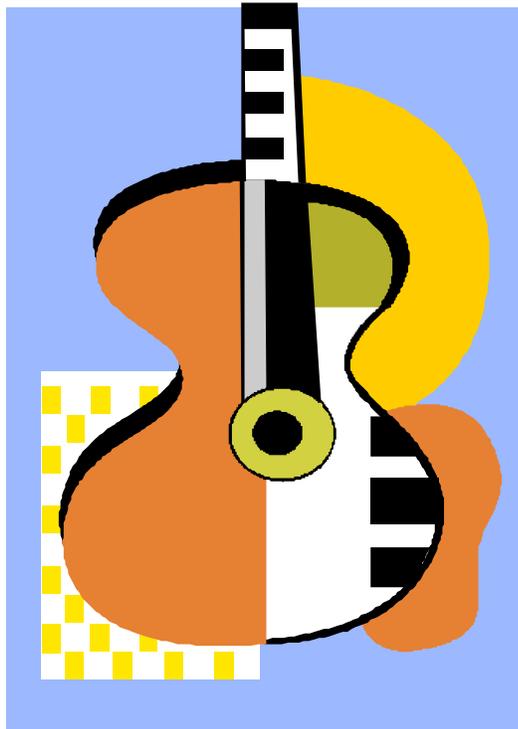

Sample Music Curriculum for Virginia Public Schools

Kindergarten – Grade Five



Commonwealth of Virginia
Department of Education
Richmond, Virginia

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The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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Acknowledgments

The Virginia Department of Education expresses sincere thanks to the curriculum development team that created this *Sample Music Curriculum for Virginia Public Schools: Kindergarten – Grade Five*. The work and dedication of the music educators on the team listed below is greatly appreciated.

In addition, the Virginia Department of Education wishes to extend special thanks to the public schools of Chesterfield County, Loudoun County, Montgomery County, Portsmouth City, and Prince William County for allowing their K–12 music curricula to be used as resources for this project. The project is particularly indebted to Prince William County Public Schools for permission to use and adapt the assessment statements found in the *Prince William County Public Schools K–12 Music Framework*.

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Introduction

The curriculum in this publication reflects the intent of the music standards of learning found in the 2006 *Fine Arts Standards of Learning for Virginia Public Schools*, yet it moves well beyond the concepts presented in that document. Music educators from public schools in the counties of Chesterfield, Hanover, Henrico, Loudoun, Montgomery, Powhatan, and Prince William contributed to this curriculum to better delineate the scope of music education in Virginia’s elementary schools and to facilitate a high level of music instruction across the Commonwealth. Classroom teachers, curriculum specialists, administrators, college faculty, and professional musicians assisted the music curriculum development team with reviewing and refining drafts of the document.

The *Sample Music Curriculum for Virginia Public Schools: Kindergarten – Grade Five* presents the essential content that should be included in elementary school music education. Throughout the curriculum, course content is expressed as instructional objectives organized within four content strands or topics: Performance and Production, Music Theory and Cultural Context, Judgment and Criticism, and Aesthetics. The Performance and Production strand is divided into five areas of learning: Singing, Playing Instruments, Performing Rhythms, Moving to Music, and Composing. Similarly, the Music Theory and Cultural Context strand is divided into three learning areas: Reading and Writing Music, Understanding Music History and Musical Styles, and Making Connections. Although the strands and areas of learning are presented separately for organizational purposes in order to define the musical experiences and instructional processes at all grade levels, the objectives overlap and integrate in actual musical experience. The curriculum is cumulative, progressing in complexity from grade to grade.

Examples of compositions for listening and study are listed under a Music Appreciation heading for each grade level. The curriculum development team selected these compositions to support specific grade-level objectives and the alignment of the curriculum across the grades. Each composition is accompanied by questions that may be used as instructional prompts to guide student discussion and interpretation of the work. A vocabulary list is also provided for each grade level with the intent of enabling students to use grade-level appropriate music terminology to discuss and analyze their musical experiences.

These comprehensive instructional objectives are suggested minimum attainments in music. They set reasonable targets and expectations for what teachers should teach and students should learn by specifying clear, concise, measurable, and rigorous expectations for young people. They may be used in whole or in part by educators to design and deliver music instruction for each grade-level course. This curriculum does not prescribe how content should be taught, nor is it intended to be restrictive. Teachers are encouraged to select a variety of instructional strategies and assessment methods appropriate for their students as well as to go beyond the content presented here to meet the needs of all students.

The development of the *Sample Music Curriculum for Virginia Public Schools: Kindergarten – Grade Five* is an important step in the process of providing challenging educational programs in Virginia’s public schools. A comprehensive elementary school music program makes it possible for students to understand their own responses and the responses of others to the many forms of musical experience. It also enables students to develop and express their musical creativity as they progress toward full participation in musical culture, which is a defining characteristic of civilization. Furthermore, through music instruction, students acquire essential knowledge and skills that include the ability to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, and use their imagination and be creative. They also gain new understandings that enable them to apply their knowledge and skills in new situations and make critical connections.

The *Sample Music Curriculum for Virginia Public Schools: Kindergarten – Grade Five* is available on the Virginia Department of Education’s Web site at http://www.doe.virginia.gov/instruction/fine_arts/index.shtml.

GOALS

The content of the music curriculum, like that of the music standards of learning, is intended to support the following goals for students:

- Develop understanding of music through experiences in singing, playing instruments, performing rhythms, moving to music, composing, and listening.
- Develop the ability to read and notate music.
- Create compositions that transcribe their thoughts and emotions into forms of musical expression.
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Demonstrate the ability to apply aesthetic criteria for making musical decisions.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others. (*NOTE: Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.*)

STRANDS

Performance and Production

Students will demonstrate mastery of musical skills and concepts at levels of increasing difficulty. They will learn to participate in music as a musician through singing, playing instruments, performing rhythms, moving to music, and improvising/composing. Students will participate in all aspects of music production and demonstrate appropriate use of related materials, methods, and technologies.

Music Theory and Cultural Context

Students will understand music by using knowledge of music theory, history, and the connections to the culture in which it was produced. They will study and practice music theory through music reading, notation, and sight-reading. They will use critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music that delineate each of the basic periods of music as well as the influence of technology and compositional techniques employed in all genres of music. They will investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will examine the interrelationships of current events, developing technologies, and music in society.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

Students will listen to, analyze, interpret, and evaluate music. They will articulate an objective evaluation of musical works by analyzing the creative musical elements within them and explaining how they work together to form a whole. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will apply these processes in creating and evaluating their own musical works.

Aesthetics: Responding, Reflecting

Students will respond to and reflect on the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetics responses. By listening to and

evaluating the works of musical artists, students will become aware of the contribution of music to the quality of the human experience.

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Students will develop an informed appreciation of music through guided listening to selected musical compositions and study of selected composers. Through familiarity with how these compositions actually sound, as well as how they are constructed and performed, students will discuss and analyze the compositions, using music terminology, and will come to a deeper love for various kinds of music and joy at experiencing them.

VOCABULARY

Students will use music terminology pertaining to all aspects of music as identified for each grade based on the content and skills found in the specified grade-level objectives. Students will use these words and terms in oral and written communications and apply them in musical experiences. Teachers are encouraged to supplement the identified terminology, as appropriate.

ASSESSMENT

Assessment provides useful and accurate information about student learning. It employs practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn in the music education environment. Music educators assess and document student learning, using methods that may include structured and informal observations and interviews, projects and tasks, presentations, musical performances, and multiple-choice and short-answer tests.

