

# **Board of Education Curriculum, Assessment & Professional Practices Committee Meeting**

Thursday, February 3, 2022 6:15 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

## **1. Music Curricula**

## **2. Gifted Identification Process**

## **3. New Business**

## **4. Public Comment**

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

## **5. Adjourn**



# Music Curriculum Revisions: Ensembles and Adaptive

Presentation for the Curriculum Committee of the Bethel Board of Education by the Bethel Music Department on Feb 3, 2022

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The design and scope of the ensembles curriculum K-12

02.

## THE STUDENT EXPERIENCE

Lesson examples and student work

03.

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The design and scope of the adaptive curriculum K-12

04.

## NEXT STEPS

The plan for the next phase of curriculum work in the music department



# Links

[Ensembles Novice](#)

[Ensembles Intermediate](#)

[Ensembles Proficient](#)

[Adaptive](#)

QUESTIONS?



# Music Transfer Goals

Developed by the Music Dept to align with Global Competencies

TG1 develop, perform, and/or refine musical works, adapting to the input of others.

TG2 take chances when presenting musical ideas for consideration and subsequent revision.

TG3 analyze and interpret works for their musical merit, describing the tools and techniques that led to the given outcome.



# National Core Arts Standards

Linked [here](#)

Four artistic processes: Create, Perform,  
Respond, Connect

Published in 2014

Developed with NAFME (National Association  
for Music Education) and other visual/  
performing arts education organizations.





**Vaughan Fleischfresser**

@VFleischfresser



The Music Department is an alternate universe where pupils are often unrecognisable from who they are outside of it. The shy become confident. The agitated become calm. The lonely become included. The quiet become heard. And the lost become found. Music reveals the real child.

3:10 PM · Jan 13, 2022 · Twitter for iPhone

**824** Retweets   **181** Quote Tweets   **3,236** Likes





**Vaughan Fleischfresser**

@VFleischfresser



Music Education shouldn't just be for a chosen few - it should be for everybody.

10:25 AM · Jan 25, 2022 · Twitter Web App

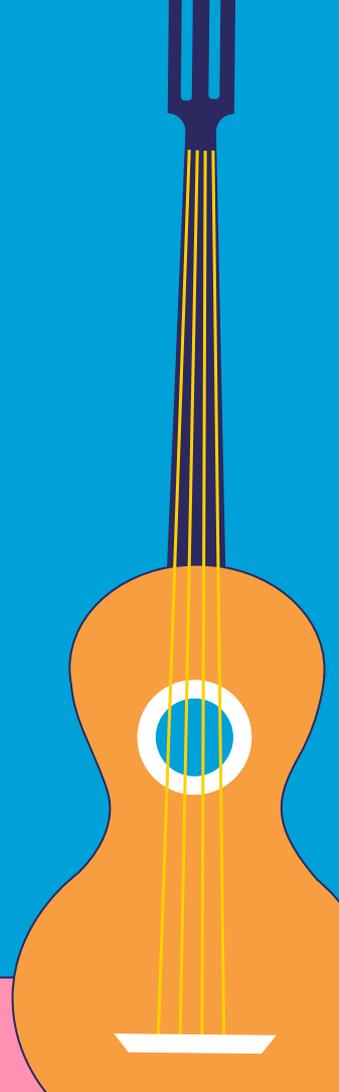
**34** Retweets   **4** Quote Tweets   **174** Likes



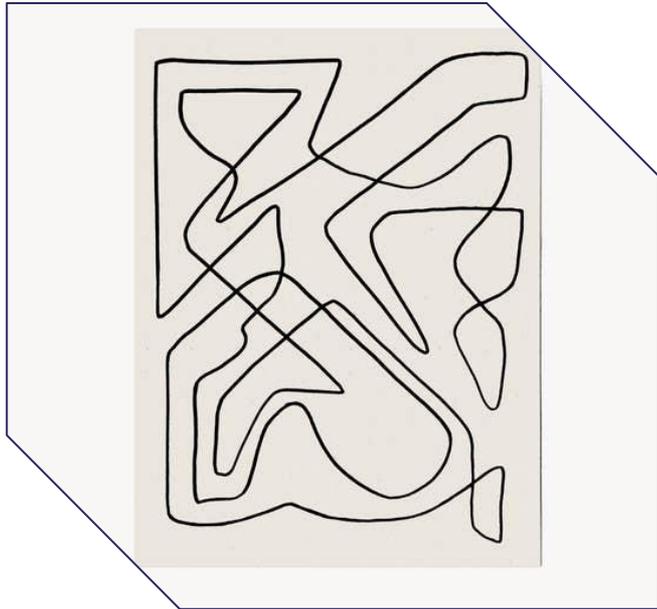
# 01.

