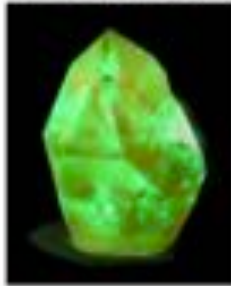


He is exhibiting a special collection of never before seen gems.



Create and Produce Story Map

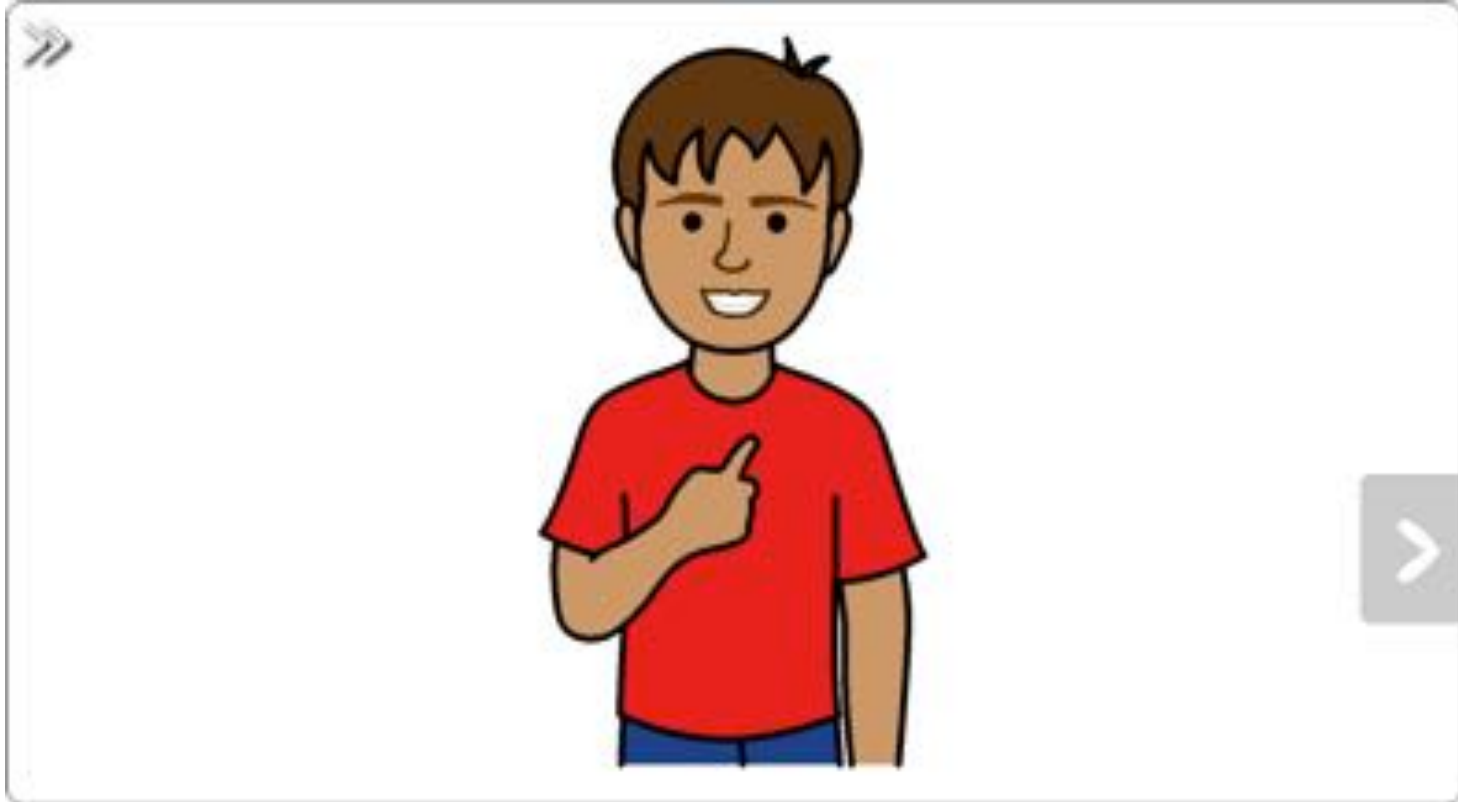
The most precious stone is a special green one



Clark Kent feels weak. He falls to the ground.



