



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

**GRADE TWO**

*Commonwealth of Virginia  
Department of Education  
Richmond, Virginia*

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## **Acknowledgments**

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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/](http://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

<b>Music Standards of Learning 2013</b>	<b>English Standards of Learning 2010</b>	<b>History and Social Science Standards of Learning 2008</b>	<b>Mathematics Standards of Learning 2009</b>	<b>Science Standards of Learning 2010</b>
2.1			2.2	
2.2	2.3			
2.3	2.3			
2.4			2.3	
2.5	2.2			
2.6			2.20	
2.7		2.2, 2.11		
2.8		2.10		
2.9		2.12		
2.10	2.6		2.16	2.6
2.11	2.2			
2.12				
2.13	2.3			
2.14	2.12			

## Music Standard 2.1

The student will read and notate music, including

1. identifying written melodic patterns that move upward, move downward, and stay the same;
  2. using the musical alphabet to notate melodic patterns;
  3. reading melodies based on a pentatonic scale;
  4. reading and notating rhythmic patterns that include half notes, half rests, whole notes, and whole rests; and
  5. using 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 2.1*

- Have students identify by sound and sight melodic patterns that move upward, move downward, and stay the same. Instruct students to imitate/illustrate the melodic patterns with movement.
- Using hand signs and charts, instruct individual students to lead the class in student-created melodies that move upward, move downward, and stay the same.
- Design an activity in which students discover that the first seven letters of the alphabet are used repetitively to name the notes of the scale. For example, each student is given a card with one of the letters, A through G, and asked to find the appropriate spot in a continuous scale, remembering that A must follow G. Check for accuracy by singing the names of the notes while playing the pitches on the piano or other instrument.
- Find a familiar melody that uses all seven pitches of the musical alphabet (e.g., “Three Blind Mice,” which uses the seven pitches plus the octave above the tonic). Divide the class into groups of students, with one student per pitch of the melody. Give each student in the first group a pitched classroom instrument from a set. Instruct them to play the melody by following your direction as you point to the letters of the musical alphabet in the rhythm of the melody. Use a slow tempo at first. Emphasize that they must play their note only once immediately after you point to their pitch. Allow each group to have a turn, increasing the tempo for each group. Then, repeat the activity with an unfamiliar melody.
- Have students sing familiar songs and identify when their voices are moving upward, moving downward, and staying the same. Have students show this motion with their hands.
- Have students read assorted flash cards depicting simple notation, using a learned counting and/or syllable system.
- Have students listen to a selected piece of music that features crescendo and decrescendo. Provide a musical timeline (listening map) for students to draw the appropriate music symbols while listening to the piece.
- Create sets of note patterns on large flash cards. Have students read and respond to the patterns on each card through counting aloud and clapping. Assign scale names to the patterns, and have students read and sing several of the rhythmic and melodic patterns.

### Vocabulary

*crescendo, decrescendo, downward, half note, half rest, melody, musical alphabet, pattern, pentatonic, pitch, solfege, steady beat, tempo, upward, whole note, whole rest*

### Materials

Solfege chart, flash cards with letter names of the notes A through G, pitched classroom instruments, listening map, writing instruments, music-listening selections, visuals of melodic direction

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## **Related Academic Standard of Learning**

### ***Mathematics Standard 2.2***

The student will

- a) identify the ordinal positions first through twentieth, using an ordered set of objects; and
- b) write the ordinal numbers.

### ***Instructional Strategies***

- Direct students to create a “scale song,” using the ordinal words *first* through *eighth*, with the word *first* belonging to the first note of the scale, and so on. Have students begin by singing up and down the scale, counting forward and backward with the ordinal words.
- Use ordinal words to arrange students or instruments in positions or rows.
- Sing ordinal words to give a series of directions. Have selected students imitate this process.
- Have students use ordinal words in discussing music previously studied.

## Music Standard 2.2

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

1. singing melodic patterns that move upward, move downward, and stay the same;
  2. singing melodies within the range of a sixth; and
  3. increasing pitch accuracy while singing phrases and simple songs.
- 

### Strand

Performance

### 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.

### Instructional Strategies

#### *Music Standard 2.2*

- Provide music examples for students to develop a repertoire of songs from varied styles and cultures.
- Model appropriate vocal techniques and matching pitches through the use of echo singing within the range of a sixth.
- Lead students in call-and-response songs in which they take turns singing individually or in small groups.
- Have small groups develop an accompaniment for a chosen song. Have each group choose a rhythmic or melodic phrase from the song to use as a sung ostinato. Direct each group in singing the accompanying ostinato as the rest of the class sings the song.
- Use songs from the class repertoire as warm-up activities or as extended movement activities.