Classroom assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain information for understanding student progress in ways that can guide future instruction. Also, assessment provides opportunities for students' self-reflection, evaluation, and learning.

Teachers are encouraged to develop their own assessment techniques, strategies, and instruments and share them with other music educators. Suggested assessment tools are listed at the end of each grade level.

TECHNOLOGY

Teachers are encouraged to integrate the use of technology into all levels of the curriculum as a means of enhancing and differentiating the learning experience for students. By using technological tools, teachers are empowering students to use their technological skills while deepening their knowledge and understanding of music concepts.

Kindergarten

The instructional objectives for kindergarten serve as the foundation for further music instruction. Students are introduced to basic musical concepts through singing, playing instruments, moving to music, and listening. Emphasis is placed on students beginning to obtain musical knowledge, skills, and understanding as performers, composers, and consumers.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing individually and in groups a variety of songs with a limited range.
Music K.1.1 | English K.1, K.2, K.3, K.8 | Mathematics K.16 | History and Social Science K.3, K.8 | Science K.1, K.2, K.4, K.6
2. The student will sing two-pitch (*sol-mi*) songs (e.g., nursery rhymes, playground chants, jump-rope songs) by echo and ensemble singing.
Music K.1.3 | English K.1, K.2, K.3, K.8 | Mathematics K.16 | History and Social Science K.3, K.8 | Science K.1, K.2, K.4, K.6
3. The student will sing at the appropriate time following a vocal or instrumental introduction.
Music K.3 | English K.1, K.8 | History and Social Science K.3, K.8
4. The student will demonstrate the difference between singing voice and speaking voice.
Music K.5, K.7.2 | English K.1, K.3, K.4, K.8 | Mathematics K.16 | History and Social Science K.8
5. The student will demonstrate expressive qualities of music, including loud/soft and fast/slow, using the voice.
Music K.8 | English K.1, K.2, K.3 | Mathematics K.15, K.16 | Science K.2

Playing Instruments

6. The student will play a variety of instruments individually and in groups.
Music K.1.1 | English K.2, K.3, K.8 | History and Social Science K.3, K.8 | Science K.1, K.2, K.4, K.6
7. The student will accompany songs and chants with body percussion and instruments.
Music K.1.2 | English K.1, K.2, K.3, K.8 | Mathematics K.16 | History and Social Science K.3, K.8 | Science K.1, K.2, K.4, K.6
8. The student will imitate a two-pitch melody, using instruments.
Music K.1.3 | English K.1, K.2, K.3, K.8 | Mathematics K.16 | History and Social Science K.3, K.8 | Science K.1, K.2, K.4, K.6
9. The student will play at the appropriate time following a vocal or instrumental introduction.
Music K.3 | English K.1, K.8 | History and Social Science K.3, K.8
10. The student will demonstrate steady beat, using body percussion and instruments.
Music K.6.1, K.7.1 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.10, K.16 | History and Social Science K.8
11. The student will demonstrate expressive qualities of music, including loud/soft and fast/slow, using body percussion and instruments.
Music K.8 | English K.1, K.2, K.3 | Mathematics K.15, K.16 | Science K.2

Performing Rhythms

12. The student will perform rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.
Music K.2 | English K.1, K.2, K.3, K.4 | Mathematics K.4, K.16
13. The student will illustrate rhythmic patterns that include sounds and silences, using movement.
Music K.2 | English K.1, K.2, K.3, K.4 | Mathematics K.4, K.16

Moving to Music

14. The student will move at the appropriate time following a vocal or instrumental introduction.
Music K.3 | English K.1, K.8 | History and Social Science K.3, K.8
15. The student will match movements to rhythmic patterns in response to music.
Music K.4.1 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.16 | History and Social Science K.1, K.3, K.8 | Science K.6
16. The student will employ large body movements, locomotor movements, and nonlocomotor movements (e.g., changing direction on an auditory cue).
Music K.4.2, K.4.3 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.16 | History and Social Science K.1, K.3, K.8 | Science K.6
17. The student will use movement to illustrate moods and contrast in music, stories, and poems.
Music K.4.4, K.4.6 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.16 | History and Social Science K.1, K.3, K.8 | Science K.6
18. The student will perform dances and games from various cultures.
Music K.4.5 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.16 | History and Social Science K.1, K.3, K.8 | Science K.6
19. The student will demonstrate a steady beat, using movement.
Music K.6.1 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.4, K.10, K.11, K.12 | History and Social Science K.8
20. The student will demonstrate expressive qualities of music, including loud/soft and fast/slow, using movement.
Music K.8 | English K.1, K.2, K.3 | Mathematics K.15, K.16 | Science K.2
21. The student will exhibit respect for personal space of self and others when moving to music.
Music K.11 | English K.3 | History and Social Science K.8

Composing

22. The student will dramatize songs, stories, and poems.
Music K.7.3 | English K.1, K.2, K.3, K.4, K.8 | Mathematics K.8, K.10, K.11, K.12, K.13, K.15, K.16 | History and Social Science K.1, K.2, K.3, K.4, K.5, K.8 | Science K.1, K.2, K.4

Music Theory and Cultural Context

Reading and Writing Music

23. The student will read high and low pitches represented by traditional and nontraditional notation (e.g., icons).
Music K.8, K.10 | English K.6 | Mathematics K.10, K.16 | History and Social Science K.3 | Science K.1
24. The student will read rhythms represented by traditional and nontraditional notation (e.g., icons, syllabic phrases).
Music K.2 | English K.6 | Mathematics K.11, K.13 | Science K.1

Understanding Music History and Musical Styles

25. The student will listen to and recognize patriotic and seasonal songs.
Music K.11, K.12 | English K.2 | Mathematics K.8 | History and Social Science K.1, K.9 | Science K.2, K.9

Making Connections

26. The student will identify people who make music as “musicians” (e.g., singers, instrumentalists, conductors, composers).
Music K.11 | English K.2, K.8 | History and Social Science K.1, K.2, K.6
27. The student will investigate various uses of the voice (e.g., sound effects, humming).
Music K.10 | English K.1 | Science K.1

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

28. The student will identify selected instruments by sight and sound.
Music K.9 | English K.1, K.2 | Mathematics K.10, K.11, K.12, K.15, K.16 | Science K.1, K.2, K.4
29. The student will recognize expressive qualities of music, including fast/slow and loud/soft.
Music K.8 | English K.1, K.2, K.3 | Mathematics K.15, K.16 | Science K.2
30. The student will identify the difference between vocal and instrumental sounds.
Music K.10.1 | English K.1, K.2, K.3, K.4 | Mathematics K.16 | History and Social Science K.2 | Science K.2
31. The student will identify the differences among men’s, women’s, and children’s voices.
Music K.10.2 | English K.1, K.2, K.3, K.4 | Mathematics K.16 | History and Social Science K.2 | Science K.2

Aesthetics: Responding, Reflecting

32. The student will describe the personal feelings evoked by musical experience.
Music K.11, K.12 | English K.3 | History and Social Science K.8 | Science K.2

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Loud/soft

Symphony no. 94 in G Major (“Surprise Symphony”): second movement – Joseph Haydn

- Why do you think this symphony is called “Surprise Symphony”?
- Do you hear changes in the music? If so, what are they?
- How did you feel when you heard Haydn’s “Surprise Symphony”?

