

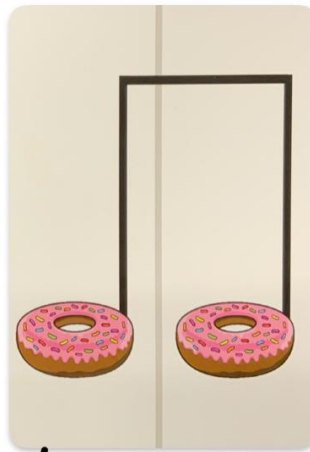
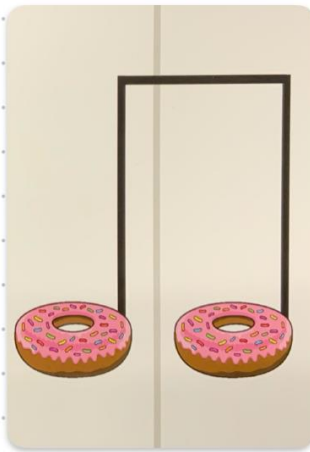
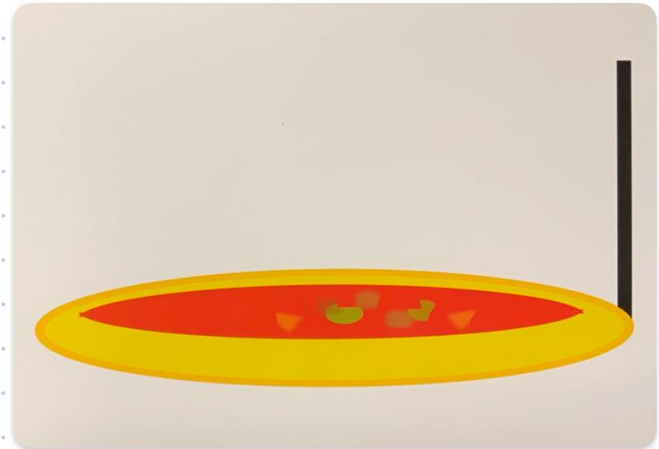
Meaningful Music Learning for HS SPED Students

With Brad Hart

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- Program Introduction and Inspiration
- Student Experiences – Making all students part of the program
- Academic Structure
- Growth Goals
- Ending Jam





Introduction of Skalds Program

Skalds Drum Class

Weekly Sessions

- SPED SDC Courses (3 classes)

Focus Warmup

- The Count Up

Jammin' Out

Rhythm Learning

Musical Content

- Tempo, Dynamics, Groupings (meter), Call and Response, Form

United Sound Chapter Skalds Band and Orchestra

Textbooks from United Sound

Student Mentors/New Musicians

Weekly Sessions

Peer Partner with SPED teacher

Student Centered Learning

Student Experiences

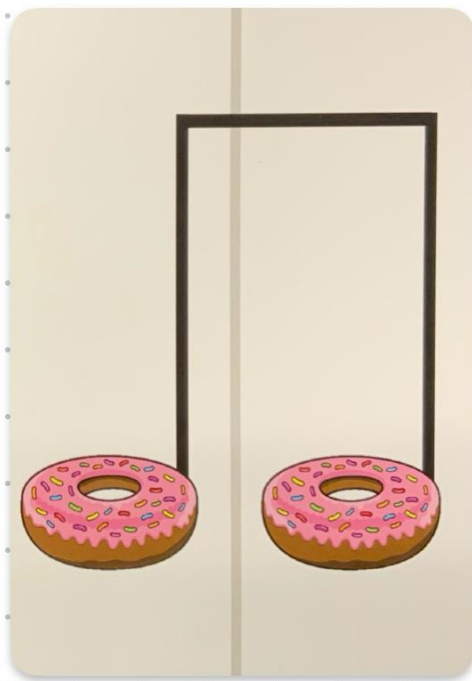
- Concert Performances
- Rally Performances
- Open Rehearsals with the Modesto Symphony
- Work with Visiting Artist Gina Chavez
- Carnegie Hall Performance
- Disneyland Performance
- Walt Disney Concert Hall Performance
- Work with Peer Musicians
- Teaching Experience
- Writing Music for Peers
- The Best High Fives and Fist Bumps IN THE WORLD!



Academic Structure

- Inclusion for SPED students!
- Music Standards met!
- Hear from the students themselves!
- Modified to meet student needs!





#JoinBand



Ending Jam!

Special Thanks to:

- Bryce Megee, SPED Teacher/Inclusion Specialist
- Magdalena and Vee, Skald Presidents
- Skald New Musicians!

- Keep In Touch!