## ENSEMBLES OVERVIEW

The design and scope of the ensembles curriculum K-12



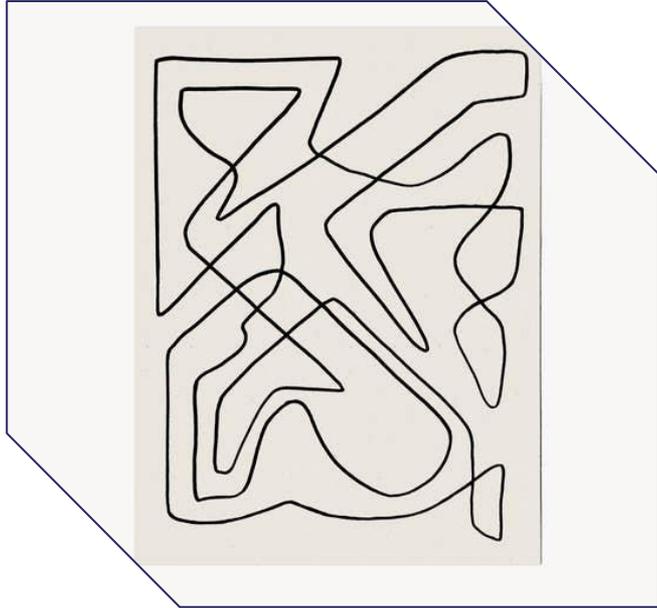
# UNIT ORGANIZATION



How does unit sequencing work in skills-based music ensembles?

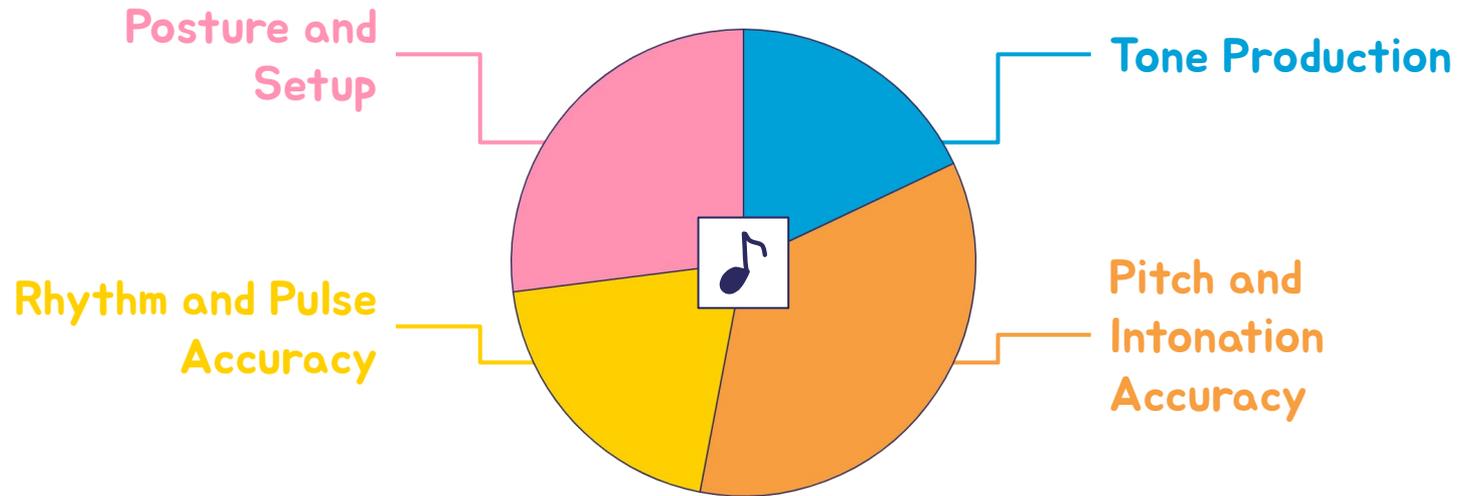
- Rather than strict sequencing, we use a continuum of units that come and go throughout a year of instruction.

# UNIT ORGANIZATION CONT.



- The same units are applied to all three ensemble areas - Band, Chorus, Orchestra
- That unit structure is the same for novice (or yrs 1-2), intermediate (or yrs 3-4), proficient (or HS) and advanced (or HS advanced/collegiate)

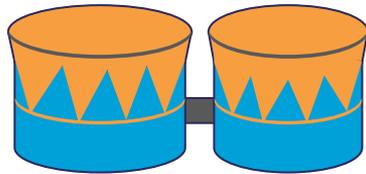
# The first four units



# The next two units

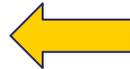
## Improvisation

Creating spontaneously

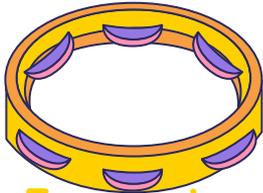


## Composition

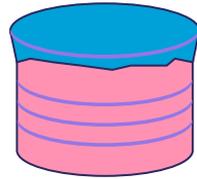
Creating with time to consider revisions



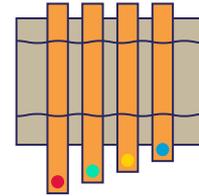
# The next three units



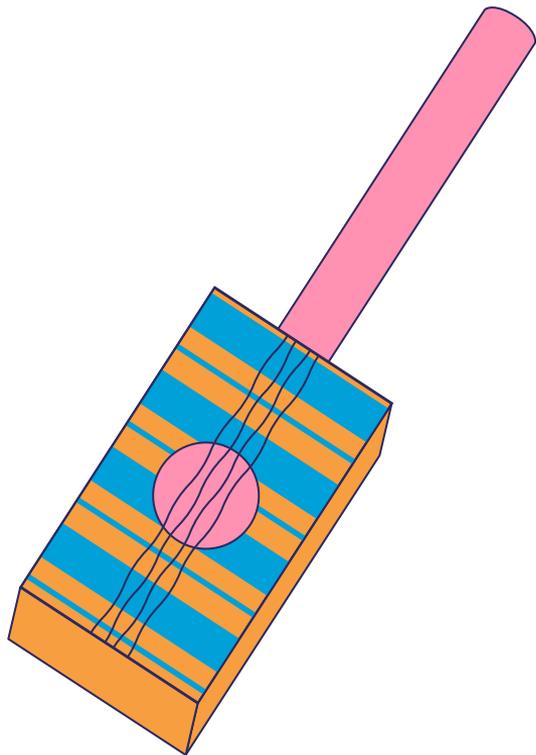
Expressive  
Qualities/  
Stylistic  
Interpretation



