

GRADE 1 – MUSIC

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Music education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.

II. INSTRUCTIONAL TIME:

Class Periods: once/week

Length of Class Periods (minutes): 40

Length of Course: 24 clock hours

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

Proposed Academic Standards for the Arts and Humanities

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- I. Community Performances and Exhibitions
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- B. Aesthetic Interpretation
- C. Environmental Influences
- D. Artistic Choices

Comparing the National and Pennsylvania Standards

Pennsylvania Music Educators Association
and Affiliate of
Music Educators National Conference

National Standards for music Education

(Established for Grades K-4, 5-8, 9-12 proficient, 9-12 advanced)

- 1. Singing, alone and with others, a varied repertoire of music.**
- 2. Performing of Instruments, alone and with others, a varied repertoire of music.**
- 3. Improvising melodies, variations, and accompaniments.**
- 4. Composing and arranging music with in specified guidelines.**
- 5. Reading and notating music.**
- 6. Listening to m analyzing, and describing music.**
- 7. Evaluating music and music performances.**
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.**
- 9. Understanding music in relation to history and culture.**

Pennsylvania's Standards

(Established for grades 3, 5, 8, and 12)

- 9.1**
- 9.1**
- 9.1**
- 9.1**
- 9.1**
- 9.3, 9.4**
- 9.3, 9.4**
- 9.2**
- 9.2**

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.1.1 Production, Performance, and Exhibition of Music

| ESSENTIAL CONTENT PERFORMANCE STANDARD | CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i> | ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT | RESOURCES AND MATERIALS |
|---|---|---|--|
| <p>STANDARD A Know and use the elements and principles of music to create works in the arts and humanities.</p> <p>STANDARD B Recognize, know, use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in music.</p> <p>STANDARD C Recognize and use fundamental vocabulary in music.</p> <p>STANDARD D Use knowledge of varied styles in music through a performance or exhibition of unique work.</p> | <p>Students will demonstrate skills of expression through dynamics, tempo, articulation, and mood.</p> <p>Students will demonstrate skills in rhythm through beat, duration, meter and pattern.</p> <p>Students will demonstrate skills in form through phrase, section, and composite organization.</p> <p>Students will demonstrate skills in melody through pitch and direction, tonality and pattern.</p> | <p>Teacher generated critiques.</p> <p>Student generated critiques.</p> <p>Video and audio critiques</p> <p>Playing tests</p> | <p>Silver Burdett “Making Music” texts; accompaniment CD tracks.</p> <p>Various pitched percussion instruments: xylophones, metallophones, electric piano, piano, midi keyboard.</p> <p>Various non-pitched percussion instruments: Rhythm sticks, drums, maracas, cymbals, bells, castanets.</p> <p>Choral octavos.</p> |

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| <p>STANDARD E Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works in music.</p> <p>STANDARD F Identify works of others through a performance.</p> <p>STANDARD G Recognize the function of rehearsals and practice sessions.</p> <p>STANDARD H Handle materials, equipment and tools safely at work and performance spaces.</p> <p>STANDARD I Identify arts events that take place in schools and in communities.</p> <p>STANDARD J Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts, or the works of others.</p> <p>STANDARD K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</p> | <p>Students will demonstrate skills in timbre through environmental, vocal, instrumental and electronic sound.</p> <p>Students will demonstrate skills in texture and harmony.</p> <p>Students will demonstrate skills in singing through vocal development, intonation, expression, part singing, diction and song repertoire.</p> <p>Students will demonstrate skills in playing percussion instruments-pitched and unpitched.</p> <p>Students will demonstrate skills in reading/notating music.</p> | <p>Voice tests</p> <p>Solo performances</p> <p>Small ensemble performances</p> <p>Vocal performances</p> <p>Auditions</p> | <p>Dry-erase staff boards</p> <p>Instrument posters; composer posters.</p> <p>Listening maps/handouts</p> <p>Recording equipment; karaoke/ CD/audio tape machine; microphones.</p> <p>Stereo rack sound system; portable PA sound system.</p> <p>Computer; music computer software.</p> <p>Audio recordings; CD's/tapes, Videos.</p> |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.2.1 Historical and Cultural Contexts