### Vocabulary

*accompaniment, call-and-response song, culture, downward, echo, melody, phrase, posture, upward*

### Materials

Children's books and poetry, pitched and nonpitched classroom instruments, music-listening selections

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## Related Academic Standard of Learning

### *English Standard 2.3*

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

### *Instructional Strategies*

- Read or tell stories that include songs or instrumental melodies. Assign specific parts to students, and have them perform individually or in small groups as the story is told.
- Have students choose a song from their repertoire to lead the class in singing.
- Instruct each student to choose his/her favorite song from the class repertoire and use oral language, including music terminology, to inform others why it is preferred. Then, ask another student to summarize the information shared by the first student.

## Music Standard 2.3

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

1. playing melodic patterns that move upward, move downward, and stay the same;
  2. playing expressively, following changes in dynamics and tempo;
  3. accompanying songs and chants with ostinatos and single-chords; 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.
- Develop the ability to read and notate music.
- 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.

### Instructional Strategies

#### *Music Standard 2.3*

- Have students use instruments to play music that encompasses melodic patterns that move upward, move downward, and stay the same. After the melodic patterns are mastered, have students add expressive qualities (e.g., a decrescendo to the end of a phrase, slowing down at the end of the song).
- Model proper playing techniques on selected instruments, to include creating expressive qualities. Have students describe the proper technique as it is modeled. Next, model an improper technique, and have students describe how to correct the technique. Have students take turns playing different instruments, to include using techniques that create expressive qualities.
- Divide the class into small groups to develop an accompaniment for a chosen song. Have each group choose a rhythmic phrase or one or two chords from the song to use as an ostinato to be played on classroom instruments. Allow each group to accompany the class as they sing the song. Discuss which accompaniments were the most effective and why.

#### *Vocabulary*

*accompaniment, crescendo, decrescendo, downward, expressive, melodic pattern, melody, ostinato, posture, rhythmic phrase, technique, upward*

#### *Materials*

Pitched and nonpitched classroom instruments, music-listening selections

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### Related Academic Standard of Learning

#### *English Standard 2.3*

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

***Instructional Strategies***

- Read or tell stories that include instrumental melodies (e.g., *Peter and the Wolf* by Prokofiev). Assign specific characters from the story to students, and assign a specific instrument to each character. Have students play the instruments when their characters are mentioned in the story as it is read aloud.
- Have students explain why and how musicians use dynamics to play expressively.
- Have students describe in writing how to properly play their favorite classroom instrument according to three- or four-step directions, using graphic organizers if necessary. Have a student demonstrate proper playing techniques for an instrument while a selected student reads his/her directions aloud. Repeat for each classroom instrument.

## Music Standard 2.4

The student will perform rhythmic patterns that include half notes, half rests, whole notes, and whole rests, using

1. instruments, voice, body percussion, and movement;
  2. aural skills to imitate given phrases; and
  3. traditional notation.
- 

### 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 2.4*

- Using note-value cards, have students create various one-measure rhythmic patterns that include half notes, half rests, whole notes, and whole rests as well as quarter notes, paired eighth notes, and quarter rests, and have students perform each pattern.
- Have students pat a steady beat with one foot while saying, clapping, or using small rhythm instruments (e.g., drums, rhythm sticks, tone bells) to perform rhythms.
- Have students participate in a bingo activity, using a variety of one-measure rhythmic patterns printed within the nine squares on the bingo card. Perform each rhythm out loud, and have students identify and mark which notated pattern matches the pattern heard.
- Have students identify the number of beats each note or rest in a notated pattern receives.
- Have a student say his/her own name or favorite thing (e.g., kind of pizza, name of actor) in a rhythm to a steady beat. Have the class repeat it all together while keeping a steady beat. Then, have students use note values to notate the rhythmic pattern they just performed, and write below the notes the word(s) used to create the rhythm.

#### *Vocabulary*

*beat, eighth note, half note, measure, note value, quarter note, quarter rest, rhythm, rhythmic pattern, time signature, whole note*

#### *Materials*

Drums, rhythm sticks, tone bells, small instruments, note-value flash cards, magnetic or Velcro notes and rests, large staff paper, music bingo cards, recordings of songs

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### Related Academic Standard of Learning

#### *Mathematics Standard 2.3*

- a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;
- b) write the fractions; and
- c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.