Steady beat

Stars and Stripes Forever – John Philip Sousa

- Where might you hear this music?
- What kind of movement or activity would match this music?
- Why is this kind of music important to Americans?

Slow

The Carnival of the Animals: “The Swan” – Camille Saint-Saëns

- What animal do you think of when you hear this piece of music?
- What about the music makes you think of this animal?
- What words would you use to describe the speed of this music? What kind of movements would you use to illustrate the speed?

Fast

The Carnival of the Animals: “Hens and Roosters” or “Aviary” – Camille Saint-Saëns

- What animal do you think of when you hear this piece of music?
- What about the music makes you think of this animal?
- What words would you use to describe the speed of this music? What kind of movements would you use to illustrate the speed?

High/low

The Carnival of the Animals: “Kangaroos” – Camille Saint-Saëns

- What animal do you think of when you hear this piece of music?
- What about the music makes you think of this animal?
- How would you describe the sound of this music, using words? How would you describe it, using movements?

VOCABULARY

band	high	pat	snap
chant	instrument	pattern	soft
choir	instrumentalist	pulse	solo
chorus (ensemble)	introduction	repeat	song
clap	loud	rest	speak
compose	low	rhythm	speaking voice
composer	lullaby	silence	speed
concert	march	sing	steady beat
conductor	music	singer	stomp
echo	musician	singing voice	title
fast	nursery rhyme	slow	voice

ASSESSMENT

Teachers should select assessment methods to measure students’ progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade One

The instructional objectives for grade one continue to emphasize the language and production of music. Instruction focuses on development of skills in singing, playing instruments, rhythm, responding to music, expression, movement, coordination, and listening. Emphasis is placed on music in historical American culture and ways music is used in everyday life.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing a variety of songs individually and in groups, with emphasis on songs containing *sol*, *mi*, and *la* pitches.
Music 1.1.1, 1.1.2 | English 1.1, 1.2, 1.3, 1.4 | Mathematics 1.17 | History and Social Science 1.1, 1.3 | Science 1.1
2. The student will perform music, using the voice in speech and song.
Music 1.1.1, 1.1.2 | English 1.1, 1.3, 1.4 | Mathematics 1.17 | History and Social Science 1.1, 1.3 | Science 1.2
3. The student will demonstrate high and low pitches vocally.
Music 1.8.1 | English 1.1, 1.2, 1.3 | Science 1.1, 1.2
4. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using the voice.
Music 1.7.1, 1.7.2 | English 1.1, 1.2, 1.3, 1.4, 1.8 | Science 1.1

Playing Instruments

5. The student will play a variety of pitched and non-pitched instruments individually and in groups.
Music 1.1.3 | English 1.1, 1.2, 1.3, 1.4 | History and Social Science 1.1, 1.3 | Science 1.1
6. The student will accompany songs and chants with body percussion and instruments while singing.
Music 1.1, 1.4 | English 1.1 | Mathematics 1.17
7. The student will demonstrate high and low pitches, using instruments.
Music 1.8.1 | English 1.1, 1.2, 1.3, 1.6 | Science 1.1, 1.2
8. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using body percussion and instruments.
Music 1.7.1, 1.7.2 | English 1.1, 1.2, 1.3, 1.4, 1.8 | Science 1.1

Performing Rhythms

9. The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using voice, body percussion, and pitched and non-pitched instruments.
Music 1.2.1 | English 1.1, 1.2, 1.3, 1.4, 1.5 | Mathematics 1.3, 1.17
10. The student will demonstrate melodic rhythm, using voice, body percussion, and instruments.
Music 1.2.2 | English 1.1, 1.2, 1.3, 1.4, 1.5 | Mathematics 1.3, 1.17
11. The student will illustrate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using movement.
Music 1.2.1 | English 1.1, 1.2, 1.3, 1.4, 1.5 | Mathematics 1.3, 1.17

Moving to Music

12. The student will perform line and circle dances.
Music 1.3.1 | English 1.1, 1.2, 1.3, 1.8 | Mathematics 1.12, 1.13, 1.17 | History and Social Science 1.1, 1.2, 1.3

13. The student will perform dances and games from various cultures, with emphasis on American cultures.
Music 1.3.2 | English 1.1, 1.2, 1.3, 1.8 | Mathematics 1.12, 1.13, 1.17 | History and Social Science 1.1, 1.2, 1.3
14. The student will demonstrate locomotor and nonlocomotor movements.
Music 1.3.3 | English 1.1, 1.2, 1.3, 1.8 | Mathematics 1.12, 1.13, 1.17 | History and Social Science 1.1, 1.2, 1.3
15. The student will use movement to dramatize songs, stories, and poems, with emphasis on American cultures.
Music 1.3.4 | English 1.1, 1.2, 1.3, 1.8 | Mathematics 1.12, 1.13 | History and Social Science 1.1, 1.2, 1.3
16. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using movement.
Music 1.7.1, 1.7.2 | English 1.1, 1.2, 1.3, 1.4, 1.8 | Science 1.1
17. The student will demonstrate high and low pitches, using movement.
Music 1.8.1 | English 1.1, 1.2, 1.3 | Science 1.1, 1.2
18. The student will exhibit respect for self and others while moving to music.
Music 1.11 | English 1.3 | History and Social Science 1.10 | Science 1.2

Composing

19. The student will improvise music, using body percussion, instruments, and movement.
Music 1.4.1 | English 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 | Mathematics 1.12, 1.13, 1.15, 1.16 | History and Social Science 1.1 | Science 1.1, 1.2
20. The student will improvise music to enhance stories, songs, and poems.
Music 1.4.3 | English 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 | Mathematics 1.15, 1.16, 1.17 | History and Social Science 1.1 | Science 1.1, 1.2
21. The student will create melodies for familiar nursery rhymes and chants.
Music 1.4.4 | English 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 | Mathematics 1.15, 1.16, 1.17 | History and Social Science 1.1 | Science 1.1, 1.2

Music Theory and Cultural Context

Reading and Writing Music

22. The student will read rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests.
Music 1.2.1 | English 1.1, 1.2, 1.3, 1.4, 1.5 | Mathematics 1.3, 1.17 | Science 1.7
23. The student will identify by sight high pitches and low pitches.
Music 1.8 | English 1.1, 1.2, 1.3, 1.6 | Science 1.1, 1.2

Understanding Music History and Musical Styles

24. The student will experience and discuss music related to famous Americans, American cultures, historical events, and major holidays.
Music 1.12 | English 1.10 | Mathematics 1.7 | History and Social Science 1.1, 1.2, 1.3, 1.11 | Science 1.1

Making Connections

25. The student will investigate the role of music and musicians in the community.
Music 1.12 | English 1.8, 1.10 | History and Social Science 1.2, 1.7, 1.9, 1.10 | Science 1.1

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

26. The student will recognize when music changes from one section to a contrasting section.
Music 1.6 | English 1.1, 1.2, 1.3 | Mathematics 1.16, 1.17
27. The student will identify and investigate by sight and sound pitched and non-pitched instruments.
Music 1.9 | English 1.1, 1.2, 1.3 | Mathematics 1.15, 1.16, 1.17 | Science 1.1, 1.2

28. The student will recognize sudden changes in expressive qualities of music, including changes in dynamics and tempo.
Music 1.7 | English 1.1, 1.2, 1.3, 1.4, 1.8 | Science 1.1
29. The student will compare and contrast vocal and instrumental music.
Music 1.10 | English 1.8 | Mathematics 1.16 | History and Social Science 1.10 | Science 1.2
30. The student will distinguish between accompanied and unaccompanied vocal music.
Music 1.10 | English 1.1, 1.2, 1.3 | Science 1.1
31. The student will recognize by sight and sound the difference between melodic rhythm and steady beat.
Music 1.5 | English 1.1, 1.2, 1.3 | Mathematics 1.17

Aesthetics: Responding, Reflecting

32. The student will describe ideas and emotions evoked by music.
Music 1.11, 1.12 | English 1.1, 1.3 | History and Social Science 1.10 | Science 1.1

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Instrument Identification

Peter and the Wolf – Sergei Prokofiev

- What do you hear when a new character enters the story?
- How is Peter’s melody different from the melodies of the other characters?
- What instruments represent the characters in the story? Why?