| ESSENTIAL CONTENT PERFORMANCE STANDARD | CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i> | ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT | RESOURCES AND MATERIALS |
|--|---|--|--|
| <p>STANDARD A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>STANDARD B Relate works in the arts chronologically to historical events.</p> <p>STANDARD C Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>STANDARD D Analyze a work of art from its historical and cultural perspective</p> <p>STANDARD E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p> | <p>Students will demonstrate in listening/analyzing/describing various works of historical and cultural context.</p> <p>Students will demonstrate skill in identifying music of diverse cultures and styles.</p> <p>Students will demonstrate skill in identifying types and styles of music of American origin.</p> <p>Students will demonstrate skills in identifying genre/styles of music from various historical periods and cultures.</p> <p>Students will identify and describe roles of musicians/composers in various settings and cultures.</p> | <p>Teacher generated critiques.</p> <p>Student generated critiques.</p> <p>Video and audio critiques</p> <p>Playing tests</p> <p>Voice tests</p> | <p>Silver Burdett “Making Music” texts; accompaniment CD tracks.</p> <p>Various pitched percussion instruments: xylophones, metallophones, electric piano, piano, midi keyboard.</p> <p>Various non-pitched percussion instruments: Rhythm sticks, drums, maracas, cymbals, bells, castanets.</p> <p>Choral octavos.</p> <p>Dry-erase staff boards</p> |

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| <p>STANDARD F Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>STANDARD G Relate works in the arts to geographic regions of the world.</p> <p>STANDARD H Identify, describe, and analyze the work of Pennsylvania artists in music.</p> <p>STANDARD I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</p> <p>STANDARD J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.</p> <p>STANDARD K Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>STANDARD L Identify, explain and analyze common themes, forms and techniques from works in the arts.</p> | | <p>Solo performances</p> <p>Small ensemble performances</p> <p>Group vocal performances</p> <p>Auditions</p> | <p>Instrument posters; composer posters.</p> <p>Listening maps/handouts</p> <p>Recording equipment; karaoke/ CD/audio tape machine; microphones.</p> <p>Stereo rack sound system; portable PA sound system.</p> <p>Computer; music computer software.</p> <p>Audio recordings; CD's/tapes</p> <p>Videos.</p> |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.3.1 Critical Response

| ESSENTIAL CONTENT PERFORMANCE STANDARD | CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i> | ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT | RESOURCES AND MATERIALS |
|--|---|---|--|
| <p>STANDARD A Recognize critical processes used in the examination of works in the arts and humanities.</p> <p>STANDARD B Know that works in the arts can be described by using the arts elements, principles, and concepts.</p> <p>STANDARD C Know classification skills with materials and processes used to create works in the arts.</p> <p>STANDARD D Explain meanings in the arts and humanities through individual works and the works of others using fundamental vocabulary of critical response.</p> | <p>Students will demonstrate skill in listening/analyzing/ comparing program and absolute music.</p> <p>Students will demonstrate skill in movement through nonlocomotor, locomotor, time, space, and energy.</p> <p>Students will demonstrate skill in listening/analyzing/comparing choral works.</p> <p>Students will demonstrate skill in listening/analyzing/comparing instrumental works.</p> | <p>Teacher generated critiques</p> <p>Student generated critiques</p> <p>Video and audio critiques</p> <p>Playing tests</p> | <p>Silver Burdett “Making Music” texts; accompaniment CD tracks.</p> <p>Various pitched percussion instruments: xylophones, metallophones, electric piano, piano, midi keyboard.</p> <p>Various non-pitched percussion instruments: Rhythm sticks, drums, maracas, cymbals, bells, castanets.</p> <p>Choral octavos.</p> |

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| <p>STANDARD E Recognize and identify types of critical analysis in the arts and humanities.</p> <p>STANDARD F Know how to recognize similar and different characteristics among works in the arts.</p> <p>STANDARD G Know and demonstrate how a critic's position or opinion is related to works in the arts and humanities.</p> | <p>Students will demonstrate skill in listening/analyzing/comparing instrumental works.</p> <p>Students will demonstrate skill in establishing criteria for evaluating performances and compositions.</p> <p>Students will demonstrate skill in identifying sounds of a variety of band/orchestral instruments.</p> <p>Students will demonstrate skill identifying sounds of children's voices, and male and female adult voices.</p> | <p>Voice tests</p> <p>Solo performances</p> <p>Small ensemble performances</p> <p>Group vocal performances</p> <p>Auditions</p> | <p>Dry-erase staff boards.</p> <p>Instrument posters; Composers posters</p> <p>Listening maps/handouts</p> <p>Recording equipment; karaoke/ CD/audio tape machine; microphones.</p> <p>Stereo rack sound system; portable PA sound system.</p> <p>Computer; music computer software.</p> <p>Audio recordings; CD's/tapes</p> <p>Videos.</p> |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard # 9.4.1 Aesthetic Response