#### *Instructional Strategies*

- Display various one-measure rhythmic patterns made up of quarter notes and quarter rests. Have students identify the fraction of each measure that is “taken up” or filled by the quarter notes. Next, display one-measure rhythmic patterns made up of other note values (i.e., paired eighth notes, half notes, and/or whole notes), and have students identify the fraction of each measure that is taken up by specified note values.

- Direct students to compare different note values by identifying the fraction of the larger note value that is represented by the smaller note value (e.g., a quarter note is one-fourth of a whole note; an eighth note is one-eighth of a whole note; an eighth note is one-half of a quarter note).

## Music Standard 2.5

The student will respond to music with movement, including

1. using locomotor and nonlocomotor movements of increasing complexity;
  2. demonstrating expressive qualities of music, including changes in dynamics and tempo;
  3. creating movement to illustrate AB and ABA musical forms;
  4. performing nonchoreographed and choreographed movements, including line and circle dances;
  5. performing dances and other musical activities from a variety of cultures; and
  6. portraying songs, stories, and poems from a variety of cultures.
- 

### 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.
- 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 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 2.5*

- Provide music examples for students to develop a repertoire of folk dances from various cultures.
- Have students improvise movement to recorded music in various styles and from various cultures.
- Instruct students in matching locomotor movements (e.g., walking, running, hopping, skipping) to various listening selections, altering the movement when the tempo, dynamics, or mood of the music changes.
- Divide students into groups to create simple choreography for songs or instrumental music selections, using movement and/or body percussion. Have each group perform for the class.
- Provide listening examples of music in AB and ABA music form. Have students identify orally the different forms as they hear them. Have students create movement to show the different parts of AB and ABA music forms as they are played.

#### *Vocabulary*

*choreography, dance, detached, dynamics, folk dance, form, improvise, legato, mood, staccato, tempo*

#### *Materials*

Music-listening selections

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### Related Academic Standard of Learning

#### *English Standard 2.2*

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

#### *Instructional Strategies*

- Have students describe and discuss the movements they can imagine as they listen to a music selection. Play the selection again, and have them demonstrate the described movements.

- Have students perform a simple dance according to a set of directions. After reinforcing the directions, have students perform the dance from memory.
- Have individual students give the class clear oral directions for performing a four-beat rhythmic pattern, using body percussion. Have the class listen to the directions and follow them to perform the pattern.
- Divide students into groups to create movement to demonstrate musical antonyms (e.g., loud and soft, *piano* and *forte*, fast and slow, *allegro* and *largo*, smooth and detached, *legato* and *staccato*). Before performing, have each group explain to the class the meaning of the two terms, why they are antonyms, and how the movements they will perform demonstrate these concepts.

## Music Standard 2.6

The student will create music by

1. improvising simple rhythmic question-and-answer phrases;
  2. improvising accompaniments, including ostinatos;
  3. improvising to enhance stories, songs, and poems; and
  4. composing simple pentatonic melodies, using traditional notation.
- 

### 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.
- 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.
- 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.

### Instructional Strategies

#### *Music Standard 2.6*

- Have students create sound effects to enhance stories or poems, using classroom instruments, body percussion, and/or their voices.
- Lead students in creating rhythmic question-and-answer phrases. After they are familiar with the procedure, divide the class into teams to improvise a composition consisting of rhythmic question-and-answer phrases. Have the teams incorporate dynamics into their improvisations.
- Have students demonstrate repetition and contrast by using body percussion and/or movement to illustrate form and meter in music selections.
- Have students create ostinato accompaniments for songs, using rhythmic and/or melodic phrases.
- Have students use classroom instruments, body percussion, and/or their voices to improvise music to enhance stories, songs, and/or poems. This may be done in small ensembles, with each ensemble performing for the rest of the class.
- Facilitate student composition of pentatonic melodies and the notating of them, using traditional notation.
- Have students compose a school song or a song about their school, using simple pentatonic melodies and traditional notation.

#### *Vocabulary*

*beat, body percussion, compose, composer, conductor, contrast, form, improvise, lyrics, meter, ostinato, pentatonic, phrase, repetition, rhythmic, sound effects, verse*

#### *Materials*

Songs with lyrics and music notation, children's books and poetry, pitched and nonpitched classroom instruments, markers

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### Related Academic Standard of Learning

#### *Mathematics Standard 2.20*

The student will identify, create, and extend a wide variety of patterns.

