



MUSIC STANDARDS OF LEARNING:
***INSTRUCTIONAL STRATEGIES
AND CORRELATIONS***

GRADE ONE

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Table of Contents

Acknowledgments iv

Introductionv

Standards of Learning Correlation Chart..... viii

Music Standard 1.1 1

Music Standard 1.2.....2

Music Standard 1.3.....4

Music Standard 1.4.....5

Music Standard 1.5.....7

Music Standard 1.6.....8

Music Standard 1.7.....9

Music Standard 1.8.....10

Music Standard 1.9.....11

Music Standard 1.10.....12

Music Standard 1.1114

Music Standard 1.12.....15

Music Standard 1.13.....16

Music Standard 1.14.....18

Music Standard 1.15.....19

Music Standard 1.16.....20

Music Standard 1.17.....21

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Introduction

These teacher-authored music instructional strategies for kindergarten through grade eight are based on the 2013 *Music Standards of Learning for Virginia Public Schools* and are correlated with the 2008 *History and Social Science Standards of Learning*, the 2009 *Mathematics Standards of Learning*, the 2010 *English Standards of Learning*, and the 2010 *Science Standards of Learning*. The music educators who developed these instructional strategies were selected based on their expertise in the field of music education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these music strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through music instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Music Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's website at www.doe.virginia.gov/instruction/fine_arts/music/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Music Standards of Learning* reflect minimum music requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process of achieving that objective.

Strands

Music Theory/Literacy

Students will study and practice music theory through reading and writing music notation. They will use critical-thinking skills to analyze the manner in which music is organized.

Performance

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, improvising, composing, and responding to music with movement. Students will participate in all aspects of music performance, demonstrating appropriate use of related materials, equipment, methods, and technologies.

Music History and Cultural Context

Students will understand aspects of music history and ways in which music fits into culture. They will become familiar with the distinctive musical characteristics of music that delineate major historical periods of music and will identify the compositional techniques employed in many styles of music. Students will examine the interrelationships among current events, developing technologies, and music in society.

Analysis, Evaluation, and Critique

Students will listen to, respond to, reflect on, analyze, interpret, evaluate, and critique music. They will articulate objective evaluations of musical works by analyzing creative musical elements and production as a whole. Students will be guided in the development of criteria to be used for making informed artistic judgments about music as well as the other arts and for evaluating the roles of music in society. They will apply these processes when creating and evaluating their own musical works.

Aesthetics

Students will reflect on the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and factors that shape aesthetic responses to music. By experiencing and evaluating musical compositions and performances, students will have the opportunity to understand meaning in music and recognize the contribution music makes to the enrichment of the human experience.

Goals

The content of the *Music Standards of Learning* is intended to support the following goals for students:

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Create works of music that transcribe 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.)
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Music Instructional Strategies

Instructional strategies listed under each music Standard of Learning are intended to serve as general suggestions. Teachers will need to further define these strategies to meet the needs and interests of their students as well as to support unit and lesson goals. Skills, techniques, and content are often separated due to the nature of the standards and strategies. While students need to practice skills and techniques in preparation for music making, developing instruction that incorporates more than one strategy will result in enriched learning experiences and deeper understanding of music.

Vocabulary

Listed under each music standard are important vocabulary terms that relate to that standard. These terms are not exclusive, and teachers are encouraged to introduce additional vocabulary when discussing music skills, techniques, and concepts. Students will use these terms in oral, written, and performance opportunities so that they become part of students' working vocabulary. Because this regular use of music-related vocabulary is such an integral part of the teaching process, mentioning vocabulary development each time it applies would become redundant; it is only mentioned explicitly at the kindergarten level, as students are beginning to learn content-specific words.

Materials

The suggested materials are representative of music instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within music and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

Related Academic Standard of Learning

Each K–8 music Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading “Related Academic Standard of Learning” accompanying each music standard. This correlation is not exclusive and does not indicate that the music standards cannot be correlated with additional academic standards. It is hoped that music teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

Related Instructional Strategies

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as music teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the music and core academic perspectives for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

Assessment

Student 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 accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Music educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, performances, tests, and other assessment instruments.

The Department of Education has not developed specific assessments for these standards and strategies. It is hoped that assessment materials will be developed by teachers to reflect these strategies. The use of such assessment materials will assure that students have achieved each standard and will support a high quality K–8 music education program.