| ESSENTIAL CONTENT PERFORMANCE STANDARD | CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i> | ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT | RESOURCES AND MATERIALS |
|--|---|--|---|
| <p>STANDARD A Know how to respond to a philosophical statement about works in the arts and humanities.</p> <p>STANDARD B Know how to communicate an informed individual opinion about the meanings of works in the arts.</p> <p>STANDARD C Recognize that the environment of the observer influences individual responses to works in the arts.</p> <p>STANDARD D Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.</p> | <p>Students will demonstrate skill in appropriate audience behavior while observing performances.</p> <p>Students will demonstrate skill in appropriate performance behavior while participating in performances.</p> <p>Students will demonstrate skill in responding aesthetically to expressive qualities in music.</p> <p>Students will demonstrate skill in responding aesthetically to mood and style in a variety of music.</p> <p>Students will demonstrate skill in explaining their personal preference for specific musical works and styles, using appropriate music terminology.</p> | <p>Teacher generated critiques</p> <p>Student generated critiques</p> <p>Video and audio critiques</p> <p>Playing tests</p> <p>Voice tests</p> | <p>Silver Burdett "Making Music" texts; accompaniment CD tracks.</p> <p>Various pitched percussion instruments: xylophones, metallophones, electric piano, piano, midi keyboard.</p> <p>Various non-pitched percussion instruments: Rhythm sticks, drums, maracas, cymbals, bells, castanets.</p> <p>Choral octavos.</p> <p>Dry-erase staff boards.</p> |

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| | | <p>Solo performances</p> <p>Small ensemble performances</p> <p>Vocal performances</p> <p>Auditions</p> | <p>Instrument posters; Composers posters</p> <p>Listening maps/handouts</p> <p>Recording equipment; karaoke/ CD/audio tape machine; microphones.</p> <p>Stereo rack sound system; portable PA sound system.</p> <p>Computer; music computer software.</p> <p>Audio recordings; CD's/tapes</p> <p>Videos.</p> |
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CROSSWALKS/CURRICULUM GUIDE FOR MUSIC

PLANNED INSTRUCTION FOR GENERAL MUSIC

| CONTENT STANDARD | GOALS | ACTIVITIES | MATERIALS | REMEDIATION/ ENHANCEMENT/ ADAPTATION | ASSESSMENT | NATIONAL STANDARDS (NS) STATE STANDARDS (PA) |
|--|---|--|--|--|---|---|
| Performing | | | | | | |
| <p>All students sing independently and with others in relation to various personal and/or community experiences.</p> <p>All students demonstrate use of the singing voice by performing alone and with others.</p> | <p>Sing in a variety of modes and meters.</p> | <p>Echo singing.</p> | <p>Songs using a range of approximately D-B.</p> | <p>Remediation: Sing with hands over ears.</p> | <p>Student records and listens/critiques own voice.</p> <p>Teacher and/or peer critiques of student performances during games and activities.</p> | <p>PA 9.1, 9.2 NS 1, 5, 9</p> |
| | | <p>Small Group singing.</p> | <p>Songs from different cultures.</p> | <p>Extensive echo singing.</p> | | |
| | | <p>Individual singing games.</p> | <p>Songs from different cultures.</p> | <p>Sing songs with wider ranges.</p> | | |
| | | <p>Develop a repertoire of familiar songs.</p> | <p>Seasonal songs.</p> <p>Many short songs.</p> | <p>Provide vocal model for other students.</p> | | |
| | | | <p>Repertoire of familiar songs.</p> | <p>Adaptation: Encourage exploratory vocal explanation.</p> | | |
| | | | | <p>Incorporate signing with singing.</p> | | |