Create and Produce – The Audition



Hello, my name is

Create and Produce – The Audition







Create and Produce – The Audition



Communication Support



Create and Produce – The Audition

<p>hello</p> 	<p>I will play xylophone</p> 
<p>I will play the drum</p> 	<p>thank you</p> 
<p>LEVEL <input type="checkbox"/></p>	<p>GRID <input type="checkbox"/></p>

Create and Produce – Libretto Strategies

- Text from the source material
- Wh-question worksheets
- Adapted poetry structures
- Fill in the blank
- Carrier phrases
- Lists

Create and Produce – Libretto

Text from Source Material



Create and Produce – Libretto

Wh-Question Exercises



Create and Produce – Libretto

Wh-Questions and Fill In the Blank



Gerald McBoing Boing Song

The Story of Gerald McLoy

Music and Lyrics by
Lisa Pierce-Goldstein

Allegro ♩ = 120

The musical score is written in 4/4 time and consists of three systems. Each system includes a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note bass line and chords in the right hand. The lyrics are: 'This is the sto-ry of Ger-ald Mc-Loy This is Ger-ald', 'He says boing boing boing boingboing boing boing This is Dad', and 'He says say words! This is Mo-m She says dear me'.

This is the sto-ry of Ger-ald Mc-Loy This is Ger-ald

11 He says boing boing boing boingboing boing boing This is Dad

14 He says say words! This is Mo-m She says dear me

Copyright, Lisa Pierce-Goldstein, 2015

Create and Produce – Libretto

Adapted Poetry Structures



Create and Produce – Libretto Games



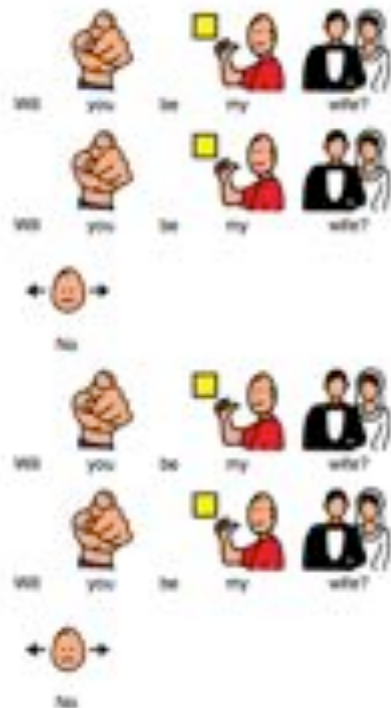
Create and Produce – Libretto

Carrier Phrases



Create and Produce – Libretto

Carrier Phrases



Create and Produce –Composition Strategies

- Themes from the score
- Musical characteristics from adapted music class
- Velcro 4x4 grid with rhythmic patterns
- Create themes using color/number sequences
- Keep it simple – all songs in C Major, and a minor
- Harmonic composing

Create and Produce – Composition

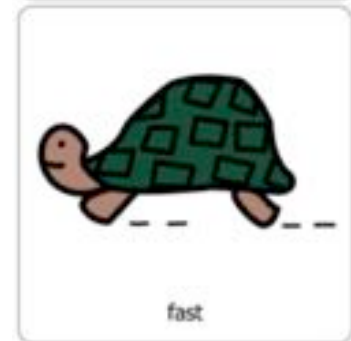
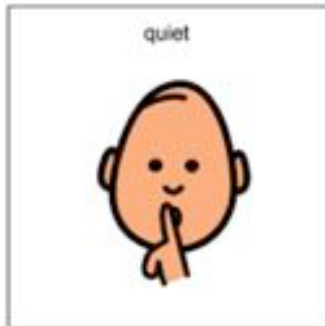
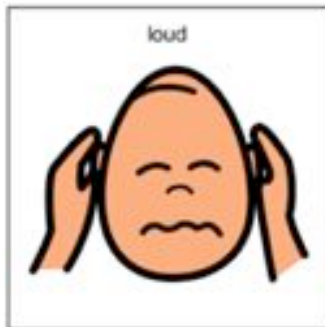
Themes From the Score