Ensemble Skills

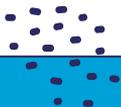


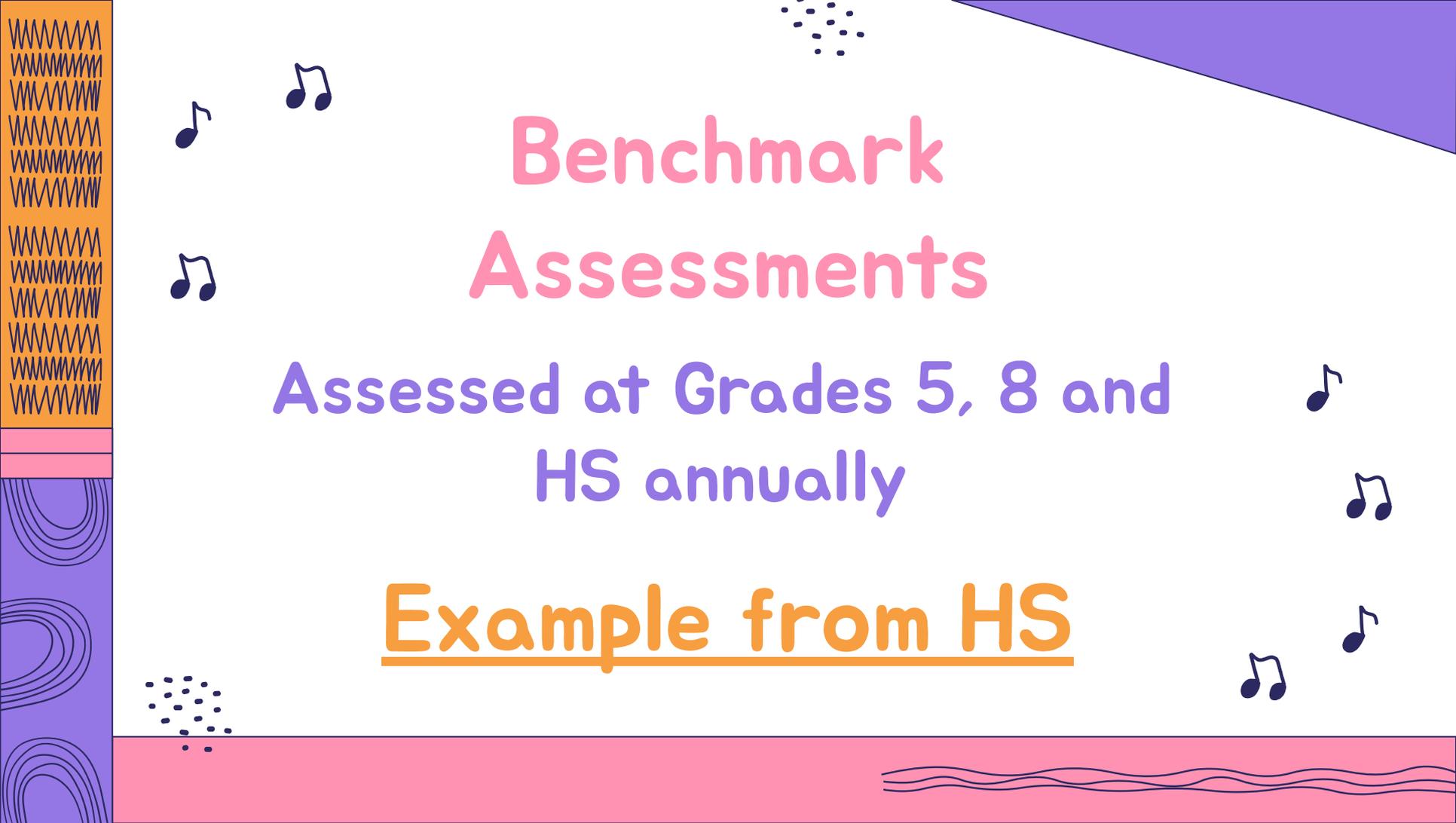
Historical/  
Cultural Context



# The final unit

Solo Performance





# Benchmark Assessments

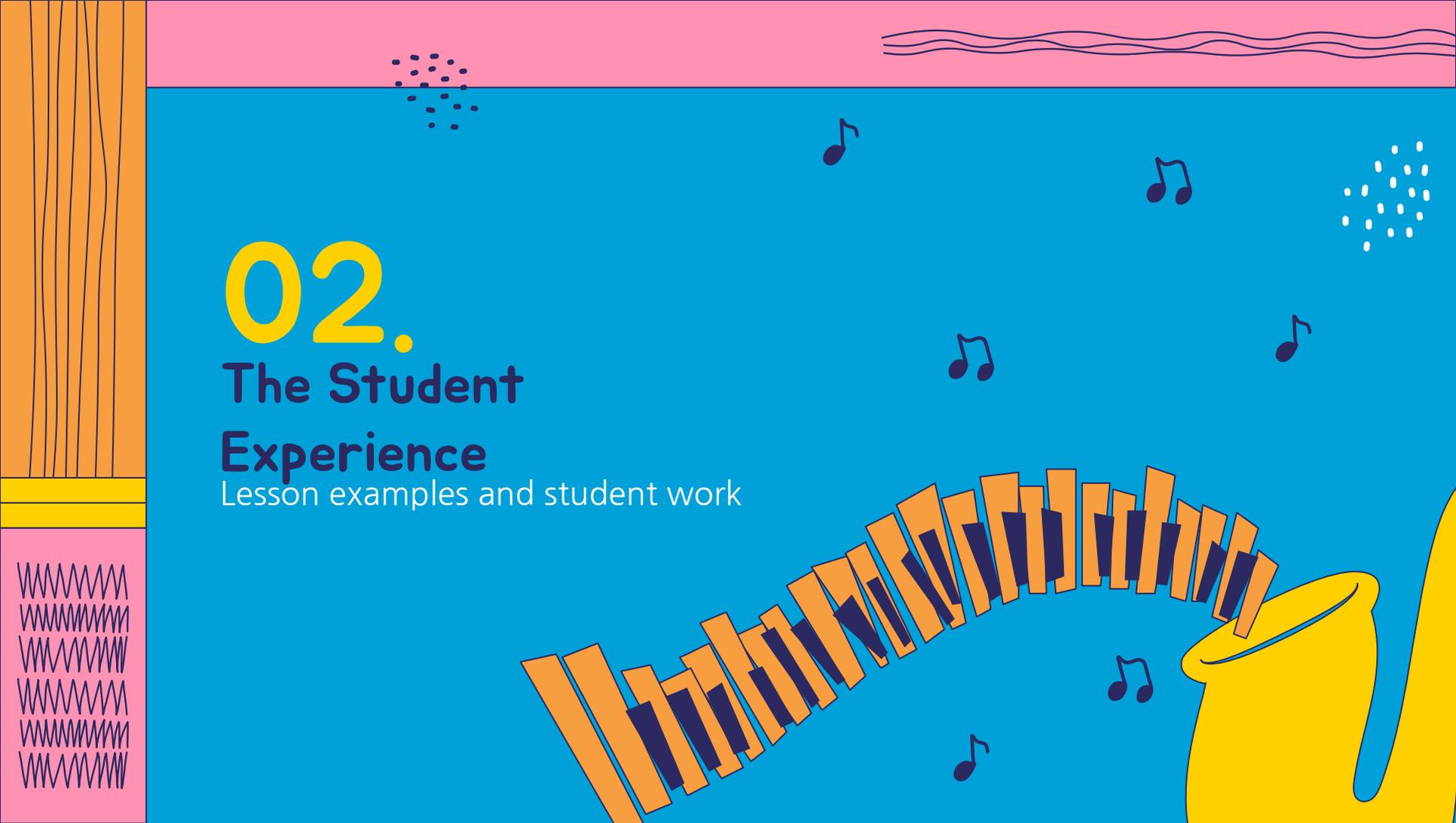
Assessed at Grades 5, 8 and  
HS annually

Example from HS

# 02.

## The Student Experience

Lesson examples and student work





**Richard Baumer**

Aug 28, 2021 (Edited Aug 31, 2021)



For week of 8/30–9/3

Bring your instrument to the first day of class. Leave it in the band room on the left when entering. You can do so in the morning.