Instrument Identification, Evocation of Ideas/Images

The Four Seasons – Antonio Vivaldi (Questions pertain to any movement.)

- Which instrument plays a solo?
- What season do you think of when you hear this piece?
- What in the music sounds like that season?

Fast, High/Low

Pictures at an Exhibition: “Ballet of the Unhatched Chicks” – Modest Mussorgsky

- What is ballet?
- How does the music match the movements of the unhatched chicks?
- How does the melody move?

Instrument Identification, Vocal Style

“Hello Dolly” – Jerry Herman, as performed by Louis Armstrong

- Which instruments perform the melody?
- What style of music is this song?
- What words would you use to describe Louis Armstrong’s voice?

Melodic Rhythm

Symphony no. 5 in C Minor: first movement – Ludwig van Beethoven

- What rhythm do you hear repeated?
- Have you heard this music before? If so, where?
- Do you think a person needs to be able to hear in order to compose music? Why, or why not?

VOCABULARY

accompanied	largo	percussion	presto
ballet	line dance	performance	quarter note
body percussion	melodic rhythm	piano (dynamic)	quarter rest
circle dance	melody	piano (instrument)	repeat sign
dance	mood	piece of music	staff
ensemble	non-pitched instruments	pitch	unaccompanied
forte	note	pitched instruments	vocal
instrumental	paired eighth notes	poetry	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Two

The instructional objectives for grade two help students continue to develop skills and musical concepts in singing, playing instruments, performing rhythms, responding to music, using expression, moving to music with an emphasis on fine motor skills, using coordination, composing, and listening. Emphasis is placed on ensemble playing, musical form, and orchestral instruments. Students investigate the role of music in the cultures of American Indians and the cultures of ancient China and Egypt.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing individually and in groups a variety of songs, with emphasis on melodies within the range of a sixth.
Music 2.1.1, 2.1.2 | English 2.2, 2.3, 2.4 | Mathematics 2.20
2. The student will sing music in AB and ABA forms.
Music 2.6.2 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Mathematics 2.20
3. The student will sing melodic patterns that move upward, downward, and stay the same.
Music 2.9.1 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.20
4. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using the voice.
Music 2.7.1 | English 2.2, 2.3, 2.6, 2.9 | Science 2.6

Playing Instruments

5. The student will exercise increasing control while playing a variety of pitched and non-pitched instruments individually and in groups.
Music 2.1 | English 2.2, 2.3, 2.4
6. The student will accompany songs and chants with ostinati and single-chord accompaniments, using instruments.
Music 2.1.3 | English 2.2, 2.3, 2.4 | Mathematics 2.20
7. The student will play music in AB and ABA forms, using instruments.
Music 2.6.2 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Mathematics 2.20
8. The student will play melodic patterns that move upward, downward, and stay the same, using instruments.
Music 2.9.1 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.20
9. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using instruments.
Music 2.7.1 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Science 2.6

Performing Rhythms

10. The student will perform rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
Music 2.2 | English 2.2, 2.3 | Mathematics 2.3, 2.20

Moving to Music

11. The student will perform nonchoreographed and choreographed movements, including line and circle dances, with emphasis on AB and ABA forms.
Music 2.3.1, 2.3.5 | English 2.1, 2.2, 2.3, 2.4 | Mathematics 2.20
12. The student will perform dances and games from various cultures (e.g., ancient China, ancient Egypt, American Indian cultures).
Music 2.3.2 | English 2.1, 2.2, 2.3, 2.4 | History and Social Science 2.1, 2.2
13. The student will demonstrate locomotor and nonlocomotor movements of increasing complexity.
Music 2.3.3 | English 2.1, 2.2, 2.3, 2.4 | Mathematics 2.20
14. The student will use movement to dramatize songs, stories, and poems from various cultures (e.g., ancient China, ancient Egypt, American Indian cultures).
Music 2.3.4 | English 2.1, 2.2, 2.3, 2.4 | History and Social Science 2.1, 2.2
15. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using movement.
Music 2.7.1 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Science 2.6
16. The student will demonstrate melodic patterns that move upward, downward, and stay the same, using movement.
Music 2.9.1 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.20

Composing

17. The student will create lyrics to familiar melodies.
Music 2.4, 2.5.1 | English 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10, 2.12 | Mathematics 2.18, 2.20
18. The student will create accompaniments and ostinati.
Music 2.5.3 | English 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10, 2.12 | Mathematics 2.18, 2.20
19. The student will create music to enhance stories, songs, and poems.
Music 2.5.4 | English 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10, 2.12 | Mathematics 2.18, 2.20
20. The student will create movements to illustrate form.
Music 2.5.5 | English 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 2.10, 2.12 | Mathematics 2.18, 2.20

Music Theory and Cultural Context

Reading and Writing Music

21. The student will identify like and unlike melodic phrases.
Music 2.6.1 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Mathematics 2.20
22. The student will identify AB and ABA forms in music.
Music 2.6.2 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Mathematics 2.20
23. The student will identify by sight melodic patterns that move upward, downward, and stay the same.
Music 2.9 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.20
24. The student will read melodic patterns, using *sol*, *mi*, *la*, and low *do*.
Music 2.1 | English 2.4 | Mathematics 2.20 | Science 2.1
25. The student will notate melodic patterns that move upward, downward, and stay the same, using the seven letters of the musical alphabet.
Music 2.9 | English 2.2 | Mathematics 2.20 | Science 2.1
26. The student will read rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, and whole rests.
Music 2.2 | English 2.2, 2.3 | Mathematics 2.3 | Science 2.7

Understanding Music History and Musical Styles

27. The student will experience and discuss the role of music in the cultures of ancient China and ancient Egypt.
Music 2.11 | English 2.9, 2.10 | History and Social Science 2.1, 2.4
28. The student will experience and discuss the role of music in American Indian cultures.
Music 2.11 | English 2.9, 2.10 | History and Social Science 2.2, 2.4
29. The student will describe and discuss the difference between folk/popular music and orchestral music.
Music 2.8 | English 2.2 | History and Social Science 2.12 | Science 2.1

Making Connections

30. The student will investigate the role of performers in music.
Music 2.10 | English 2.3, 2.9 | History and Social Science 2.8, 2.9
31. The student will investigate how music is a form of communication in various cultures.
Music 2.5, 2.11 | English 2.1, 2.3, 2.4 | History and Social Science 2.1, 2.2, 2.3 | Science 2.1

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

32. The student will identify visually and aurally and investigate selected orchestral and folk instruments.
Music 2.8 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.16, 2.20 | Science 2.1
33. The student will describe sudden and gradual changes in dynamics and tempo, using music terminology.
Music 2.7.2 | English 2.2, 2.3, 2.6, 2.8, 2.9 | Science 2.6
34. The student will identify melodic patterns that move upward, downward, and stay the same, using music terminology.
Music 2.9.2 | English 2.2, 2.3, 2.8, 2.9, 2.10 | Mathematics 2.20
35. The student will categorize music compositions by form.
Music 2.6 | English 2.4, 2.7 | Mathematics 2.20 | Science 2.1
36. The student will identify visually and aurally the beginning and ending of a musical phrase.
Music 2.6.3 | English 2.2, 2.3, 2.6, 2.8, 2.9

Aesthetics: Responding, Reflecting

37. The student will investigate how musicians are inspired to perform or compose.
Music 2.10 | English 2.3, 2.9, 2.10

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

ABA Form

Rodeo: “Hoe-Down” – Aaron Copland

- What do you think of when you hear this music?
- Which instruments do you hear most?
- What is the form of this piece?