Resource

Virginia Commission for the Arts

The Virginia Commission for the Arts (VCA) is the official state agency created in 1968 that supports the arts through funding from the Virginia General Assembly and the National Endowment for the Arts. Its mission is to support artistic excellence and encourage growth in artistic quality for the benefit of all Virginians. In 2014, nearly 7.1 million people attended arts events made possible through VCA funding, including 1.6 million schoolchildren. Arts in Education is one of seven different grant programs offered by the VCA that provides funding opportunities up to \$10,000 with a one-to-one match for PreK-12 schools and not-for-profit organizations. Eligible Arts in Education grant activities include artist residencies, after-school or summer arts education programs run by not-for-profit arts organizations, and training programs for artists who work with elementary and secondary students. The teacher training activity is applicable for universities, schools, or arts organizations that want to further develop their teaching artists to work in PreK-12 schools. For more information about the Commission and the Arts in Education grant program, visit the VCA Web site at <http://www.arts.virginia.gov>.

Standards of Learning Correlation Chart

Music Standards of Learning 2013	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
1.1				1.2
1.2	1.9			1.1
1.3		1.3		
1.4	1.1			1.1
1.5			1.17	
1.6			1.17	
1.7			1.17	
1.8		1.2		
1.9				1.2
1.10		1.10		
1.11	1.10			
1.12	1.2			
1.13				1.1
1.14	1.8			
1.15		1.10		
1.16		1.11		
1.17	1.7			

Music Standard 1.1

The student will read and notate music, including

1. high and low pitches, using traditional and nontraditional notation;
 2. rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using traditional and nontraditional notation; and
 3. identification of basic music symbols.
-

Strand

Music Theory/Literacy

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.1

- Play music on a pitched instrument. Have students use upper-body movements to indicate high pitches and lower-body movements to indicate low pitches.
- Draw and identify a music staff and the treble clef. Explain how the treble clef (G clef) relates to the music staff. Have students draw a music staff and treble clef.
- Draw, identify, and explain the rhythmic value of quarter notes, quarter rests, and paired eighth notes. Have students draw quarter notes, quarter rests, and paired eighth notes.
- Using a steady beat, demonstrate the rhythmic value of quarter notes, quarter rests, and paired eighth notes.
- Identify the repeat sign in printed music. Have students identify repeat signs in other familiar melodies.
- Define and play music examples demonstrating *largo* and *presto* tempos and *forte* and *piano* dynamics. Have students identify tempos and dynamics in listening examples.

Vocabulary

forte, high, largo, low, note, note head, paired eighth notes, piano, pitch, presto, quarter note, quarter rest, repeat sign, staff, stem, tempo, treble clef (G clef)

Materials

Music examples with obvious high and low pitches, pitched instrument, props to help students visualize up and down (e.g., slide whistle, ball), music examples with sudden changes in dynamics, music examples with obvious changes in tempo, word wall, word cards showing the words *fast, slow, loud, soft*, drawing materials

Related Academic Standard of Learning

Science Standard 1.2

The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

- a) objects may have straight, circular, and back-and-forth motions;
- b) objects may vibrate and produce sound; and
- c) pushes or pulls can change the movement of an object.

Instructional Strategies

- Demonstrate how lip vibrations and movement of air cause the tone production of a brass instrument. Have students demonstrate various lip vibrations.
- Demonstrate how moving the slide of a trombone affects the pitch of the instrument. Have students imitate the movement of the trombone slide while producing the sounds it would make.
- Have students feel the vibrations produced by their own voices by placing their hands on their throats and producing various vocal sounds. Ask them to explain this experience, and record their observations.

Music Standard 1.2

The student will demonstrate various uses of the voice, including

1. singing high and low pitches;
 2. using the voice in speech and song; and
 3. demonstrating expressive qualities of music, including changes in dynamics and tempo.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.2