John Williams



Create and Produce – Composition

Characteristics from Adapted Music



Create and Produce – Composition

Characteristics from Adapted Music



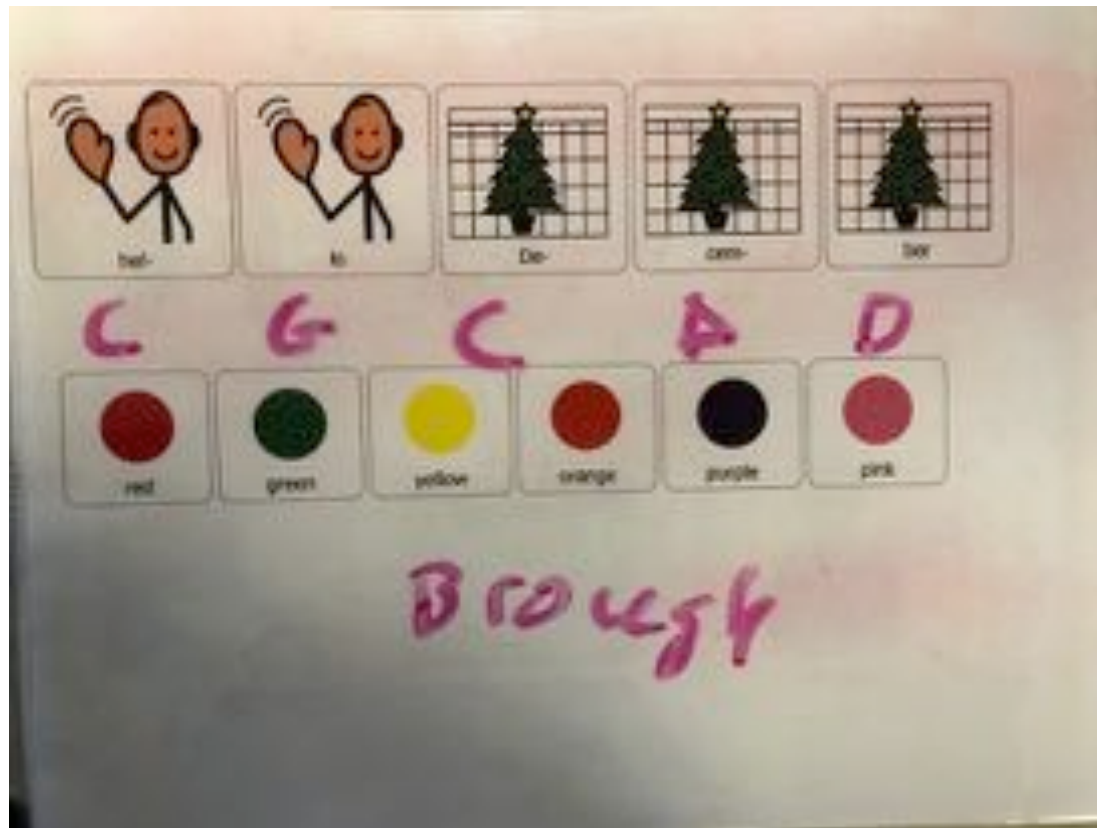
Create and Produce – Composition

Velcro 4x4 Grid with Rhythmic Patterns



Create and Produce – Composition

Color Sequence



Create and Produce – Composition

Creating themes using number/color sequences

Will You Be My Brother? from "Frankenstein"

Lisa Pierce-Goldstein

Lisa Pierce-Goldstein

Andante ♩ = 50

Will you be my bro-ther will you be my bro-ther?

The first system of the musical score consists of a vocal line and a piano accompaniment. The vocal line is written in a single treble clef staff with a key signature of one flat (B-flat) and a 4/4 time signature. It begins with a whole rest, followed by a half note G4, quarter notes A4 and Bb4, and a half note G4. This pattern repeats. The piano accompaniment is written in grand staff notation (treble and bass clefs). The right hand plays chords in the treble clef, and the left hand plays chords in the bass clef. The tempo is marked 'Andante' with a quarter note equal to 50 beats per minute.