Gradual Changes

Peer Gynt. Suite No. 1, op. 46: “In the Hall of the Mountain King” – Edvard Grieg

- What is the hall of the Mountain King?
- What gradually changes throughout this piece?
- What words would you use to describe how Peer Gynt moves through the hall of the Mountain King?

Ostinato

Boléro – Maurice Ravel

- What is an ostinato?
- What instrument plays the rhythmic ostinato?
- What instruments play the melodic ostinati?

AB Form

Nutcracker Suite, op. 71a: “Dance of the Reed-Flutes” – Pyotr Ilyich Tchaikovsky

- What is the form of this piece?
- Have you heard this music before? If so, where?
- Which two art forms are used to tell this story?

AB Form, Melodic Rhythm

Mexican Hat Dance – Jesús González Rubio

- What are the melodic rhythms you hear in this piece?
- From which country do you think this music originated?
- What instrument plays the melody?

VOCABULARY

AB form	choreography	folk music	notate	tone color
ABA form	chorus (of a song)	form	orchestra	verse
accelerando	conductor	half note	ostinato, ostinati	whole note
allegro	crescendo	half rest	refrain	whole rest
andante	decrescendo	lyrics	ritardando, ritard	woodwind
bourdon, bordun	downbeat	mezzo forte	round	
brass	dynamic level	mezzo piano	strings	
call-and-response	dynamics	moderato	symphony	
canon	expression	musical alphabet	tempo	

ASSESSMENT

Teachers should select assessment methods to measure students’ progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Three

The instructional objectives for grade three allow students to continue building mastery in the areas of singing, playing instruments, rhythm, movement, composing, and listening. In addition, students further develop their skills and understanding through the study of rhythm, instrument families, form, and melodic notation. Students investigate the role of music in the cultures of ancient Greece and Rome and the West African empire of Mali. Students reflect on their personal motivations for making music.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing a varied repertoire of songs, with emphasis on melodies within the range of an octave.
Music 3.1.1 | English 3.1, 3.2, 3.3, 3.7 | Mathematics 3.19 | History and Social Science 3.2 | Science 3.8
2. The student will sing in tune with a clear tone quality.
Music 3.1 | English 3.1, 3.2, 3.3, 3.7 | History and Social Science 3.2 | Science 3.8
3. The student will sing alone and with others in various ensembles.
Music 3.1.2 | English 3.1, 3.2, 3.3, 3.7 | History and Social Science 3.2 | Science 3.8
4. The student will sing melodies from the treble staff, using a wide range of tempos and dynamics.
Music 3.3.2 | English 3.1, 3.2, 3.7 | Mathematics 3.19
5. The student will sing rounds, partner songs, and ostinato patterns in a two-part ensemble.
Music 3.1.2 | English 3.1, 3.2, 3.3, 3.7 | Mathematics 3.19 | History and Social Science 3.2 | Science 3.8

Playing Instruments

6. The student will play pitched and non-pitched instruments in two-part ensembles.
Music 3.5 | English 3.1 | Mathematics 3.19 | Science 3.5
7. The student will accompany songs and chants with I and V (V⁷) chords, using instruments.
Music 3.6 | English 3.1 | Mathematics 3.19
8. The student will play melodies written in traditional notation on the treble staff, using instruments.
Music 3.3.1 | English 3.1, 3.2, 3.7 | Mathematics 3.19
9. The student will demonstrate a wide range of tempos and dynamics, using instruments.
Music 3.3.2 | English 3.1, 3.2, 3.7 | Mathematics 3.19

Performing Rhythms

10. The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
Music 3.2 | English 3.1, 3.2 | Mathematics 3.3
11. The student will perform sets of beats grouped in twos and threes.
Music 3.8 | English 3.1, 3.2, 3.6, 3.7 | Mathematics 3.19 | Science 3.8

Moving to Music

12. The student will perform nonchoreographed and choreographed movements, including line and circle dances, with emphasis on ABC form.
Music 3.4.1, 3.4.4 | English 3.1, 3.2 | Mathematics 3.19 | Science 3.8

13. The student will perform dances and games from various cultures, with emphasis on those from ancient Greece, ancient Rome, and the West African empire of Mali.
Music 3.4.2 | English 3.1, 3.2 | Science 3.8
14. The student will use movement to dramatize songs, stories, and poems, with emphasis on those from ancient Greece, ancient Rome, and the West African empire of Mali.
Music 3.4.3 | English 3.1, 3.2 | Science 3.8
15. The student will illustrate form through movement, with emphasis on ABC form.
Music 3.7.2 | English 3.1, 3.2, 3.5, 3.7, 3.10, 3.11 | Mathematics 3.19
16. The student will illustrate sets of beats grouped in twos and threes, using movement.
Music 3.8 | English 3.1, 3.2 | Mathematics 3.19 | Science 3.8

Composing

17. The student will create rhythmic accompaniments and ostinati for songs and chants.
Music 3.7.1 | English 3.1, 3.2, 3.5, 3.7, 3.10, 3.11 | Mathematics 3.19
18. The student will create melodic accompaniments and ostinati for songs and chants.
Music 3.7.1 | English 3.1, 3.2, 3.5, 3.7, 3.10, 3.11 | Mathematics 3.19
19. The student will create new verses to songs.
Music 3.7.4 | English 3.1, 3.2, 3.5, 3.7, 3.10, 3.11
20. The student will create movements to illustrate form, with emphasis on ABC form.
Music 3.7.2 | English 3.1, 3.2, 3.5, 3.7, 3.10, 3.11 | Mathematics 3.19
21. The student will create movements to illustrate sets of beats grouped in twos and threes.
Music 3.4, 3.8, 3.14 | English 3.1 | Mathematics 3.19 | History and Social Science 3.6 | Science 3.8

Music Theory and Cultural Context

Reading and Writing Music

22. The student will recognize that music is divided into measures.
Music 3.2, 3.3, 3.10 | English 3.7 | Mathematics 3.19 | History and Social Science 3.6 | Science 3.8
23. The student will identify sets of beats grouped in twos and threes.
Music 3.8 | English 3.1, 3.2 | Mathematics 3.19 | Science 3.8
24. The student will identify strong and weak beats.
Music 3.8 | English 3.1, 3.2 | Mathematics 3.19 | Science 3.8
25. The student will read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 3.2 | English 3.1, 3.2 | Mathematics 3.3
26. The student will notate melodies, using traditional notation on the treble staff.
Music 3.3 | English 3.1, 3.2, 3.7 | Mathematics 3.19
27. The student will identify and explain ABC form.
Music 3.9 | English 3.1, 3.2, 3.9, 3.10 | Mathematics 3.19
28. The student will recognize and explain the functions of music symbols in a musical score, using music terminology.
Music 3.10 | English 3.1, 3.2, 3.7
29. The student will identify melodic movement as step, leap, or repeat.
Music 3.13 | English 3.4, 3.7 | Mathematics 3.19 | History and Social Science 3.6 | Science 3.8
30. The student will demonstrate the melodic shape (contour) of a musical phrase.
Music 3.13 | English 3.1, 3.2, 3.7 | Science 3.9