- Discuss with students the meaning of the word *pitch*. Distinguish this meaning from the other meaning that students probably know—i.e., to pitch (throw) a ball.
- Play a song with obvious high and low pitches. Instruct students to raise a hand to demonstrate when they hear mostly high pitches and lower a hand when they hear mostly low pitches.
- Play a song. Instruct students to walk forward when the music is high and walk backward when the music is low.
- Play high and low pitches. Challenge students to demonstrate creative ways of moving high or low through space in response to high and low pitches.
- Guide students to sing *sol-mi* songs, using the words *high* and *low*.
- Guide students to imitate vocally the pitches of a slide whistle or the rise and fall of a ball tossed in an arched trajectory.
- Have students demonstrate changes in dynamics vocally, instrumentally, and/or with movement.
- Have students demonstrate changes in tempo vocally, instrumentally, and/or with movement.
- Discuss with students examples of sudden changes in the dynamics of sounds in everyday life (e.g., the dynamic change caused by an alarm clock, phone, or siren suddenly breaking the silence; the dynamic change caused by these sounds suddenly stopping).
- Direct students to demonstrate recognition of loud and soft by using large and small body movements.
- Have students play instruments loudly or softly to create sound effects or accompaniment for a song or story.
- Direct students to sing or play percussion instruments increasingly louder or softer in an activity to help a student locate an object hidden within the classroom.
- Demonstrate for students the use of movement to show the speed of a song. Have students use movement to show the speed of a song.
- Play a song. Instruct students to hold up “fast” or “slow” word cards to respond to changes in the tempo as they hear them.
- Play songs that have sudden changes in tempo. Have students take turns conducting tempo changes as each song is played.

Vocabulary

accompaniment, aloud, barred instrument, conductor, down, explore, fast, high, imitate, loud, low, pitch, quiet, slow, soft, sound effect, tempo, up, volume

Materials

Music examples with obvious high and low contrasts, pitched percussion instruments such as the xylophone, *sol-mi* songs, props to help students visualize up and down (e.g., slide whistle, ball), music examples with sudden changes in dynamics, music examples with obvious changes in tempo, word cards showing the words *fast, slow, loud, soft, faster, slower, louder, and softer*

Related Academic Standard of Learning

Science Standard 1.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Instructional Strategy

Guide students in observing and discussing the differences in physical properties of the human voice. Have students create and discuss various vocal sounds.

Related Academic Standard of Learning

English Standard 1.9

The student will read and demonstrate comprehension of a variety of fictional texts.

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the main idea or theme.
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Instructional Strategies

- Discuss with students how the tempo (speed) and the volume (loudness) of a person's voice when reading aloud can affect the listener's understanding. Demonstrate appropriate speed and volume when reading aloud. Provide guided practice for individual students as they read selected passages aloud.
- Discuss how volume changes can be used when reading a story aloud. Demonstrate reading a story with volume changes, and discuss the parts of the story that were louder and those that were quieter. Provide opportunities for students to demonstrate expression appropriate for the text when reading aloud.
- Direct students in the performance of a musical production of a familiar story.

Music Standard 1.3

The student will sing a variety of songs alone and with others, including

1. matching pitches, using the head voice; and
 2. singing three-pitch (*sol-mi-la*) songs, using echo and ensemble singing.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- 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.

Instructional Strategies

Music Standard 1.3

- Direct students to echo *sol-mi-la* melodic patterns vocally, matching pitches.
- Have students sing *sol-mi-la* songs, using their head voices.
- Have students follow iconic representations of *sol-mi-la* patterns and solfege hand signs.
- Have students sing a repertoire of age-appropriate songs that use *sol-mi-la* patterns.
- Have students accompany singing with nonpitched instruments.

Vocabulary

chant, clap, echo, ensemble, pat, percussion, sing, snap, song, stomp

Materials

Patriotic songs and visuals, recordings or other accompaniment resources, pitched and nonpitched percussion instruments, icons to be used as pictorial symbols for music notation

Related Academic Standard of Learning

History and Social Science Standard 1.3

The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Instructional Strategies

- Have students use *sol, mi, and la* pitches to sing questions and answers associated with Presidents' Day, Columbus Day, and/or Independence Day.
- Have students sing a repertoire of patriotic songs associated with Presidents' Day, Columbus Day, and/or Independence Day.
- Have students create chants, using *sol, mi, and la* pitches from names and facts related to national holidays.

Music Standard 1.4

The student will play a variety of pitched and nonpitched instruments alone and with others, including

1. playing two-pitch melodies, using imitation;
 2. playing expressively with appropriate dynamics and tempo;
 3. accompanying songs and chants, using body percussion as well as instruments; and
 4. using proper playing techniques.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- 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.

