**DIFFERENTIATION AND ACCOMMODATIONS**

Though only two of my students had an IEP, neither of them warranted any classroom accommodations for my unit; however, I still tried to include multiple teaching strategies in my lessons to help address multiple learning styles. Each day of the unit contained instances of visual identification, notating music, performing and demonstrating concepts, and aural identification, but I tried to focus primarily on one or two of these in a given lesson. For example, instead of simply copying down scales and intervals I had the students work in collaboration to develop the correct answer. Then, we would reinforce the concept with ear training and then subsequently sing or play these on our instruments or identify these concepts in our concert repertoire or sight-reading that day. The students tended to retain the information more efficiently after they had demonstrated it in some way on their instruments. I also tried to differentiate my questions in the pre and post-tests, including a mixture of multiple choice, true and false, short answer, aural and written identification, and construction of scales and intervals to provide several means for students to display their knowledge.

I went through several drafts of the pre-test and unit plan before presenting it to my students, as my original draft would have been much to difficult to teach in just two weeks. Originally I had planned to teach the students about interval qualities, each form of minor, and the modes of a major scale, but these concepts would have been much too difficult for the majority of students to learn or understand, especially over the course of a 5-10 day unit. Though I am happy with my final draft of the pre-test, I had to make several changes to the test to make it more manageable for the students. For example, I had to specify that students might choose to use the staff they are most comfortable with (treble or bass) when writing scales. I also capitalized the word “MAJOR” to help differentiate the quality from minor. For scales, I also specified that students should use concert pitch rather than their transposition. After the pre-test, I decided that the intervals and chords were too difficult for the majority of students, so I decided to put them all in more familiar keys for the post-test.

Despite the simplifications and modifications for the tests, I still wanted to challenge the more gifted students. Therefore, I decided to include some of my original plans for teaching natural minor scales into my lessons. Though minor scales were not on the pre or post-test, I included questions about minor scales on a few homework assignments. We also identified which of our concert pieces were in minor, listened to pop songs that were switched from minor to major, constructed minor scales and chords using our warm-up exercises, and changed a few of our pieces we sight read into minor. Students enjoyed the challenge, and these skills and knowledge on how to change or adapt music will help the students in the future.

Since none of my students needed individual accommodations, I did not incorporate any into my lesson plans. Hypothetically however, I was prepared to assist students with an IEP concerning testing; each listening example was played three times, but if a student needed additional hearings I could use headphones or a practice room to give individuals more repetitions. If a student had a cognitive difficulty of mixing up the lines of the staff or reading standard notation, I could provide a separate test which has the first note of the scale already marked so that a student knew where to begin. I could also enlarge the font size or color code pitches to help the student differentiate. I did have to accommodate some students and give them additional time to complete assignments or in-class work due to illnesses, absences, or family emergencies. Also, I provided study sessions and review games after school two days before the post-test, and the students who attended were generally more successful on their homework and the post-test than those who did not attend.