Will you be my bro-ther will you be my bro-ther? Will you be my wife?

The second system of the musical score continues the vocal line and piano accompaniment. The vocal line follows the same melodic pattern as the first system, ending with a half note G4. The piano accompaniment continues with chords in both hands. The tempo remains 'Andante'.

Create and Produce – Composition

Suggester App



Create and Produce Rehearsal

I want to build a monster
How do I build a monster
I need some eyes
I need some hands
I need a mouth
I need a nose
I need some eyes, some hands a mouth and a
nose
For my monster

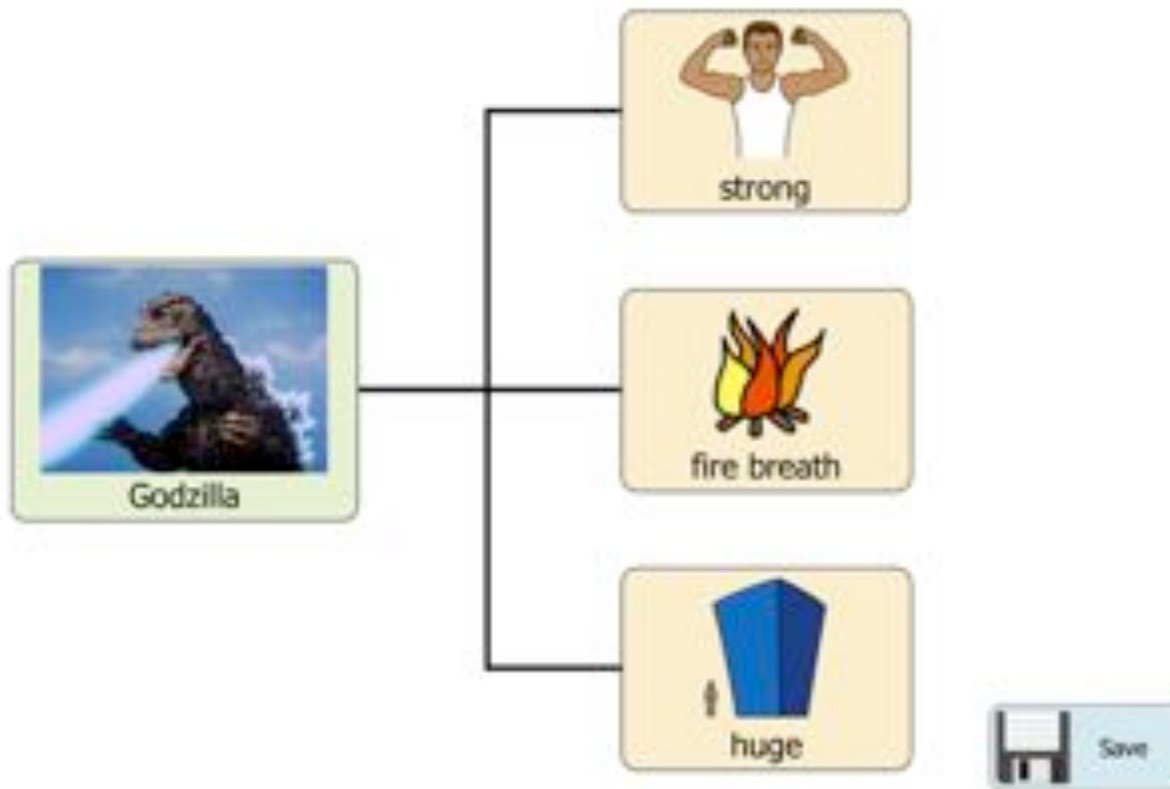
Create and Produce Tokyo



Create and Produce Tokyo

 Are you ready?	 tokyo	 cherry blossoms	 Imperial Palace	 sushi
 The item is	 Shinto temple	 Tokyo bay	 Mt. Fuji	 Godzilla
 Mark your card	 Tokyo zoo	 Tokyo subway	 cat cafe	 war memorial
 Does anyone have bingo?	 Japanese garden	 tempura	 Tokyo Tower	 Edo Tokyo Museum
 Quiet				