Instructional Strategies

Music Standard 1.4

- Lead students in singing a repertoire of songs with and without instrumental accompaniment.
- Have students play a steady beat on pitches *do* and *sol* on barred instruments to accompany a pentatonic song.
- Have students perform a repeated rhythmic pattern on nonpitched instruments or body percussion to accompany singing.
- Guide students in creating a body-percussion pattern to accompany singing.
- Play two recordings of the same vocal music—one with accompaniment and one without. Discuss with students the similarities and differences between the two performances.
- Discuss with students a variety of ways to create an accompaniment, using different resources (e.g., body percussion, voice, pitched percussion, orchestral instruments, keyboard instruments, digital rhythm tracks).
- Lead students in practicing proper playing techniques on a variety of classroom instruments.
- Lead students to explore how high and low pitches are made, using pitched percussion instruments such as the xylophone. Demonstrate how the pitch gets higher as the xylophone bars get shorter. Have students play pitched barred instruments.
- Have students observe and discuss the physical characteristics that make high and low pitches (e.g., short bars vs. long bars, short strings vs. long strings, small vs. large size).
- Have students make an instrument by stretching a rubber band across an empty container. Demonstrate and discuss how the length of the rubber band and the amount of tension or stretching affect the pitch.
- Have students name different sounds heard during the school day (e.g., the ringing of a bell, the slamming of a door, the rumble of a truck outside). As each sound is named, direct students to identify whether it is a higher or a lower sound, based on their memory of how it sounds. The next time each identified sound is heard, ask students whether it is as they remembered it or whether it is higher or lower. Ask students to compare the sounds and identify the one that was the loudest and the one that was the softest or quietest.

Vocabulary

accompaniment, accompany, different, instrument, repeated, rhythmic pattern, same, steady beat, unaccompanied

Materials

Pitched and nonpitched percussion instruments, selected recordings, accompaniment resources such as keyboard or sound tracks

Related Academic Standard of Learning

English Standard 1.1

The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Instructional Strategies

- Have students sing songs and/or recite rhymes with and without instrumental accompaniment.
- Have students use complete sentences to describe the differences in sound between two performances of the same song, one with accompaniment and one without. Discuss with students the differences in the expressive qualities of these two performances.
- Play short examples of accompanied and unaccompanied vocal music and have students identify each, expressing their responses in complete sentences.
- Have students create sound stories, using pitched and nonpitched instruments. Have students incorporate dynamics and different tempos in their playing to create expressive characteristics in their stories.

Related Academic Standard of Learning

Science Standard 1.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Instructional Strategies

- Guide students in observing and discussing the differences in physical properties of various classroom instruments. Have students create and discuss various instrumental sounds.
- Have students predict the category of a newly introduced instrument based on prior knowledge of similar instruments.
- Provide opportunities for students to experiment with and discover how sound is produced from various classroom instruments while being respectful of the equipment.
- Conduct with students an experiment, using bottles filled with water to various heights (i.e., each bottle will contain a different volume of water and a different volume of air from that in every other bottle). To facilitate discussion, number each bottle. Demonstrate striking the bottles to compare the various pitches they make. Have students identify the difference in pitch of each bottle. Clarify the relationship between the pitch a bottle makes and the volume of water and volume of air in it.

Music Standard 1.5

The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice.

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.5

- Have students echo rhythmic patterns, using nonpitched instruments and/or body percussion.
- Have students practice using a rhythmic language (e.g., “ta” for quarter note, “ti-ti” for paired eighth notes). Make sure students keep the syllables consistent.
- Devise different methods for students to visualize simple four-beat patterns (e.g., using craft sticks, “people” notes, straws, cups, icons, pictures). Have students identify rhythmic patterns that are alike and different.
- Have students read and perform rhythmic patterns consisting of quarter notes, quarter rests, and paired eighth notes.
- Display visuals of various rhythmic patterns consisting of quarter notes, quarter rests, and paired eighth notes. Direct students to identify the visual representation that matches each rhythmic pattern performed by the teacher or a classmate.
- Have students practice performing word rhythms, using instruments, body percussion, and/or the voice.

Vocabulary

alike, clap, different, eighth note, pat, percussion instrument, quarter note, quarter rest, rhythmic language, rhythmic pattern, snap, stomp

Materials

Classroom instruments, icons and materials to be used as pictorial symbols for music notation, visuals of rhythmic patterns consisting of quarter notes, quarter rests, and paired eighth notes

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Instructional Strategies

- Have students create rhythmic patterns of classmates’ names and determine which name rhythms are alike and which are different.
- Have students identify the distribution pattern as classroom percussion instruments are distributed to the class.
- Have students arrange geometric shapes, letters, and/or other manipulatives to show the pattern of like and unlike rhythmic phrases.