**1.1 Welcome/ Co...**

Google Slides



**1.2 Repertoire**

Google Slides



**1.3 Bowing and ...**

Google Slides



**Melody Road - ...**

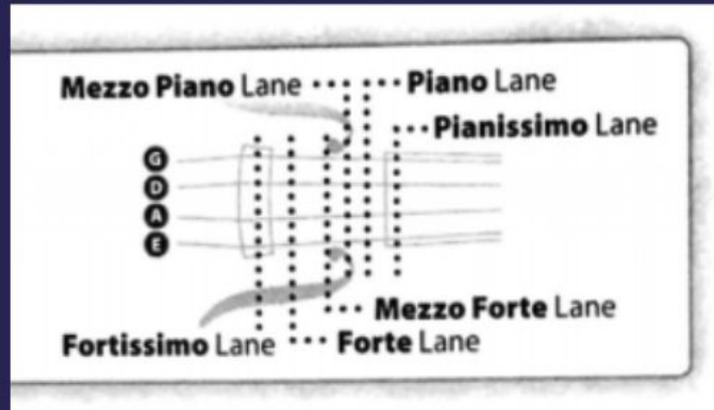
Google Drive Folder

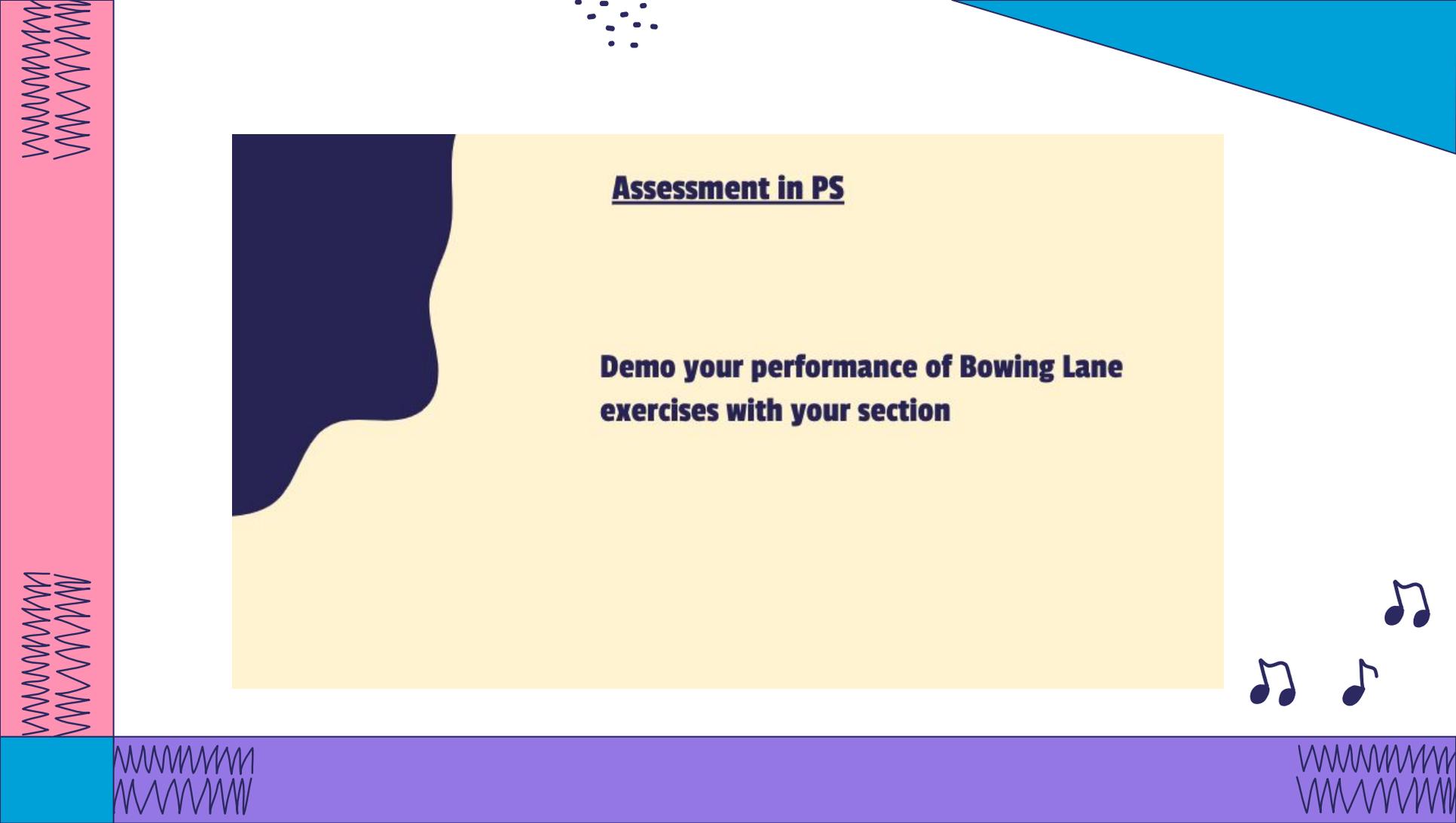


Add class comment...



## Bowing Lanes





## Assessment in PS

**Demo your performance of Bowing Lane exercises with your section**





Richard Baumer

Sep 20, 2021



For 9/20, 9/22, and 9/24



### 1.7 Composition

Google Slides



### 1.8 Repertoire

Google Slides



### 1.9 Scales

Google Slides



Add class comment...





Christine Manalo

10:15 AM



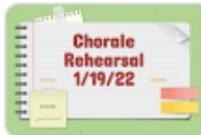
For today's class I will...

- Warm my voice up.
- Learn about vocal jazz origins, improvisation concepts/vocabulary, and scatting.
- Commence with repertoire Reading Day!

Please be sure that there are TWO seats in between you AND in front of you. I cannot emphasize this enough.

Chamber Singers, we will meet during WC Time this week for rehearsal!

Peace,  
Miss M



**Choir Lesson 1/5/21**

Google Slides



**BHS Choirs: Vocal Jazz**

Google Slides



**Sky Above - Jacob Collier...**

PDF



**Sky Above arr. Manalo - 1\_...**

Audio

## Vocal Jazz Vocab

### Improvisation

The spontaneous invention of melodic solo lines over a chord progression.



### Vocalese

A style of singing where singers put words to a jazz tune, sometimes over an instrumental solo line.

### Scatting

Vocal improvisation using wordless syllables, nonsense syllables, or no words at all. The singer improvises **MELODIES** and **RHYTHMS** with the voice as an instrument.