31. The student will sight-read rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 3.2 | English 3.1, 3.2 | Mathematics 3.3
32. The student will sight-read melodic patterns, using a pentatonic scale (*do, re, mi, sol, la*).
Music 3.1 | English 3.1, 3.2, 3.12 | Mathematics 3.19 | History and Social Science 3.6 | Science 3.8

Understanding Music History and Musical Styles

33. The student will experience and discuss the music of world cultures (e.g., in ancient Greece, ancient Rome, the West African empire of Mali).
Music 3.11 | English 3.1, 3.6, 3.10 | History and Social Science 3.1
34. The student will experience and discuss a composer and a music composition from each of four different periods of music history.
Music 3.11, 3.14 | English 3.1, 3.2, 3.6, 3.12 | History and Social Science 3.1
35. The student will experience and discuss musical settings of folk tales.
Music 3.11.1 | English 3.1, 3.5, 3.6, 3.10 | History and Social Science 3.1
36. The student will experience and discuss examples of non-Western instruments.
Music 3.11.2 | English 3.1, 3.6, 3.10 | History and Social Science 3.1

Making Connections

37. The student will recognize and investigate the role that music plays in the oral tradition of a culture.
Music 3.11 | English 3.1, 3.2, 3.12 | History and Social Science 3.2
38. The student will describe and discuss orchestral music careers (e.g., conductor, instrumentalist, vocalist, general manager, stage manager).
Music 3.15 | English 3.1, 3.2, 3.6, 3.12 | History and Social Science 3.8

Judgment and Criticism: Listening, Analyzing, Interpreting, and Evaluating

39. The student will identify and investigate the four orchestral families visually and aurally (woodwind, string, brass, percussion).
Music 3.12 | English 3.1, 3.2, 3.7
40. The student will discuss a piece of music, using music terminology.
Music 3.1.4 | English 3.1, 3.2, 3.3, 3.7 | History and Social Science 3.2 | Science 3.8
41. The student will describe the melodic shape (contour) of a musical phrase, including how pitches may move upward, downward, or stay the same, using music terminology.
Music 3.13 | English 3.1, 3.2, 3.7 | Science 3.9
42. The student will examine and discuss reasons that music compositions may be interpreted in different ways at different times in history.
Music 3.15 | English 3.1, 3.2, 3.5, 3.6, 3.12 | History and Social Science 3.1, 3.2, 3.3

Aesthetics: Responding, Reflecting

43. The student will identify common elements in the music of a culture.
Music 3.11, 3.15 | English 3.1, 3.2, 3.6, 3.12 | History and Social Science 3.1, 3.2, 3.3
44. The student will determine why music has value.
Music 3.14, 3.15 | English 3.1, 3.2, 3.12 | History and Social Science 3.7, 3.8, 3.9
45. The student will investigate personal motivations for making music.
Music 3.14, 3.15 | English 3.1, 3.2, 3.6, 3.12 | History and Social Science 3.12

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Instrument Families

The Young Person's Guide to the Orchestra, op. 34 – Benjamin Britten

- What instruments do you hear?
- To what families of the orchestra do they belong?
- Why do they belong to their respective families?
- In what order are the instrument families introduced in this piece?

Triple Meter

Music for the Royal Fireworks: Menuet II – George Frideric Handel

- Does this music make you want to sway or march? Why?
- When does the tempo change?
- How does the tempo change?
- Which instrument family is featured in this piece?

Orchestral Instruments

Rhapsody in Blue – George Gershwin

- What kind of musical ensemble plays this piece?
- What is the melodic direction of the opening instrumental solo?
- Which instrument plays this solo?
- Which style of music inspired this piece?

Tempo, Dynamics

Toccatina in D Minor (BWV 565) – Johann Sebastian Bach

- What instrument do you hear?
- What is the tempo of the opening section of the toccata?
- What is the tempo of the second section of the toccata?
- How do changes in dynamics affect the mood of this piece?

VOCABULARY

I–V–I chord progression	grand staff (system)	movement (section of a composition)	sixteenth notes
a cappella	harmony	musical score	staccato
ABC form	improvisation	octave	step
bar line	interlude	oral tradition	string family
bass clef	jazz	partner song	timbre
brass family	leap	pentatonic scale	treble clef
chord	ledger lines	percussion family	woodwind family
coda	legato	phrase	world music
composition	measure	scat	
dotted half note	melodic shape	shape	
fermata	motif	single eighth note	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)

- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Four

The instructional objectives for grade four emphasize deeper understanding of musical concepts including singing, playing, listening, rhythm, movement, composing, creating, and performing. Students continue to expand their knowledge of orchestral instruments, various musical styles, and the music of various cultures. Through their deeper understanding, students will be able to demonstrate the ability to apply aesthetic criteria for making musical decisions.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing a varied repertoire of songs, with emphasis on diatonic melodies.
Music 4.1 | English 4.1 | Mathematics 4.15 | Science 4.7
2. The student will sing with a clear tone quality and correct intonation.
Music 4.1 | English 4.1 | Science 4.7
3. The student will maintain correct posture while singing.
Music 4.1 | English 4.1
4. The student will sing melodies from the treble staff with expression, using indicated dynamics and phrasing.
Music 4.1.1 | English 4.1 | Mathematics 4.15 | Science 4.7
5. The student will sing in simple harmony.
Music 4.1.2 | English 4.1 | Science 4.7

Playing Instruments

6. The student will play music of increasing difficulty in two-part ensembles, using pitched and non-pitched instruments.
Music 4.5 | English 4.1 | Mathematics 4.15
7. The student will accompany songs and chants with I, IV, and V (V⁷) chords, using instruments.
Music 4.6 | English 4.1 | Mathematics 4.15
8. The student will play a given melody on recorder or other instrument.
Music 4.3.2 | English 4.1 | Mathematics 4.15
9. The student will play melodies of increasing difficulty written in traditional notation on the treble staff, using instruments such as recorder.
Music 4.3.2 | English 4.1 | Mathematics 4.15

Performing Rhythms

10. The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
Music 4.2 | English 4.1 | Mathematics 4.15

Moving to Music

11. The student will perform nonchoreographed and choreographed movements, with emphasis on rondo form.
Music 4.4.1, 4.8 | English 4.1, 4.4 | Mathematics 4.15 | Science 4.7
12. The student will perform traditional games and folk dances, with emphasis on those from Virginia history.
Music 4.4.2 | English 4.1, 4.4, 4.6 | Science 4.7
13. The student will create movements to illustrate form, with emphasis on rondo form (ABACA).
Music 4.7.3 | English 4.1, 4.2, 4.4, 4.5, 4.6 | Mathematics 4.15 | Science 4.2
14. The student will create movements to illustrate meter.
Music 4.7.3 | English 4.1, 4.2, 4.4, 4.5, 4.6 | Mathematics 4.15 | Science 4.2

