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

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Berklee Institute for Arts Education and Special Needs
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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, Sybolic - 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
Quiz for Comedy vs. Tragedy

1. The Rabbit of Seville is a _______.
2. The Whale that Wanted to Sing at the Met is a _______.

- Comedy
- 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, SL2.6, L2.6
Grade 3: SL3.2, SL3.3, SL3.4, SL 3.6, L3.6
Grade 4: SL4.2, SL4.3, SL4.4, L4.6
Grade 5: SL5.2, SL5.3, SL5.4, L5.6
Grade 6: SL6.2, SL6.4, L6.6
Grade 7: SL7.2, SL7.4, L7.6
Grade 8: SL8.2, SL8.4, 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

<table>
<thead>
<tr>
<th>Communication Supports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Point, Boardmaker, picture symbols, photographs, SuperTalker (2 symbol overlay), ProLoQuo2Go, Sonoflex lite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opera, comedy, tragedy, orchestra, conductor, stage, aria, duet, trio, quartet, ensemble, chorus, costume, director</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz on opera vocabulary and elements of opera</td>
</tr>
<tr>
<td>Data collection on identification and production of target vocabulary</td>
</tr>
</tbody>
</table>
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

Gretel
Hansel
Mother
Father
The Witch
The Sandman
The Dew Fairy
Angels

People in Hansel and Gretel
Listen and Discover
Instructional Visual Supports

Places in Hansel and Gretel

Things in Hansel and Gretel

Lisa Pierce-Goldstein, 2018
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?

- France
- United States
- Rome
- Egypt
- Radames
- Amneris
- Aida
- Amonasro
- Amonasro
- Ramses
- Amneris
- Comedy
- Tragedy
Listen and Discover
Assessment

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

- people
- Adina
- Nemorino
- Belcore
- Dulcamara
- wondering
- bullying
- crying
- celebrating
- stealing

Print
Listen and Discover Assessment

Place the items in the correct order below.

1st: Aida is a slave in Egypt
2nd: Radames leads the Egyptian army
3rd: Egypt and Ethiopia go to war
4th: Egypt wins the war
5th: Amonasro is a prisoner
Listen and Discover Assessment
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
Popageno
Pamina
Queen

heartbroken
hungry
happy
angry
blue
Listen and Discover
Hansel and Gretel - Assessment

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, aria, marking, Mozart, nerd

What did you like most today?
singing, piano, costumes, aria, music, hand fan, duett

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

- loud
- quiet
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

 ámb     ñUM     ñum
 YUM      HOT     YUM
 DOG      HOT      YUM     HOT
 DOG      DOG
SIXTEENTH NOTES

\[ \text{Watermelon} \]
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

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

- Hello
- I will play xylophone
- I will play the drum
- Thank you

Level: 0
Grid: 4

Lisa Pierce-Goldstein, 2018
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

Copyright, Lisa Pierce-Goldstein, 2015
Create and Produce – Libretto
Adapted Poetry Structures
Create and Produce – Libretto Games

- Are you ready?
- The item is
- Mark your card
- Does anyone have bingo?
- Quiet

- Tokyo
- Cherry blossoms
- Imperial Palace
- Sushi
- Shinto temple
- Tokyo bay
- Mt. Fuji
- Godzilla
- Tokyo zoo
- Tokyo subway
- Cat cafe
- War memorial
- Japanese garden
- Tempura
- Tokyo Tower
- Edo Tokyo Museum
Create and Produce – Libretto
Carrier Phrases

Will you be my brother?
No

Will you be my wife?
No

I am alone
Create and Produce – Libretto
Carrier Phrases

Will you be my wife?
No

Will you be my friend?
No
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

[Musical notation image]
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

[Image: A page with a sequence of symbols and colors, followed by the word "Brough" written in red.]
Create and Produce – Composition
Creating themes using number/color sequences

Will You Be My Brother?
from “Frankenstein”

Lisa Pierce-Goldstein

Andante = 50

Will you be my brother

Will you be my brother?

Will you be my brother

Will you be my brother?

Will you be my wife?
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

[Image of a bingo game with images related to Tokyo, such as Tokyo, cherry blossoms, Imperial Palace, sushi, Shinto temple, Tokyo bay, Mt. Fuji, Godzilla, Tokyo zoo, Tokyo subway, cat cafe, war memorial, Japanese garden, tempura, Tokyo Tower, Edo Tokyo Museum.]
Create and Produce Tokyo

Godzilla

Strong

Fire breath

Huge
Create and Produce
Tokyo
Create and Produce
Tokyo

g e c - t o k y o
a b c - t o k y o
< a b - t o k y o
Create and Produce
Tokyo

Andante $J = 70$

Tokyo  Tokyo  Tokyo
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

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

it is co-lor-ful  To - ky - o  To - ky - o  To - ky - o  It is bu-sy
I want to do sentences:

I want to eat sushi

I want to 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

I want to visit a temple
I want to eat some sushi
I want to go to a

cat cafe
Tokyo
Tokyo
Tokyo
but most of all
Create and Produce
Tokyo

I want to visit a temple
I want to eat some sushi
I want to go to a

I want to visit a temple
I want to eat some sushi
I want to go to a

cat cafe

Tokyo
Tokyo
Tokyo

but most of all
Create and Produce
Tokyo

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

I want to see God-zil-la Clark God-zil-la is-n’t real To-ky-o
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

Lisa Pierce-Goldstein, 2018
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

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Questions?

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