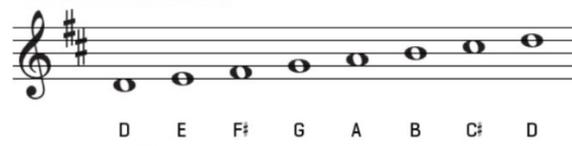
# Vocal Improv Level 3

1. Try this out with a Chance the Rapper tune (it's No Problem by Chance).
2. Practice improving with notes in the D major scale...
3. Practice improving with notes AND rhythms.
4. It's a safe space to share - volunteers first, then everyone!

## NO PROBLEM!



D major scale (treble clef)



For this week, we will be covering these topics (attached to Classroom stream):

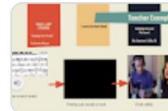
- The American Songbook & Jazz Standards
- Collaboration w/ peers to perform a jazz tune.

Also, be sure to review your parts for Sky Above by Jacob Collier – we're doing a runthrough of the piece next class. Those recordings are also attached to this stream.

Best,  
Miss M



**3.2 The American Songbook**  
Google Slides



**6.3 Jazz Standards Collab...**  
Google Slides



**Sky Above - Jacob Collier...**  
PDF



**Sky Above - Alto.m4a**  
Audio



**Sky Above - Bari.m4a**  
Audio



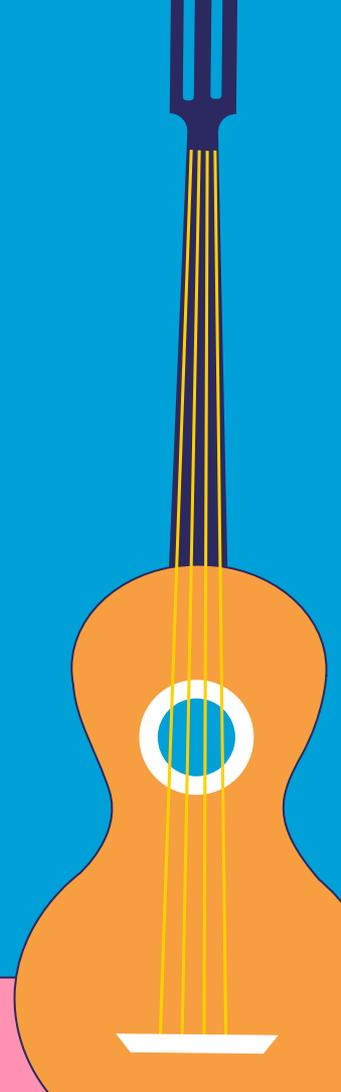
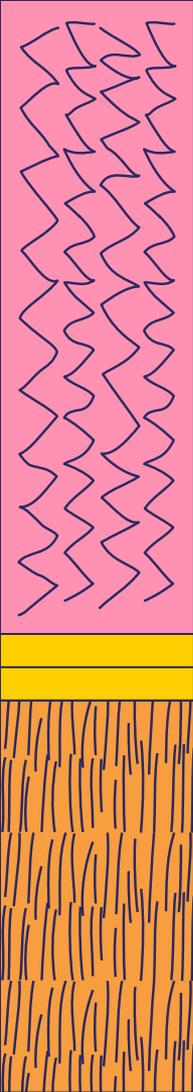
**Sky Above - Soprano.m4a**  
Audio



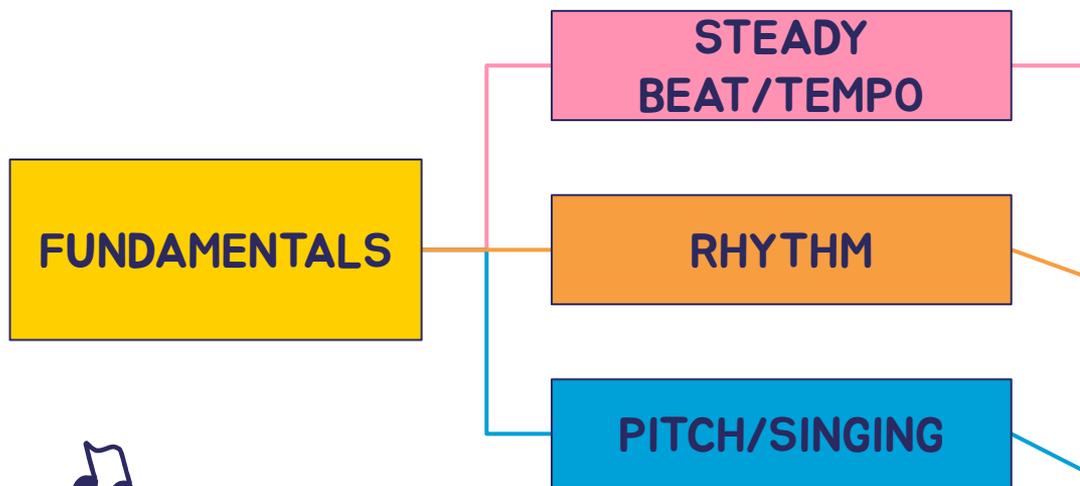
# 03.

