

**MUSIC LESSON PLANS
FOR
TEACHING CHILDREN WITH (SEVERE) AUTISM**

Activities Booklet

Compiled and adapted

by

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- ACTIVITY 1:** "WELCOME TO THE DAY"
- MUSICAL CONCEPT:** Melody / Steady Beat
- OBJECTIVE:** Learning a Greeting Song
Stationary movement to show the steady beat of a song
Vocal Production
- SKILLS:** Sing and show movement to the steady beat
- MATERIALS:** "Welcome to the Day" (melody adapted from Dr. Timothy Brophy)
- PROCEDURE:**
- Students sit on the floor in a circle with Teacher
 - T sings and pats the steady beat on legs, Ss imitate
 - T asks Ss to make another movement (tap shoulders, clap, etc) for the steady beat (each S will adopt his/her own movement)
- VARIATIONS:**
- T may change lyrics: e.g. to "Welcome to the Night" (following a S suggestion)
 - Add classroom instruments
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- ACTIVITY 2:** "WELCOME TO THE DAY"
- MUSICAL CONCEPT:** Melody / Melodic Rhythm
- OBJECTIVE:** Learning a Greeting Song
Stationary movement to show the rhythm of the words
Vocal Production
- SKILLS:** Sing and show movement to the rhythm of the words
- MATERIALS:**
- "Welcome to the Day" (melody adapted from Dr. Timothy Brophy)
- PROCEDURE:**
- Students sit on the floor in a circle with Teacher
 - T sings and claps the melodic rhythm (phrase by phrase), Ss imitate
 - T asks students to make another movement (tap shoulders, etc) for the melodic rhythm (each S will adopt his/her own movement)
- VARIATIONS:**
- T may change lyrics: e.g. to "Welcome to the Night" (following a S suggestion)
 - T pats the steady beat on legs while Ss claps the melodic rhythm (and vice-versa)
 - Add classroom instruments

ACTIVITY 3: "HELLO THERE"

MUSICAL CONCEPT: Melody / Echo Song

OBJECTIVE: Learning a Greeting Song
Learning an Echo Song
Stationary movement to repeat the leader
Vocal Production

SKILLS: Sing and do the movements for the song after the T
Learning to spell and read the word "Echo" and to react to it

MATERIALS:

- "Hello There" (from "MacMillan's Spotlight on Music" Grade 1, T230)

PROCEDURE:

- Ss sit on the floor in a circle with T
- T sings "Hello, There" with movements
- Ss "echo" the song and the movements

VARIATIONS:

- T chooses different Ss to be the leader and sing the song with movements (or Ss take turns being the leader)

ACTIVITY 4: "ZIP-A-DEE-DOO-DAH"

MUSICAL CONCEPT: Melody / Song Repertoire

OBJECTIVE: Learning a repertory song
Stationary movement to help memorize the words of the song
Vocal Production

SKILLS: Sing and do stationary movements to a song together with the T

MATERIALS:

- "Zip-a-dee-doo-dah" (CD and DVD from Walt Disney's "Song of the South")

PROCEDURE:

- Ss sit on the floor in a circle with T
- T sings the song with movements, one line at a time, Ss repeat
- T follows the song with movements without words
- Ss sing the words that T omits

VARIATIONS:

- T plays the song, slowly on the keyboard, Ss sing along
- T shows the DVD "Song of the South," but only the part that features the song.

ACTIVITY 5: "RHYTHM PATTERNS with MANIPULATIVES"

MUSICAL CONCEPT: Steady Beat / Melodic Rhythm

OBJECTIVE: Learning Rhythm Patterns / Playing with Instruments

SKILLS: Sing and identify short rhythm patterns for quarter note (tah) and two-eighths (ti-ti)

MATERIALS:

- Plastic rhythm manipulatives for quarter note (tah) and two-eighths (ti-ti)

PROCEDURE:

- Ss sit in a circle with Teacher
- T claps and says tah tah tah tah
- T claps and says tah tah tah tah while showing the rhythm manipulative
- Ss repeat (many times)
- T adds ti-ti and does same procedure
- Ss repeat (many times)
- T switches the rhythm manipulatives around varying the patterns (using four beats only)
- Ss repeat each time