Composing

15. The student will improvise simple melodic accompaniments.
Music 4.7.1 | English 4.1, 4.2, 4.4, 4.5, 4.6, 4.9 | Mathematics 4.15 | Science 4.2
16. The student will improvise simple rhythmic accompaniments.
Music 4.7.1 | English 4.1, 4.2, 4.4, 4.6, 4.9 | Mathematics 4.15 | Science 4.2
17. The student will compose melodic and rhythmic motives to enhance literature.
Music 4.7.2 | English 4.1, 4.2, 4.4, 4.6, 4.9 | Mathematics 4.15 | Science 4.2
18. The student will compose short melodic and rhythmic phrases within specified guidelines.
Music 4.2, 4.3 | English 4.7, 4.9 | Science 4.2

Music Theory and Cultural Context

Reading and Writing Music

19. The student will read short melodic scale patterns.
Music 4.3 | English 4.6
20. The student will sight-read melodic patterns, using a hexatonic scale (*do, re, mi, fa, sol, la*).
Music 4.3 | English 4.6 | Mathematics 4.15
21. The student will sight-read rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 4.2 | English 4.1 | Mathematics 4.15
22. The student will recognize dynamic markings and interpret them in performance.
Music 4.9 | English 4.1, 4.2
23. The student will notate melodies in traditional notation on the treble staff, with emphasis on stepwise progression.
Music 4.3 | English 4.1 | Mathematics 4.15
24. The student will read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 4.2 | English 4.1 | Mathematics 4.15
25. The student will read and notate two-note chords in traditional notation on the treble staff.
Music 4.3 | English 4.6 | Mathematics 4.15
26. The student will identify the functions of the upper and lower numbers of meter signatures with 2, 3, and 4 beats.
Music 4.11 | English 4.1, 4.2

- 27. The student will divide rhythms into measures.
Music 4.2 | English 4.8 | Mathematics 4.4
- 28. The student will identify and explain rondo form.
Music 4.8 | English 4.1, 4.2, 4.4 | History and Social Science VS.1 | Mathematics 4.15

Understanding Music History and Musical Styles

- 29. The student will recognize a composer and a music composition from each of four different periods of music history.
Music 4.13.2 | English 4.1, 4.2, 4.4, 4.9 | History and Social Science VS.1
- 30. The student will describe various styles of music, using music terminology.
Music 4.13 | English 4.1, 4.2, 4.4, 4.9 | History and Social Science VS.1
- 31. The student will place musical examples into categories of style.
Music 4.13.1 | English 4.1, 4.2, 4.4, 4.9 | History and Social Science VS.1
- 32. The student will recognize music of world cultures.
Music 4.13, 4.15 | English 4.6 | History and Social Science VS.1

Making Connections

- 33. The student will investigate how inventions and advances in science have influenced music throughout history.
Music 4.13, 4.15 | English 4.6, 4.9 | Science 4.1
- 34. The student will investigate the role of music in selected periods of Virginia history.
Music 4.13, 4.15 | English 4.6, 4.9 | History and Social Science VS.1, VS.3, VS.4, VS.5, VS.6
- 35. The student will describe and discuss the musical activities of composers, arrangers, and lyricists.
Music 4.15 | English 4.6, 4.9 | History and Social Science VS.1

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

- 36. The student will identify instruments from various music ensembles visually and aurally, including instruments from other cultures.
Music 4.10 | English 4.1, 4.2, 4.4 | Mathematics 4.11
- 37. The student will distinguish between major and minor tonality.
Music 4.12 | English 4.1, 4.2, 4.4 | Mathematics 4.15
- 38. The student will listen to, compare, and contrast music compositions from four periods of music history.
Music 4.13.2 | English 4.1, 4.2, 4.4, 4.9 | History and Social Science VS.1
- 39. The student will listen to, compare, and contrast music compositions from two non-Western cultures.
Music 4.10, 4.13, 4.15 | English 4.4, 4.6, 4.9 | History and Social Science VS.1 | Science 4.1
- 40. The student will identify and investigate ways that music compositions from popular culture reflect the past and influence the present.
Music 4.15 | English 4.2, 4.3, 4.6, 4.9 | History and Social Science VS.1 | Science 4.1
- 41. The student will describe a music composition, using music terminology.
Music 4.11, 4.13 | English 4.1, 4.2, 4.4

Aesthetics: Responding, Reflecting

- 42. The student will discuss how personal beliefs influence responses to music.
Music 4.14, 4.15 | English 4.1, 4.2, 4.3 | History and Social Science VS.1
- 43. The student will investigate criteria used to evaluate music.
Music 4.13, 4.15 | English 4.9 | Science 4.1
- 44. The student will discuss why criteria used to evaluate music have varied over time.
Music 4.13, 4.15 | English 4.9 | History and Social Science VS.1

45. The student will formulate questions about musical compositions from past or present cultures.
Music 4.10, 4.13, 4.15 | English 4.6, 4.9 | History and Social Science VS.1 | Science 4.1

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Dynamics, Mood, Science Connection

The Planets: “Mars” – Gustav Holst

- What are the names of the planets in our solar system?
- What comes to your mind when you hear this music?
- What musical elements support your response?
- How does this music compare with John Williams’ *Star Wars*?

Dynamics, Mood-Theme, Literature Connection

Danse Macabre – Camille Saint-Saëns

- Which instrument plays the first notes of this piece?
- At several points, the dancing skeletons are represented by an unexpected instrument. What instrument do you hear?
- How would you describe the mood of the piece?
- If you were to create a work of art based on this music, what would be the subject of your artwork?
- What would be happening in a movie scene if you heard this music?

Rondo Form

The Carnival of the Animals: “Fossils” – Camille Saint-Saëns

- What is a fossil?
- What instrument opens the piece? To which family does it belong?
- Why do you think this composition is entitled “Fossils?”

Minor Key

Symphony no. 1 in D Major: third movement – Gustav Mahler

- Do you recognize a children’s song in this music? If so, what is it?
- Is this movement in a major or minor key?
- What musical clues did Mahler use to help you make this decision?
- What instruments do you hear at the beginning of the piece?
- What instrument has a prominent solo in the piece?
- Do the basses and celli play in unison or as a round?

Jazz Vocal Style

“One Note Samba” – Antonio Carlos Jobim, as performed by Ella Fitzgerald

- What style of music is this?
- Are these real words or nonsense syllables?
- Why is the singer using so many different vocal sounds?
- Which instruments is she imitating?
- How does this style of music compare to rap?

Code Song, Oral Tradition

“Follow the Drinking Gourd” – American folk song

- What is a gourd? How could it be used for drinking water?
- What is the Drinking Gourd?
- Is there a hidden message in this song? If so, what is it?
- What was the Underground Railroad?
- Do you know any other songs that contain hidden messages? If so, what are they?

VOCABULARY

I–IV–V ⁷ –I chord progression	dal segno	musical	soprano recorder
alto	dotted quarter note	opera	syncopation
arranger	fine	recorder	tenor
articulation	intonation	Romantic	texture
Baroque	lyricist	rondo form	tie
bass	major	scale	time signature
Classical	meter	sight-read	tonic
coda	minor	slur	
da capo	Modern	soprano	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated

Grade Five

The instructional objectives for grade five enable students to use their musical knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of musical styles. In addition, they develop personal criteria for describing musical performances and compositions, using music terminology.

Correlations to Virginia’s music and core academic Standards of Learning are listed below each objective.