## ADAPTIVE OVERVIEW

The design and scope of the adaptive curriculum



# The first three units



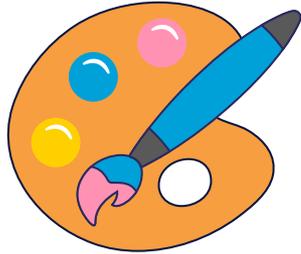
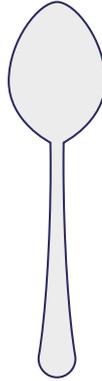
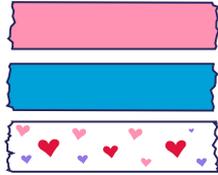
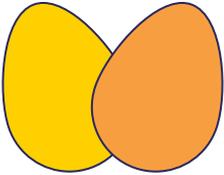
Students must be able to identify and feel the steady beat in music (fast, slow, or moderate) before they can convincingly perform music with rhythmic and pitch accuracy.

Students should practice notating, chanting, and echoing musical patterns on percussion instruments before they can understand the added layer of complexity that is pitch.

Students will be able to create music in the way that is most natural to people; through singing. They will also understand how pitch interacts and coincides with rhythm.

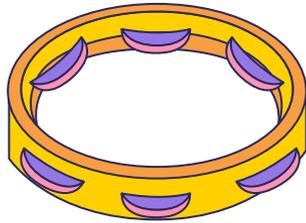


# The next four units



- Lyrics & Songwriting
- Music Technology
- Music Genres
- Music History

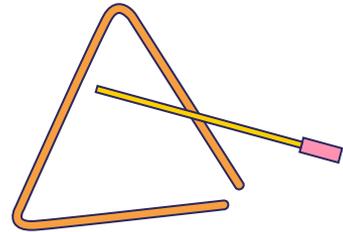
# The last three units



- Music and Visual Art



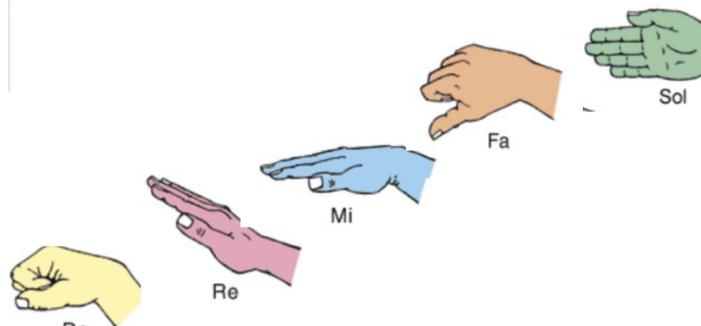
- Music and Movement



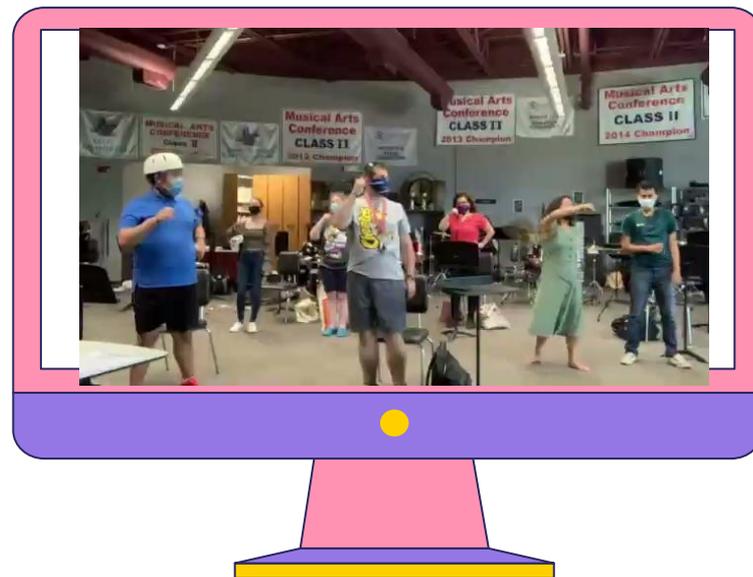
- Performance

# Examples

## SOLFEGE MINDREADER



Pitch, Solfege, & Singing



These \_\_\_\_\_ really are good. Eat all the foods, as you should The  
food multiple

\_\_\_\_\_ and \_\_\_\_\_ are okay Now it's Thanksgiving  
food multiple food multiple

Day I'd give my soul for \_\_\_\_\_ Even some over cooked  
food

\_\_\_\_\_ Just something else on my dish that really would make my  
food

day My chair was folding \_\_\_\_\_, wind was blowin'  
two syllable food

\_\_\_\_\_, bone was showin' Where you think you're going, gravy?  
two syllable food

Hey it's Thanksgiving And we're all lazy But here's my turkey So pass the gravy

It's hard to eat \_\_\_\_\_, \_\_\_\_\_ baby, So here's my  
two syllable food two syllable food

turkey Now pass the gravy Hey, it's Thanksgiving and we're all lazy Now here's  
my turkey So pass the gravy And all the \_\_\_\_\_ Are tasty crazy  
three syllable food

Now here's my turkey So pass the gravy You say you really love

\_\_\_\_\_ Or all the football I'd rather be at the mall Preparing for  
fall activity