- M u c h L a t e r
- T asks Ss to make their own rhythm patterns and to clap them
- T claps and asks Ss to make the rhythm patterns that T claps with the manipulatives.
- T gives Ss claves, woodblocks, and other classroom instruments
- T plays the rhythm patterns and Ss repeat plying on different instruments

ACTIVITY 6: "RHYTHM PATTERNS and SONGS"

MUSICAL CONCEPT: Steady Beat / Melodic Rhythm

OBJECTIVE: Identify Songs while chanting Rhythm Patterns;

SKILLS: Sing and identify short rhythm patterns with songs

MATERIALS:

- Plastic rhythm manipulatives for quarter note (tah) and two-eighths (ti-ti)
- Songs: "Old McDonald," "Jingle Bells," "Mary Had a Little Lamb," "Rain, Rain Go Away, "Hot Cross Buns" (each song is taught in a different lesson and it may take several weeks for each song)
- Classroom Instruments: glockenspiels, claves, drums

PROCEDURE:

- Ss sit in a circle with Teacher
- T claps the melodic rhythm of each song while singing
- Ss repeat (m a n y t i m e s)
- T display manipulatives with the rhythm patterns for each of the above songs and asks Ss to identify the songs while T claps the rhythm pattern
- S repeat (m a n y t i m e s)
- M u c h L a t e r
- T gives Ss claves, woodblocks, and other classroom instruments
- T plays the rhythm patterns of Hot Cross Buns and Ss repeat playing on different instruments

ACTIVITY 7: "WILLIAM TELL OVERTURE"

MUSICAL CONCEPT: Steady Beat / Dynamics / Form

OBJECTIVE: Listening to the tune and following the beat
Reacting to the changes in dynamics
Reacting to the changes in form
Making music with "other" instruments
Stationary movement to show the beat of a tune

SKILLS: Playing with "other" Instruments

MATERIALS: "William Tell Overture" by Rossini from any CD that features this tune
Two 8" plastic plates for each S

PROCEDURE:

- Ss stand up for the activity
- T gives two 8" plastic plates to each S
- Ss hit the plates against each other following the beat of the tune
- Ss listen for dynamics—when the music is soft they hit the plates down low with a very soft hit, and when the music is loud, they hit the plates up high with a louder hit

VARIATIONS:

- T gives a scarf to each S
 - Ss bounce the scarf to the beat of the tune
 - Ss listen for dynamics—when the music is soft, they bounce the scarf down low with a very small bounce, and when the music is loud, they bounce the scarf up high with a larger bounce
- OR

T draws letter or symbols on the board to show the form of the tune

Ss listen to the tune and play the plates (or bounce the scarves) along in specific ways (as described above) for each section

ACTIVITY 8: "MEOW" and "RESTING"

MUSICAL CONCEPT: Listening

OBJECTIVE: Learning how to listen to a song without any movement
Concert Time

SKILLS: Learn proper listening behavior and "resting!"

MATERIALS:

- "Duetto buffo di due gatti" by Rossini ("Meow")
- "Resting" (from CD "We All Live Together" v. 2 track #13 by Greg & Steve)

PROCEDURE:

- Students lie down on the floor and listen to the music.

ACTIVITY 9: "JUMP JIM JOE" / "SEVEN JUMPS" / "HOKEY POKEY" / "FREEZE DANCE"

MUSICAL CONCEPT: Steady Beat / Melodic Rhythm

OBJECTIVE: Learning to Dance to Folk Songs and Tunes

SKILLS: Dance movements

MATERIALS:

- "Jump Jim Joe" (from CD "Great Singing Games for Children" track #4 by Peter and Mary Alice Amidon)
- "Seven Jumps" (from CD "Dance Music for Children" track #4 by Shenanigans)
- "Hokey Pokey" (from CD "Spotlight on Music" Pre-K track #1 by MacMillan)
- "Freeze Dance" (from CD Greg & Steve "We All Live Together" v. 2 track #10)

PROCEDURE:

- Teacher models the dance movements and Students repeat the movements.
 - Freeze Dance - Ss dance and freeze to the pictures (adapted from Archie Almeida)
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ACTIVITY 10: "IT'S TIME TO SAY GOOD BYE TO DR. 'M' "

MUSICAL CONCEPT: Steady Beat

OBJECTIVE: Learning a Goodbye Song

SKILLS: Sing a song

MATERIALS:

- "It's Time to Say Goodbye to Dr. M" (adapted from Dr. Jean's "It is Time to Say Goodbye")

PROCEDURE:

- Students line up while singing the song.