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Meaningful Music Learning for High School SPED Students

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Included Areas of Content:

- [About Johansen HS](#)
- [Inspiration and Initiation of the program](#)
- [Skald Drum Class](#)
- [Skald Band/Orch - United Sound](#)
- [Observations, Opportunities, and Areas for Growth](#)

❖ About Johansen HS

- Modesto, CA in Stanislaus County
 - High rates of poverty and lower rates of education
- Almost 2,000 students enrolled
- 80% low socioeconomic confirmed
- Majority hispanic student population
- Around 15% of student population has a disability
- School district is Modesto City Schools
- Skald Drum class consists of all three SDC courses
- Skald Band/Orchestra is made of SDC students at various levels.

❖ Inspiration and Initiation of the Program

- State is moving towards increased inclusion and immersion of SPED students into General Education courses.
 - This is most commonly done in the arts by simply setting a student in and assuming it will work out best so that the box is checked.
 - We decided to be proactive with music and create something that reached our SDC (Special Day Course) students that would reach them how they learn.
 - With support from a site administrative team, an SDC partner and a LOT of support from their team of paras we went to work.
- “All students deserve an arts education” was not just a saying for me.
 - Even though I did not see examples of arts for all growing up there was a drive to make it more of a reality. I never wanted to have a student in class or on stage performing because they “weren’t good enough”. But I simply did not know how to grow the program beyond those capable to be in it with the schedule confines of a high school setting.

- We still have holes in the resource level of special education where students are in support classes and have less flexibility to access the arts.

➤ How we began:

- We started with a weekly drum class, with buckets borrowed and sticks cobbled together outside because it was the only “safe” space we could use within the time frame.
- Scheduling: It was taught during my prep period on Fridays... yep, I was giving up my prep period to reach more students with music.
- The class was an immediate hit amongst students and staff. We often had administrators and other teachers “accidentally” walking by to check it out. We would jam, learn skills, and make music together.
- We added the United Sound Chapter that very spring and immediately saw a HUGE growth in student achievement and engagement. Because of transportation issues we decided to use Band class time and used a section of rehearsal each to peer mentorship for those who volunteered.

❖ Skald Drum Class

➤ Schedule:

- Meets weekly during my prep period
- Has at least two concerts a year (winter/spring)
- Past performances at Rallies, SPED Field Day
 - Often includes at least one song with the band

➤ The Students are all three of our SDC classes with totals ranging from 35 to 50 students.

- Paras and teachers participate right along with their students.
- Modeled directly from Elementary music push-in courses

➤ Educational Content:

- Count Up: Students play an escalating series of hits together
 - Apply different strokes, tempo, dynamics and even number patterns
 - Used then to teach meter without meter as a direct concept
 - ◆ We have even played Take Five!
- Rhythmic Literacy and Writing:
 - With help from United Sound we have notation for half notes, quarter notes, 8th notes and 16th notes with food visuals and words to make it easier to grasp.
 - The rhythms are both taught singularly and with groupings of them together.
 - ◆ Often directly apply grouped patterns to songs and drum cadences

- The rhythms are also then written in various orders by the students and performed both verbally and on the drums.
- We have even, when time allows, worked on the idea of Grooves and Soloing!
- Musical Concepts:
 - Dynamics
 - Tempo
 - Meter/Grouping
 - Rhythms
 - Form: Call and Response, Chorus/Verse and basic song form
 - ◆ Can you imagine a group being able to play to a new song and simply feeling where the form is changing???? Yep... happens.
 - Listening Skills:
 - ◆ Match rhythms, tempo, dynamics
 - ◆ Match types of technique used (click, top, rim, side)
 - Different Percussion added in
 - ◆ Congas, sleigh bells, claves, bongos, triangle, snare drums, bass drums, and more!
- Performance Structure:
 - We ALWAYS start with a Count Up (it focuses them and is a solid warmup to introduce important reminders and concepts)
 - Have seasonal jams and perform songs with different groove rhythms and patterns we have worked on.
 - Always perform something with the concert band
 - ◆ Ex: Sweet Caroline, Sleigh Ride, Drum Cadences, School Fight Song, Cupid Shuffle.
 - Invite Family and Friends and even other classes.
 - We have done the big drum concert during the finals period, sometimes with a little social afterwards for families and students of the program to mingle.
 - ◆ The families love getting to meet the musicians (especially when paired with the Skald Band)
- Skald Band and Orchestra
 - We have an official United Sound chapter - www.unitedsound.org
 - They provide teacher and student training
 - They provide textbooks
 - They provide shirts