Music Standard 1.6

The student will demonstrate the difference between melodic rhythm and steady beat.

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.6

- Discuss with students the meaning of “steady beat” as a pulse that continues through sound and silence. Have students identify examples of sounds that have a steady beat (e.g., ticking clock, dripping faucet, ticking metronome, running washing machine, heartbeat).
- Provide students with opportunities to practice steady-beat movement in various ways (e.g., walking, marching, patting, clapping, snapping, hopping, jumping, twisting, rocking). Have students play steady-beat accompaniments on pitched and/or nonpitched percussion instruments.
- Discuss with students the meaning of the word *rhythm* as a pattern of long and short sounds. Have students sing patterns of long and short sounds.
- Have students identify word rhythms as one, two, or three sounds to the beat (e.g., the rhythms of the words *drum, flute, rattle, cymbal, triangle, xylophone*). Provide students with opportunities to practice word rhythms, using speech and body percussion. Have students perform word rhythms on pitched and nonpitched percussion instruments.
- Discuss with students the concept of melodic rhythm through the use of word rhythms. Instruct students in distinguishing verbally between examples of steady beat and melodic rhythm. Instruct students to demonstrate the difference between steady beat and melodic rhythm, using specific performance.

Vocabulary

beat, melodic rhythm, nonpitched percussion instrument, pattern, pitched percussion instrument, pulse, rhythm, steady beat, word rhythm

Materials

Rhymes, chants, songs, classroom percussion instruments, steady-beat recordings and/or other accompaniment resources that feature steady beats, student-created word patterns

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Instructional Strategies

- Have students draw pulse lines on the beat to show the steady-beat pattern of a nursery rhyme or song.
- Have students draw picture patterns to represent rhythms (e.g., a large raindrop to show one sound to the beat and two small raindrops to show two sounds to the beat).
- Have students count by twos while walking to a steady beat. Have students stand still and play the word rhythm of each number, using nonpitched percussion instruments. Repeat the exercise by leading students in counting by fives or tens.
- Have students create coin patterns to speak and/or play on percussion instruments (e.g., penny–penny–penny–penny–nickel; nickel–nickel–dime; nickel–dime–dime–quarter).

Music Standard 1.7

The student will demonstrate melodic rhythm, using instruments, body percussion, and voice.

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.7

- Tell students that *melodic rhythm* is simply the rhythms of a song. Demonstrate by having students sing a familiar song and clap or tap its rhythms while singing. Have students clap or tap the song's rhythms while whispering the words of the song. Explain to them that they just clapped the *melodic rhythm* of the song.
- Use hand motions to present a visual of a melodic rhythm while singing a melody, and have students respond by echoing the motions, thus presenting the melodic rhythm back as a group. Have students help create the movements. After practicing several times, lead students in singing the melody and showing the melodic rhythm with hand motions.
- Teach a song by rote, having students repeat each phrase. Have students create body movement/body percussion that depicts the melodic rhythm.
- Teach students a *sol-mi* song. Have students play the song on melodic instruments. Have a group of students sing the song while others play it as an accompaniment. Have students use props, such as puppets, to demonstrate the melodic rhythm of the song.

Vocabulary

accompanied, body percussion, ensemble, instrumental, melodic rhythm, melody, movement, nonpitched, percussion, performance, pitched, poetry, unaccompanied, unison, vocal

Materials

Melodic instruments, props (puppets)

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Instructional Strategies

- Have students identify melodic or rhythmic patterns.
- Have students create rhythmic patterns, using body percussion.
- Have students use rhythmic patterns with a simple *sol-mi* melody to create a song about their school.

Music Standard 1.8

The student will respond to music with movement, including

1. using locomotor and nonlocomotor movements;
 2. demonstrating high and low pitches;
 3. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 4. performing line and circle dances;
 5. performing dances and other music activities from a variety of cultures; and
 6. dramatizing songs, stories, and poems.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.8

- Discuss and demonstrate the meanings of the word *locomotor* (i.e., moving the whole body from one place to another, such as walking, running, jogging, skipping, marching, hopping, jumping, or leaping) and the word *nonlocomotor* (i.e., moving only a part of the body while staying in one place, such as stomping, patting, clapping, tapping, or snapping). Have students use locomotor and nonlocomotor movements to show changes in dynamics and tempos in selected music.
- Have students use a specified locomotor movement to the steady beat of a selected piece of music and stop whenever the music stops. Repeat, having students use a specified nonlocomotor movement.
- Have students dramatize familiar songs, stories, and poems, using locomotor and nonlocomotor movement.
- Have students perform line and circle dances from various cultures.