METHODOLOGY /ACTIVITIES (Maritza Sadowsky)

The activities I use in my music lesson plans follow the music concepts. They are based on the requirements from the curriculum grade level and adapted to their needs - using appropriate tunes and songs from quality CDs and DVDs. They include:

Steady Beat:

- a. Welcome to the day!
- b. Acka backa
- c. Windshield wiper chant
- d. "There's a Beat on my Feet"

Instruments:

- a. playing with classroom instruments (stop/go; loud/soft; fast/slow; high/low)
- b. Rhythm Band Charts
- c. classroom instruments BINGO
- d. sort the classroom instruments by families
- e. trace the names/shapes of instruments
- f. boomwackers
- g. "We'll rock you" (tah tah tah tah ti-ti tah rest rest)
- h. high/low (piano and other classroom instruments)
- i. loud/soft (piano and other classroom instruments)

Notation:

- a. stick notation
- b. playing rhythm patterns with instruments using rhythm manipulatives
- c. rhythm patterns and songs
- d. line note/space note (play line/space notes w/ freeze music)
- e. felt staff and notes
- f. high/low

Sight-Singing:

- a. melodic patterns
- b. solfege (sol-fa) ("Rain Rain")
- c. Curwen hand signs
- d. Clowns
- e. Pipe cleaners for squibbles
- f. Talk/sing/hum/shout

Movement:

- a. stationary (William Tell overture w/ plates; If You're Happy)
- b. loco motor (Oh well we walk; Do as I am doing; Simon Says; There's a Beat on my Feet)

Dances:

- a. freeze dance, limbo, listen & move (Greg & Steve)
- b. folk dances (Jump Jim Joe, Hokey Pokey)
- c. World dances (Seven Steps, Cross Dance)

Songs:

- a. greeting songs (Welcome to the Day, Gilly Gilly))
- b. echo songs (Hello There)
- c. repertoire songs (C is for Cookie, Zip-a-dee-doo-dah, We are the Dinosaurs)
- d. goodbye songs (It's time to say goodbye to Dr. "M")
- e. Foreign songs (Buenos Dias)
- f. Nursery Rhyme Songs (Row your Boat, See Saw, Humpty Dumpty, Hickory Dickory)
- g. Folk Songs

Listening (Concert Time):

- a. Meow
- b. Resting (Greg & Steve)

Visual Aids / Other Materials:

- a. plastic rhythm manipulatives
- b. plastic floor keyboard
- c. Orff instruments
- d. Recorders
- e. Classroom percussion instruments
- f. Magnetic symbols for dynamics, tempo, notation
- g. Music staff and clefs on the floor (rugs or taped)

DVDS:

- a. Wonder Pets (Save the Nutcracker, Save the Beatles)
- b. Move it! And Move it 2!
- c. Aut-Aerobics (Joanne Lara)

Books:

- a. Tom Paxtor's "Toy"
- b. Alexander and the Terrible, Horrible, No Good, Very Bad Day

MATERIALS:

- Classroom Instruments
- Floor Keyboards
- Keyboards
- Orff Instruments
- Rhythm Chart Band
- Stop & Go Ping Pong Racket
- Plastic Plates
- Play dos
- CDs – DVDs – VHS (Joanne Lara, Wonder Pets, Feierabend Move it!, Greg & Steve, Laurie Berkner, Disney, Musikgarten, Folk Songs, etc)
- Lakeshore Pads
- Recorders
- Boomwhackers
- Felt Staff and notes
- Books
- Ideas from other Teachers