

Differentiation in Music



The goal of the differentiated classroom is maximum growth and individual success.

In lessons, the teacher can differentiate:

Content-The knowledge and skills students need to explore music

- Students play drones or simple ostinati on melodic instruments to accompany songs
- Boomwhackers and glockenspiel (or keyboard) to be used for students who have fine motor problems
- Limited range patterns (2 or 3 notes) can be substituted as an alternative to more complicated melodic patterns
- Sol fa patterns can be transposed into different keys and chords added (extension)
- Compositional activities as extension
- Performance opportunities offered during lessons for gifted students
- Extension worksheets for early finishers e.g. AMEB theory papers
- Vocal extension can include individual canon and part singing
- Accelerated sequence of content to extend gifted students

Process- The activities or alternate ways students learn the content

- Tiered tasks e.g. some students perform beat whilst others do rhythm or ostinato patterns
- Excerpts of songs used (with reduced range) for some students-instrumental and written work
- Learning behaviors (independent/ cooperative)
- Vary duration/ pace of tasks
- Memorized sol fa patterns can be performed on a variety of melodic instruments (link to instrumental program)
- Individual students act as leaders in performances of canons and ostinato patterns
- Felt staff boards and counters, paddle pop sticks and large size staff font to assist those with writing difficulties

Product- The 'end' product or documented evidence of learning

- *Vary mode for presenting learning e.g. some sing, some play simple tuned instruments, some play other melodic instruments*
- *Vary duration/ pace of tasks*
- *Tiered tasks e.g. students play different pieces in performance tasks and use different instruments according to ability*
- *Flexible groupings to complete tasks*
- *Negotiated assessment to suit needs and abilities, written tests modified to suit ability levels*
- *Self-monitoring using explicit criteria*
- *Student self-reflection and self-assessment*

Environment-The physical space of the classroom and how it looks and influences feelings

- Lesson routine on board to help students anticipate change of activities
- Creation of set routines for distribution of books, pencils, instruments to ensure security
- 'time out' zone for students who are stressed from noise levels e.g. use of cushions, headphones, books, soft toys
- Peer tutoring
- Some choice of activities
- Varied use of ICTs (e.g. music software)
- Supportive classroom

Check list headings for differentiation

Below Year Level	At Year Level	Above Year Level

Learning profiling tools: How do I get to know my students?

- discussions with classroom teachers
- list of students with verified disabilities
- list of students in instrumental and choral program
- goal setting and reflection activities
- anecdotal observations of students in singing games and activities
- check lists and test results from previous years and Selmer Music Test
- surveys/ questionnaires of students' prior experience and interests