- They provide monthly sessions for chapter presidents to collaborate across the country
- They provide countless resources and assistance when needed
- They empower you to be successful
- Schedule
 - Weekly rehearsals, we currently use our MTSS (multi-tiered student support) period.
 - ◆ Band and Orchestra students work together during MTSS time.
 - ◆ We used to do this during the regular class period - non mentor students would work in sectionals if they did not participate.
 - I NEVER felt like I lost rehearsal time.
 - Weekly wrap and review meetings with the SPED teacher to discuss planning and review the previous lesson.
 - Weekly meetings with chapter presidents to make lesson plans - the chapter presidents really do the hard work.
- The class time itself
 - We do some kind of activity together... lots of GoNoodles that even I dance to.
 - ◆ Various activities provided by United Sound and sometimes just fellowship fun like dressing up as superheroes
 - Individualized instruction given by peer mentors (3 per new musician) that is adopted to students' learning needs and level.
 - We always try and play something together
- Big picture stuff
 - The peer mentors write parts for performance pieces for their new musicians
 - The presidents really run the class time with input and assistance from the teachers
 - Concerts:
 - ◆ Students perform right alongside their peer mentors inside of the ensemble.
 - ◆ They are members of the program, and not guests
 - The students are the driving force behind everything
 - We have had 8-12 new musicians every year because of the volunteer peer mentors.
 - Instruments: We use school instruments because that is what our community has access to. This does mean we have to make sure all

enrolled students have instruments before our new musicians get to choose.

- ◆ We do a “meet the instruments” day for potential new musicians to try out various instruments

➤ Observations, Opportunities and Areas for Growth

- What has the program meant for me?
 - Fridays are my happiest moments. Even on home football game days where I will be working from 6:45 AM to 11:00 PM they energize and give joy.
 - The Band/Orchestra program has given many more opportunities for my concert band and orchestra students to be leaders who aren't in other leadership positions already. I have made it a point to empower students who aren't on the Instrumental Music Council already to be involved and engaged. We have also seen students be inspired to become educators because of the program.
 - There is no high five, fist bump, or hug than that from a kid filled only with the joy music brings. There is also no tear that falls like that being taken away from a student - the new musicians are also highly likely to move or have home issues that take them away from the learning environment. That devastation is the hardest to take partially because we know they are likely to not have the same music opportunities elsewhere.
- What have students, parents, teachers, and paras observed?
 - IEP experiences: I have been to more IEP sessions since starting this program than I could have imagined. My favorite moments are talking about how a student is singing along more, following the notation better, following complex instructions, remembering content from week to week, and how much their functions improve over time... I mean I am a favorite at those meetings a lot.
 - ◆ One of the best was a particularly tough IEP for everyone with a very engaged advocate parent. The multi-table and several hour scheduled meeting was going to be very intense, until it got to me. Her only concern was making sure that videos of the concert could be shared with her so she can share with family who are unable to attend.
 - ◆ OR seeing the speech therapist smiling and nodding in excitement as I described the students increased ability to speak through musical terminology and work.

- Paras: The paras are the most vital part of this work. From helping with setup and cleanup to assisting students on the fly with different needs they really make it easy to work with 3 classes at the same time. They drum and play right along with us. I try and so often ask them for song ideas partially as a thank you and also just to make sure I keep getting fresh ideas.
- Teachers: The SPED teachers at Johansen have been the greatest learning tool since the tuner. They have answered my, sometimes ridiculous, questions and helped me make lesson plans. This program would not run without their support and more so the students would not be successful without their work in their classrooms.
- Students:
 - ◆ New Musicians: There is so much joy in hearing them ask “when does drums start” when it is literally the first day of school. They get to see their peers around campus and have such a close bond with them as peer musicians!
 - ◆ Peer Mentors: The students get to be empowered by teaching others. They get valuable experience planning. Most importantly they learn a lot about themselves through the work of helping others learn music.
- Parents:
 - ◆ They come and celebrate their students like the rock stars they are.
- Opportunities for inclusion into the program:
 - We have made it a goal to treat our Skalds program like it was any other part of the program.
 - Open rehearsal with our Modesto Symphony Orchestra!
 - Carnegie Hall - we were lucky enough to take along one of our new musicians and have him perform with us on stage!
 - Disneyland and Disney Hall Festival Performance - Summer of 2024 we had 3 new musicians go on a multi-day tour with us to perform at Disneyland and at the Walt Disney Concert Hall in LA. World Projects helped us make sure the host sites were aware and very accommodating.
 - Rally and SPED Field Day: We have performed for school rallies before (a gym full of chanting and singing for Sweet Caroline was something). We also perform for the SPED Field Day every spring.

The first year we did this we could literally watch people stop in their tracks seeing new musicians drumming away.

■ Opportunities for Growth:

- Arts Wheel: modeled after the elementary rotation method where students would have different arts/music classes every day. This would give us full reach for all students to receive a meaningful arts education.
- Resource and ELD/ALD students:
 - ◆ We are working, as is beginning to be modeled other places, on creating specialized and smaller group methods for engaging students who otherwise also don't have access to arts education.
- After School Programs:
 - ◆ With an increase in afterschool program money at the HS level we are hoping to provide the transportation needed to create a higher level of academic arts learning