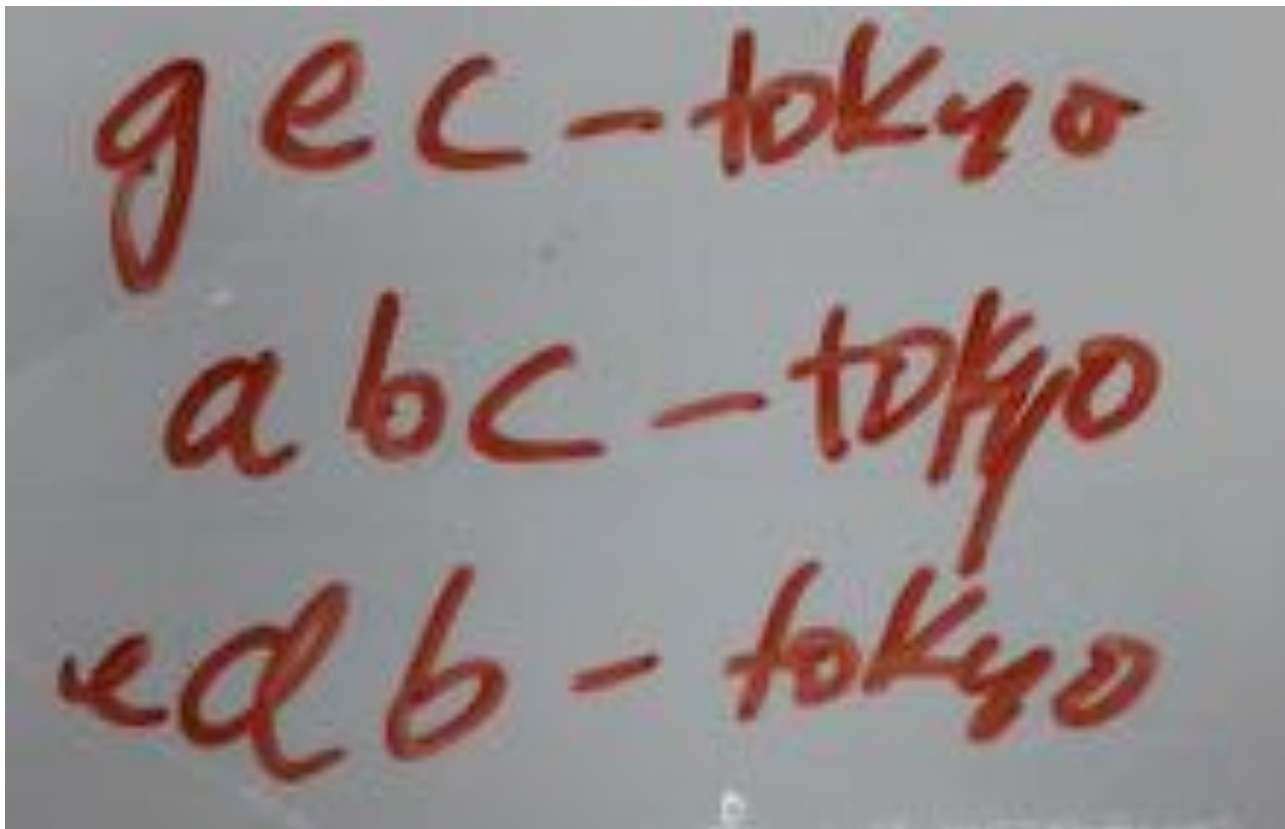
Create and Produce Tokyo



Create and Produce Tokyo



Create and Produce Tokyo



Create and Produce Tokyo

Andante ♩ = 70

The musical score is written in 2/4 time with a key signature of one sharp (F#). The tempo is marked 'Andante' with a metronome marking of ♩ = 70. The vocal line consists of three measures of music, each containing the lyrics 'To - ky - o'. The piano accompaniment features a steady eighth-note pattern in the right hand and a simple bass line in the left hand.