OBJECTIVES

Performance and Production

Singing

1. The student will sing a varied repertoire of songs while demonstrating beginning choral behaviors and skills in ensemble singing.
Music 5.1.1 | English 5.1, 5.2
2. The student will sing with attention to blend, balance, intonation, and expression.
Music 5.1 | English 5.1, 5.2, 5.4
3. The student will maintain correct seated and standing postures while singing.
Music 5.1.1 | English 5.1, 5.2
4. The student will sing melodies written in traditional notation on the treble staff, using indicated dynamics, phrasing, and other expression.
Music 5.3.1 | English 5.1, 5.2, 5.4
5. The student will sing in two- and three-part harmony.
Music 5.1.2 | English 5.1, 5.2

Playing Instruments

6. The student will play music of increasing difficulty in a variety of ensembles, using pitched and non-pitched instruments.
Music 5.5 | English 5.1, 5.4
7. The student will play increasingly difficult accompaniments on instruments, using I, IV, and V (V⁷) chords.
Music 5.2, 5.5 | English 5.2 | Science 5.2
8. The student will play increasingly difficult melodies and accompaniments written in traditional notation on the treble staff, using instruments.
Music 5.2, 5.3, 5.5 | English 5.2 | Science 5.2

Performing Rhythms

9. The student will perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, dotted quarter followed by a single eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
Music 5.2, 5.4.3 | English 5.1 | Mathematics 5.2

Moving to Music

10. The student will perform traditional games and folk dances, with emphasis on those from American history.
Music 5.4.2, 5.13 | English 5.1, 5.4, 5.6 | History and Social Science VS.1

11. The student will perform choreographed and nonchoreographed movements of increasing complexity.
Music 5.4.1 | English 5.1, 5.4 | History and Social Science VS.1
12. The student will create movements to illustrate duple and triple meters.
Music 5.6.2 | English 5.1, 5.4 | Mathematics 5.17
13. The student will create movements to illustrate form, with emphasis on theme-and-variations.
Music 5.6.2 | English 5.1, 5.4

Composing

14. The student will improvise melodies and rhythms of increasing complexity.
Music 5.6.1 | English 5.1, 5.4
15. The student will compose short melodic and rhythmic phrases within specific guidelines to lead to an original composition.
Music 5.6.3 | English 5.1, 5.4

Music Theory and Cultural Context

Reading and Writing Music

16. The student will identify notes on the bass staff.
Music 5.3 | English 5.4, 5.6
17. The student will sight-read melodic patterns, using the diatonic scale (*do, re, mi, fa, sol, la, ti, do*).
Music 5.1 | English 5.4, 5.6 | Science 5.7
18. The student will sight-read rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 5.2 | English 5.1, 5.4 | Mathematics 5.2
19. The student will notate melodies in traditional notation on the treble staff, with emphasis on skips and leaps.
Music 5.3 | English 5.1, 5.4, 5.7
20. The student will read and notate rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.
Music 5.2 | English 5.1, 5.4, 5.8 | Mathematics 5.2
21. The student will identify the functions of the upper and lower numbers of meter signatures in duple and triple meters.
Music 5.10 | English 5.1, 5.4 | Mathematics 5.2
22. The student will identify and explain theme-and-variations form.
Music 5.7 | English 5.1, 5.4 | History and Social Science VS.1

Understanding Music History and Musical Styles

23. The student will discuss representative composers and music compositions from each of four different periods of music history.
Music 5.11.5 | English 5.1, 5.4, 5.6, 5.9 | History and Social Science VS.1, USI.1 | Science 5.2
24. The student will compare and contrast a variety of musical styles, using music terminology.
Music 5.11.1 | English 5.1, 5.4, 5.6, 5.9 | History and Social Science VS.1, USI.1 | Science 5.2
25. The student will place music examples into categories of style, including American folk music, jazz, American musical theater, and movie/television music.
Music 5.11 | English 5.3, 5.4, 5.6, 5.9 | History and Social Science USI.1

26. The student will identify characteristics of the music of world cultures.
Music 5.11.4 | English 5.1, 5.4, 5.6, 5.9 | History and Social Science VS.1, USI.1 | Science 5.2

Making Connections

27. The student will investigate the science of sound.
Music 5.13 | English 5.6, 5.9 | Science 5.1, 5.2
28. The student will describe and discuss various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
Music 5.13 | English 5.4, 5.6, 5.9 | History and Social Science USI.1
29. The student will investigate how people may participate in music within the community as performers, consumers of music, and music advocates.
Music 5.13 | English 5.3, 5.4, 5.6, 5.9 | History and Social Science USI.1

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

30. The student will investigate the production of sound by instruments from various music ensembles, including instruments from other cultures.
Music 5.9, 5.11, 5.13 | English 5.3, 5.4, 5.6, 5.9 | History and Social Science USI.1 | Science 5.2
31. The student will explore through listening how vocal styles contribute to the quality of enjoyment of songs.
Music 5.11.2 | English 5.1, 5.4, 5.6, 5.9 | History and Social Science VS.1, USI.1 | Science 5.2
32. The student will analyze and evaluate music performances and compositions, using music terminology.
Music 5.8 | English 5.1, 5.4, 5.5

Aesthetics: Responding, Reflecting

33. The student will describe and discuss why the role of music may be different in different cultures.
Music 5.9, 5.11, 5.13 | English 5.1, 5.2, 5.6, 5.9 | History and Social Science USI.1
34. The student will articulate reasons for preferences among musical compositions, using music terminology.
Music 5.8, 5.11, 5.12 | English 5.1, 5.3, 5.4, 5.6
35. The student will develop personal criteria for determining the value of a musical composition or genre.
Music 5.11, 5.12, 5.13 | English 5.1, 5.3 | History and Social Science USI.1

MUSIC APPRECIATION: COMPOSITIONS AND COMPOSERS

Theme-and-Variations Form

Variations on “Ah, vous dirai-je, maman” K. 265 – Wolfgang Amadeus Mozart

- Do you recognize the theme? If so, what is it called?
- How many variations do you hear?
- Which variation do you like the most? Why?
- What instrument plays this piece?

Theme-and-Variations Form

Variations on “America” – Charles Ives

- Does this piece begin with the theme?
- How would you describe the opening section?
- Does the opening section make you think of the theme? If so, why?
- How many variations on *America* do you hear?

- How does Charles Ives make the variations different from one another? What musical elements does he change?
- Which variation do you like the most? Why?

Contrasting Vocal Styles

Porgy and Bess: “Summertime” – George Gershwin, as performed by Kathleen Battle

- What is this song about?
- How would you describe Kathleen Battle’s style of singing?
- What musical genre does this style represent?
- To whom would this song be sung? What kind of song is this?
- What musical elements support your decision?

Porgy and Bess: “Summertime” – George Gershwin, as performed by Ella Fitzgerald and Louis Armstrong

- How does the vocal style of Ella Fitzgerald differ from the vocal style of Kathleen Battle?
- How would you describe Ella Fitzgerald’s style of singing?
- What musical genre does this style represent?
- Do you prefer one style over the other? If so, why?
- In which region of the United States do you think this story takes place? (Use the lyrics as a guide.)

VOCABULARY

accidental	flat	repertoire
arpeggio	fortissimo	sharp
critic	genre	style
critique	key	theme
dotted eighth note	key signature	theme-and-variations
duple meter	natural	triple meter
eighth rest	pianissimo	

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