CROSSWALKS/CURRICULUM GUIDE FOR MUSIC

PLANNED INSTRUCTION FOR GENERAL MUSIC

| CONTENT STANDARD | GOALS | ACTIVITIES | MATERIALS | REMEDIATION/ ENHANCEMENT/ ADAPTATION | ASSESSMENT | NATIONAL STANDARDS (NS) STATE STANDARDS (PA) |
|---|--|---------------------------|---|---|--|---|
| Performing | | | | | | |
| All students interpret music through kinesthetic response. | Respond kinesthetically to music in a variety of meters. | Imitative movement. | A wide variety of songs and recordings that demonstrate consistent tempo. | Remediation: Employ gross motor skills. | Student video tapes and observes/critiques own performance. | PA 9.3, 9.4 NS 6, 8 |
| | | Rhythm instruments. | | Extensive use of repetition and imitation. | Teacher and/or peer critique of student performance during games and activities. | |
| All students will kinesthetically respond to pulse and rhythmic pattern in music. | | Small group movement. | Familiar songs | Limit scope of content. | | |
| | | Individual movement. | Recorded examples using various instrumental families. | Enrichment: Employ more challenging motor skills. | Student-directed activities. | |
| | | Movement while singing. | | Student-directed activities. | Combine content entities. | |
| | | Movement while listening. | Variety of musical styles is encouraged. | Employ more unfamiliar examples. | | |
| | | | | Adaptation: Assisted movement. | | |
| | | | | Use of appropriate rhythm instruments. | | |

CROSSWALKS/CURRICULUM GUIDE FOR MUSIC

PLANNED INSTRUCTION FOR GENERAL MUSIC

| CONTENT STANDARD | GOALS | ACTIVITIES | MATERIALS | REMEDICATION/ ENHANCEMENT/ ADAPTATION | ASSESSMENT | NATIONAL STANDARDS (NS) STATE STANDARDS (PA) |
|---|---|---|---|---|--|---|
| Performing | | | | | | |
| All students identify music entities by performing (singing, playing instruments and moving) and comparing. | Use mode discrimination. | Sing familiar songs in various modes and meters. | Familiar songs. | <u>Remediation:</u> Extensive use of repetition and imitation. Limit scope of content. | Teacher and/or peer critique of student performance during games and activities. | PA 9.1, 9.2, 9.3, 9.4 NS 1, 2, 6, 9 |
| | Use meter discrimination. | Imitate teacher performance. | Recorded examples using various instrumental families. | | | |
| | Use dynamics discrimination. (piano/forte). | Dynamics/ articulation. | Recorded examples in various modes, meters, dynamic levels and articulations. | <u>Enhancement:</u> Combine content entities. Employ more unfamiliar examples. | | |
| | Use articulation (staccato/legato) | Listen to familiar songs performed by various instrumental families. | Variety of musical styles is encouraged. | <u>Adaptation:</u> Preferential seating. Headphones. | | |
| | Use timbre (instrumental families). | Compare non-verbally to performances. | | | | |
| | | Listen to songs in various modes, meters, dynamic levels (piano forte), articulations (staccato, legato). | | | | |

CROSSWALKS/CURRICULUM GUIDE FOR MUSIC

PLANNED INSTRUCTION FOR GENERAL MUSIC

| CONTENT STANDARD | GOALS | ACTIVITIES | MATERIALS | REMEDICATION/ ENHANCEMENT/ ADAPTATION | ASSESSMENT | NATIONAL STANDARDS (NS) STATE STANDARDS (PA) |
|---|--|---|---|--|--|---|
| <p>Creating</p> <p>All students explore choices when making music.</p> | <p>Use mode discrimination.</p> <p>Use meter discrimination.</p> <p>Use dynamics discrimination (piano/ forte).</p> <p>Use articulation (staccato/ legato)</p> <p>Use timbre (instrumental families)</p> | <p>Student selects 1 of 2 responses.</p> <p>Student selects from among several choices.</p> <p>Student improvises own response.</p> | <p>Songs using a range of approximately D-B,</p> <p>Songs from different cultures.</p> <p>Seasonal songs.</p> <p>Many short songs.</p> <p>Repertoire of familiar songs.</p> <p>A wide variety of songs and recordings that demonstrate consistent tempo.</p> <p>Recorded examples using various instrumental families.</p> <p>Variety of musical styles.</p> <p>Recorded examples in various modes, meters, dynamic levels and articulations.</p> | <p><u>Remediation:</u> Limit choices to 1 of 2.</p> <p><u>Enhancement:</u> Student improvises own responses.</p> <p>Student-directed activities.</p> <p><u>Adaptation:</u> Limit choices.</p> | <p>Teacher and/or peer critique.</p> <p>Student-initiated choices during games and activities.</p> | <p>PA 9.1, 9.3, 9.4 NS 3, 4, 5, 6</p> |