To - ky - o To - ky - o To - ky - o

Create and Produce Tokyo

Tokyo! Tokyo! Tokyo!!!!

Here we are in Tokyo

Feeling sentence:

It is ___large, big/huge_____

It is ___majestic, energetic, busy_____

It is ___colorful, historical and modern_____

Create and Produce Tokyo

12

To - ky - o To - ky - o To - ky - o It is huge It is ma - ges-tic

22

it is co-lor-ful To - ky - o To - ky - o To - ky - o It is bu-sy

Create and Produce Tokyo

I want do sentences:

I want to eat sushi

I want visit a temple, I want to ride the train, the cat cafe

But most of all, I want to see _____ Godzilla _____

Create and Produce Tokyo

The image displays a musical score for the song "Tokyo". It consists of two systems of music. The first system includes a vocal line and a piano accompaniment. The vocal line is written in treble clef with a key signature of one sharp (F#) and a common time signature (C). The lyrics are: "I want to vis-it a tem-ple I want to eat some su shi I want to go to a". The piano accompaniment is written in grand staff (treble and bass clefs) with a key signature of one sharp and a common time signature. The second system also includes a vocal line and piano accompaniment. The vocal line starts at measure 47 and has the lyrics: "cat ca-fe To - ky - o To - ky - o To - ky - o but most of all". The piano accompaniment continues with the same key signature and time signature.

Create and Produce Tokyo

The image displays a musical score for a piece titled "Tokyo". It consists of two systems of music. Each system includes a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature is one sharp (F#), and the time signature is 4/4. The first system contains the lyrics: "I want to vis-it a tem-ple I want to eat some su shi I want to go to a". The second system, starting at measure 47, contains the lyrics: "cat ca-fe To - ky - o To - ky - o To - ky - o but most of all". The piano accompaniment features a steady bass line and chords in the right hand.

o I want to vis-it a tem-ple I want to eat some su shi I want to go to a

47 cat ca-fe To - ky - o To - ky - o To - ky - o but most of all

Create and Produce Tokyo

47
cat ca-fe To - ky - o To - ky - o To - ky - o but most of all

56 (freely) a tempo
I want to see God - zil-la Clark God - zil-la is-n't real To - ky - o

The image displays two systems of musical notation. The first system, starting at measure 47, features a vocal line in treble clef with lyrics: "cat ca-fe To - ky - o To - ky - o To - ky - o but most of all". The piano accompaniment is in G major and consists of chords in the right hand and single notes in the left hand. The second system, starting at measure 56, includes the instruction "(freely)" above the vocal line and "a tempo" above the piano part. The lyrics are: "I want to see God - zil-la Clark God - zil-la is-n't real To - ky - o". The piano accompaniment continues with similar chordal textures.

Create and Produce Performance Programs



Create and Produce Performance Programs

The Jackson Mann Music!Words!Opera! Program

Presents

Three Operas

June 23, 2015, 11am, The Gold Room

I. **Gerald McBoing Boing** (Ms. Myers Class)
Ensemble: CB, RC, EL, WM, GM, QM

II. **Frankenstein** (Ms. Forman's Class)
Monster: GH
Ensemble: VG, NL, KM, MN, VP, DR, MB, SC, LJ, SF

III. **Star Wars** (Mr. Kennedy's Class)
Yoda: DO
Luke Skywalker: BH
R2D2/Surprise Guest: ST
Obi Wan Kenobi: JP
Han Solo: DS
Darth Vader: EP
Death Star: ML and SL
Props/Sets: JB

Orchestra: Brian Kennedy, guitar
VP, MB, Lisa Pierce-Goldstein, iPad/iPhone digital instruments



Materials and Equipment

- Boardmaker/Boardmaker online
- Sibelius 7.5
- Suggester app
- Laminating sheets
- Laminator
- Sheet protectors
- Velcro
- Magnetic strips
- Core board
- SmartBoard/Projector
- Youtube
- Google Images
- iPhone screen shots

Thank You

lpiercegoldstein@bostonpublicschools.org

Questions?

lpiercegoldstein@bostonpublicschools.org