Vocabulary

circle dance, dramatize, dynamics, line dance, locomotor, nonlocomotor, poem, story, tempo

Materials

Recordings or other accompaniment resources, locomotor and nonlocomotor movement charts

Related Academic Standard of Learning

History and Social Science Standard 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Instructional Strategies

- Instruct students to march to the beat of patriotic songs.
- Have students perform selected simple dances from colonial America.
- Have students compare and contrast colonial dances with dances of today.

Music Standard 1.9

The student will create music by

1. improvising vocal responses to given melodic questions;
 2. improvising body percussion;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple rhythmic patterns, using traditional or nontraditional notation.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Create works of music that transcribe thoughts and emotions into forms of musical expression.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 1.9

- Have students improvise movement to music while keeping a steady beat.
- Have students create and perform rhythmic patterns, using nonpitched instruments and/or body percussion.
- Have students create a melody on barred instruments, using the rhythms of a familiar chant or rhyme.
- Have students improvise appropriate movements for selected songs.
- Have students create a melody on barred instruments, using traditional or nontraditional notation.
- Have students create appropriate sound effects for stories or poems, using the voice or instruments.
- Demonstrate ways to use the voice and body for expression while speaking or singing, and have students echo the various expressions.

Vocabulary

beat, chant, clap, create, improvise, pat, percussion, rhyme, rhythmic pattern, snap, sound effect, steady, stomp

Materials

Rhymes, chants, songs, stories, poems, classroom percussion instruments, steady-beat recordings and/or other accompaniment resources that feature steady beats

Related Academic Standard of Learning

Science Standard 1.2

The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

- a) objects may have straight, circular, and back-and-forth motions;
- b) objects may vibrate and produce sound; and
- c) pushes or pulls can change the movement of an object.

Instructional Strategies

- Have students play instruments in various ways to produce a variety of sounds.
- Discuss with students how various instruments produce sound.
- Have students identify the differences in sound created by changing the amount of force and energy used when speaking, singing, or playing an instrument.
- Have students make a list of objects that move back and forth or up and down (e.g., clock pendulum, teeter-totter, swing, saw) and imitate those movements to steady-beat music.

Music Standard 1.10

The student will explore historical and cultural aspects of music by

1. recognizing how music is used in the customs and traditions of a variety of cultures;
 2. describing the roles of music and musicians;
 3. identifying musicians in the school, community, and media; and
 4. describing how people participate in music experiences.
-

Strand

Music History and Cultural Context

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.10

- Have students participate in large- and small-group music activities.
- Discuss with students proper listening skills. Have students demonstrate appropriate applause.
- Have students express constructive comments about a performance.
- Teach students to wait patiently while taking turns in a group music activity. Have students role-play taking turns.
- Review with students and have them demonstrate the proper handling of musical instruments.
- Invite a local musician to speak to and perform for the class. Have students participate in a discussion with the musician to better understand the role of the musician and his/her music in the community.
- Provide information about live music events in the community (e.g., concerts, theatrical performances), and encourage students to attend. Have students share their experiences.
- Provide students with listening examples of music from another country or culture. Lead students in a discussion of how music is used in that country or culture (e.g., to celebrate patriotic or family events, to tell stories, to provide comfort in times of sadness).

Vocabulary

applause, attitude, audience, honesty, participate, partner, patience, performance, responsibility, responsible, self-control, sharing, sportsmanship, truthfulness

Materials

Classroom instruments

Related Academic Standard of Learning

History and Social Science Standard 1.10

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one's own actions;
- e) valuing honesty and truthfulness in oneself and others;
- f) participating in classroom decision making through voting.

Instructional Strategies

- Teach students selected songs that encourage good character traits.