Christmas Day \_\_\_\_\_ Eating a really quick meal I get so pumped  
Favorite Thanksgiving activity

for a steal Everyone out of my way! My chair was folding \_\_\_\_\_,  
two syllable food

wind was blowin' \_\_\_\_\_, bone was showin' Where you think  
two syllable food

you're going, gravy? Hey it's Thanksgiving And we're all lazy Now here's my

turkey So pass the gravy And all the \_\_\_\_\_ Are tasty crazy Now  
three syllable food

here's my turkey So pass the gravy Before \_\_\_\_\_ I hope it snows  
Thanksgiving activity

bad I hope it snows bad I hope it snows so bad Before \_\_\_\_\_ I  
Thanksgiving activity

hope it snows bad I hope it snows bad I hope it snows so bad It's hard to eat

These **(turkies)** really are good  
Eat all the foods, as you should  
The **(apples)** and **(potatoes)** are okay  
Now it's Thanksgiving Day

I'd give my soul for **(turkey)**  
Even some over cooked **(hot dogs)**  
Just something else on my dish  
that really would make my day

My chair was folding  
**(pumpkin)**, wind was **blowin'**  
**(cabbage)**, bone was **showin'**  
Where you think you're going, gravy?

#### CHORUS

Hey it's Thanksgiving  
And we're all lazy  
But here's my turkey  
So pass the gravy

It's hard to eat **(sushi)** **(lays chips)** baby,  
So here's my turkey  
Now pass the gravy

Hey, it's Thanksgiving  
and we're all lazy  
Now here's my turkey  
So pass the gravy

And all the **(cereal)**  
Are tasty crazy  
Now here's my turkey  
So pass the gravy

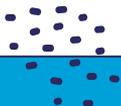
You say you really love **(pumpkin picking)**  
Or all the football  
I'd rather be at the mall  
Preparing for Christmas Day

**(Watch football)**  
Eating a really quick meal

# Examples (cont.)



## Songwriting - "Pass the Gravy"



# Examples cont.



  
**Synesthesia**  
Listening to music and translating into color in your head



Using PAINTS,  
MARKERS,  
PAPERS,  
OTHER MATERIALS....



# 04: NEXT STEPS

UBD Update for General Music K-5 - In progress and slated for completion before June, 2022

Ensembles Advanced

High School Courses that have yet to formally write curriculum - includes Modern Band (Guitar/ Drum Set) and Digital Music and Recording Studio

QUESTIONS?





## **Gifted Identification**

As part of the identification process for giftedness, we screen every student beginning in Grade 4. Those students who emerge as potential gifted students are further evaluated with parent permission. Once all data on each candidate is collected, it is reviewed by a district-wide identification team (building administration, central office administration, and PPS staff) and those students who meet the eligibility criteria move to the PPT process to be identified as gifted students. A student can be dually identified (special education and gifted and/or English learner and gifted) through the PPT process after administering a cognitive evaluation that results in a score of 130 or higher which would indicate gifted ability. Cognitive evaluations could include the KABC-II (non-verbal index), CTONI, WISC-V, and/or WASI-II.

A student can be considered for gifted identification at any grade level beginning in Kindergarten, whenever compelling information indicates potential identification as a gifted student. Services for students who are identified as gifted are provided through differentiated instruction and leveled courses (Bethel Middle School and Bethel High School).

### **Process for Gifted Identification**

#### **Level One**

The NWEA is administered to all students in Grades K-8 twice yearly. This test measures a student's achievement and growth in reading and mathematics. Students performing at the 90th percentile or higher on either the reading or mathematics tests in Grade 4 will move to the second phase of the identification process.

In addition, a parent and/or teacher [nomination](#) for identifying gifted students can be done at any time. This would be done if a parent and/or teacher has reason to

believe that a student is performing at significantly higher rates than most children and believe that the student may have gifted abilities.

## **Level Two**

The Otis Lennon School Ability Test (OLSAT) looks at a student's verbal, nonverbal, quantitative, and reasoning ability. It will be group administered in Grade 4 to students who meet NWEA criteria in Level One of the identification process. Students who receive a score of 130 on the OLSAT are considered to be in the gifted range.

Teacher recommendation based on a student's educational profile including observation, student performance and growth is also reviewed in the identification process. The gifted identification team will consider additional sources of information, such as gifted rating scales, about student abilities or talents, as deemed appropriate.

For students in Grades K-3 and 5-12 who are referred for consideration by a teacher or parent, the identification team will consider available sources of information about abilities, and will determine if more information about student ability is needed for the identification process. At the high school level, the PSAT (Gr. 9-10) and SAT (Gr. 11) is administered to students yearly. This test measures a student's achievement and growth in evidenced-based reading and writing (EBRW) and mathematics. Students performing at the 90th percentile or higher on either EBRW or mathematics will be considered. Sources of additional information may include the OLSAT or an abbreviated cognitive evaluation (e.g., Wechsler Abbreviated Scale of Intelligence, 2nd Edition).

## **Gifted Characteristics, including special populations (Special Education, Section 504, and English learners), include but are not limited to:**

- Acquire a new language at a faster than typical rate
- Successful academic history in student's primary language
- Ability to problem solve and reason
- Reading above grade level in primary language
- High proficiency in mathematics
- Interest in honoring his/her culture and respect for cultural differences
- Code switching
- Motivation to learn, Inquisitiveness, and curiosity
- Effective communication skills
- Creativity and/or imagination

- Expansive memory
- High level of insight
- Ability to understand humor

**Resources**

For information for parents, including organizations that support gifted education, visit the [Connecticut State Department of Education website](#).