- Encourage students to compliment the best efforts of others in a music setting, and have them explain why offering compliments is appropriate and important.
- Discuss with students how to react when other students are selected or honored in a music setting.
- Lead a class discussion of appropriate behavior choices and their opposites. Have students role-play appropriate behavior choices in a music-performance setting.
- Teach students to use courtesy words and phrases like *please* and *thank you* in a music setting on a regular basis without prompting.
- Have students practice putting musical instruments in their proper storage spaces in an orderly manner.

Music Standard 1.11

The student will identify behaviors appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).

Strand

Music History and Cultural Context

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate understanding of the relationship of music to history and culture.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.11

- Lead students in a discussion about concert etiquette for different types of music events and situations.
- Simulate a specified type of concert in the classroom with some students performing and the rest of the class demonstrating appropriate concert behavior. Repeat for a different type of concert.
- Have students use graphic organizers to display appropriate behaviors for different types of events (e.g., classical concert, rock concert, sporting event).
- Have students demonstrate appropriate concert behavior during a field trip to a music event.

Vocabulary

ballet, concert behavior, ensemble, instrumental, opera, performance, symphony

Materials

Pitched and nonpitched classroom instruments, flip chart or poster board, forms required for field trips

Related Academic Standard of Learning

English Standard 1.10

The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Instructional Strategies

- Have students write a list of five appropriate behaviors for school assemblies. Have students share their lists and compile a class list of behaviors.
- Have the class establish behavioral goals for different types of fine arts events. Use these student-created goals to recognize students for their achievements.

Music Standard 1.12

The student will identify the relationships between music and other fields of knowledge.

Strand

Music History and Cultural Context

Goals

- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.12

- Discuss with students places where music is heard outside the music classroom (e.g., home, church, football field, dance studio, movie theater, concert hall). Discuss with students the purpose of music in each place.
- Have students sing songs to assist with learning in other subject areas.
- Have students create graphic organizers to identify the similarities between music and language (e.g., use of symbols, expression of meaning, presence of rhythm).
- Have students create word chants, using terms from other subject areas. Have students transfer rhythmic patterns of the chants to pitched and/or nonpitched instruments.
- Have students use song or instruments to dramatize a scene from literature or a historical event.

Vocabulary

alike, compare, create, high, low, memorize, musical production, notation, rhythm, self-expression, symbol

Materials

Classroom instruments, selected literature

Related Academic Standard of Learning

English Standard 1.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.
- d) Use vocabulary from other content areas.

Instructional Strategies

- Have students create a list of words to describe selected music or musical instruments.
- Have students follow two-step directions (e.g., walk to the beat of the music and freeze like a statue when the music stops).

Music Standard 1.13

The student will analyze music by

1. identifying and classifying the timbres of pitched and nonpitched instruments by sounds;
 2. differentiating vocal and instrumental music;
 3. distinguishing between accompanied and unaccompanied vocal music; and
 4. recognizing differences in melodic and rhythmic patterns and dynamics.
-

Strand

Analysis, Evaluation, and Critique

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.13

- Discuss with students the names and correct playing techniques of pitched and nonpitched classroom instruments. Have students explain why some are called “pitched” and others are called “nonpitched.”
- Have students identify and practice playing classroom instruments to include a variety of dynamics and rhythmic and melodic patterns.
- Play instrumental and vocal recordings, both accompanied and unaccompanied. Have students identify the type of performance as it is played.
- Have students pantomime vocal or instrumental performances for classmates to identify.
- Have students categorize nonpitched classroom instruments into woods, metals, and skins.
- Have students perform word patterns, using nonpitched instruments (woods, metals, or skins).

Vocabulary

categorize, explore, identify, metals, nonpitched percussion instrument, pantomime, pitched percussion instrument, skins, woods

Materials

Pitched and nonpitched instruments, instrument picture cards, word patterns as found in songs, chants, and phrases

Related Academic Standard of Learning

Science Standard 1.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Instructional Strategies

- Have students discuss the differences in the physical properties and timbres of various classroom instruments.
- Have students experiment with and discover how sound is produced from various classroom instruments.
- Have students experiment with various ways to play classroom instruments while demonstrating proper handling of the instruments.

Music Standard 1.14

The student will identify elements of performances that he/she likes or dislikes and explain why.

Strand

Analysis, Evaluation, and Critique

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.14

- Discuss with students the elements of a music performance. Have students create a class list of these elements and explain how each element contributes to a successful performance.
- Have students view two or more performances of the same music selection. For each performance, have them identify the elements they like and dislike and explain why. Have students choose performance elements to be included in the next class performance.

Vocabulary

accompanied, element, ensemble, instrumental, mood, performance, piece of music, unaccompanied, vocal

Materials

Technology for classroom display, video recording equipment, music-listening selections

Related Academic Standard of Learning

English Standard 1.8

The student will expand vocabulary.

- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.

Instructional Strategies

- Read aloud a book about music performance. Have students make a list of elements of performance mentioned in the book.
- Have students draw a picture of and write about their favorite music performance.
- Have students create journal entries about their musical experience outside of school, using music terminology to describe elements of performance.

Music Standard 1.15

The student will demonstrate manners and teamwork that contribute to success in the music classroom.

Strand

Analysis, Evaluation, and Critique

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.15

- Have students echo rhythmic patterns, including quarter notes, quarter rests, and paired eighth notes, using nonpitched percussion instruments and/or body percussion (e.g., stomp, pat, clap, snap).
- Have students play several instruments by taking turns and working as a team.
- Have students work in pairs. Play a music selection, and direct one student in each pair to create body movements in response to the music for the partner to mirror. At various points in the music, say “Switch,” at which time the other partner becomes the leader.

Vocabulary

accompanied, body percussion, echo, nonpitched, paired eighth notes, pitched, quarter note, quarter rest, names of rhythm instruments used

Materials

Pitched and nonpitched classroom instruments, technology for classroom display, music-listening selections

Related Academic Standard of Learning

History and Social Science Standard 1.10

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one’s own actions;
- e) valuing honesty and truthfulness in oneself and others;
- f) participating in classroom decision making through voting.

Instructional Strategies

- Have students participate in music activities in which each student takes a turn and others wait for their turns.
- Discuss with students ways that various classroom procedures (e.g., distribution of materials, sharpening pencils, transition times) could be improved by teamwork and use of appropriate manners.

Music Standard 1.16

The student will explain the purposes of music in various settings.

Strand

Aesthetics

Goals

- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- 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.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.16

- Have students identify various settings in which music is heard. Discuss with students what would be appropriate music for each setting. Play music examples, and have students match each example to an appropriate setting.
- Play “The Star-Spangled Banner,” and have students respond to questions such as “What is the meaning of this song?” “Where do we hear this song?” “Why do we stand when it is being performed?”
- Divide the class into small groups, and have each group select an event from a list. Have each group choose appropriate music for the selected event and explain their choice.
- Display four photographs of works of art, and have students match them to four given music examples.

Vocabulary

culture, instrumental, mood, performance, piece of music, pitch, poetry, sound wave, tempo, unaccompanied, vocal

Materials

Variety of recordings of different types of music, photographs of works of art, printed song lyrics or listening maps

Related Academic Standard of Learning

History and Social Science Standard 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.

Instructional Strategies

- Read a story about Francis Scott Key, and discuss with students the event that led him to write the lyrics to “The Star-Spangled Banner.”
- Have students name patriotic songs they know and list where people would likely hear these songs.
- Discuss with students how they feel when “The Star-Spangled Banner” is performed. Have students describe appropriate, respectful behavior to be used when the national anthem is performed and explain why such behavior should be used.

Music Standard 1.17

The student will describe personal ideas and emotions evoked by music.

Strand

Aesthetics

Goals

- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- 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.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 1.17

- Have students listen to a variety of music selections in different styles. Lead students in a discussion of the personal ideas and emotions evoked while they were listening to each selection.
- Have each student select a song that best describes him or her and write one sentence naming the song and explaining why it is self-descriptive.
- Have small groups of students select a piece of music from among several music-listening selections and create an interpretive dance that shows the personal ideas and emotions evoked by the selected music. Have each group perform their dance and explain the ideas and emotions that were portrayed in the dance.

Vocabulary

dance, emotion, interpret, mood, movement, performance, story, tempo

Materials

Music-listening selections in different styles, audio equipment, DVDs of movies or television shows, video equipment

Related Academic Standard of Learning

English Standard 1.7

The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.

Instructional Strategies

- Have students draw a picture and write a sentence about a special song that evokes emotions.
- Discuss with students personal experiences in which music evoked emotions (e.g., when music made them feel happy, sad, or afraid). Show short excerpts of movies and/or television shows where the background music obviously reflects and enhances the emotions of the scenes.
- Brainstorm with students a list of emotions and feelings. Then, have them name a song that matches each emotion or feeling.