***Instructional Strategies***

- Assign shapes to illustrate the form of a music selection, using the same shape for repeated sections and different shapes for contrasting sections. Have students discuss the pattern created by the repetitions and contrasts.
- Divide students into small groups, and assign a shape or letter to each group. Have each group create a four-beat rhythmic pattern to be represented by the shape or letter and perform the pattern, using body percussion.
- Have students create an eight-beat rhythmic pattern. Instruct students to demonstrate the pattern by using body percussion. Have students extend the pattern to 16 beats by performing it and immediately repeating it without “losing a beat.”

## Music Standard 2.7

The student will explore historical and cultural aspects of music by

1. identifying music representing the heritage, customs, and traditions of a variety of cultures;
  2. explaining the difference between folk/popular music and orchestral music;
  3. identifying what musicians and composers do to create music; and
  4. identifying the styles of musical examples from various historical periods.
- 

### 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 2.7*

- Show a video of or have students listen to a recording showcasing various instruments from diverse cultures. Have students compare and contrast the instruments and their respective timbres, using graphic organizers if necessary.
- Have students listen to and play instruments from a variety of cultures (e.g., gong, drums, bells, shekere).
- Have students listen to an orchestral arrangement and a band arrangement of the same piece of music (e.g., *The Planets* by Holst or “The Stars and Stripes Forever” by Sousa) and compare and contrast the two arrangements. Have students identify and discuss which instruments were used in each arrangement.
- Create listening stations around the classroom that represent different historical periods of music (e.g., Baroque, Classical, Romantic) or music of various cultures (e.g., China, Egypt). Provide a graphic organizer for students to identify and document what they hear. Follow this activity with classroom discussion.

### Vocabulary

*classical music, culture, expression, folk music, jazz, musical play, opera, orchestra, symphony*

### Materials

Music-listening selections, pitched and nonpitched instruments, graphic organizer

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## Related Academic Standard of Learning

### *History and Social Science Standard 2.2*

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

### *Instructional Strategies*

- Set up stations around the room to represent various American Indian cultures. These stations may include activities such as the following: (1) Sing a song in the language of the Indian culture. (2) Read and list facts from various sources about the culture. (3) Play instruments from the culture (e.g., drum, whistle, rattles, bells). (4) Illustrate a song and dance from the culture.
- Share with students the legend behind the dream catcher. Have students create their own illustrations of dream catchers, using glued feathers. Have students learn a song related to dream catchers.
- Use music selections from diverse cultures found in the United States to enable students to enhance poems and stories that illustrate this diversity. Have students identify the relationship between these music selections and the cultures that inspired them.

**Related Academic Standard of Learning**

***History and Social Science Standard 2.11***

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

***Instructional Strategy***

Read aloud a story about Martin Luther King, Jr., and discuss the Civil Rights Movement and ways Dr. King helped influence change. Have students sing the song “We Shall Overcome.”

## Music Standard 2.8

The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.

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### 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 2.8*

- Play a music selection, reminding students that working together to listen means sitting with quiet bodies and voices and actively listening to the music. Have students define and demonstrate what the term *actively listening* means.
- Have students perform a dance during which they must work together to be successful.
- Have students sing together as an ensemble. Remind them to work together, listen to each other as they sing, and try to blend into the group sound. Discuss the meaning of the word *ensemble*, comparing and contrasting it with the meaning of the word *team*. Have students self-critique their ensemble effort.
- Have students participate in a musical activity in which they are required to share an instrument and take turns.
- Teach students an ensemble piece in which they all play instruments simultaneously to create a group performance. Have students discuss what it was like to follow a conductor and try to play together.
- Have students identify what constitutes good audience behavior. Help them differentiate between appropriate audience behavior and inappropriate audience behavior in different settings.

### Vocabulary

*active listening, audience, blend, citizen, community, contribute, cooperation, ensemble, property, self-discipline*

### Materials

Music-listening selections, classroom instruments

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## Related Academic Standard of Learning

### *History and Social Science Standard 2.10*

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

### Instructional Strategies

- Prior to a school music performance, discuss with students the reasons the performance is important to the school community. Have students discuss how they could use music to help improve their school and/or community.
- Have students discuss the importance of respecting and protecting the music-classroom equipment.

## Music Standard 2.9

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

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### 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 2.9*

- Read students a story, and have them sing a song that correlates to the story. Lead a class discussion of how the song helps to bring the story alive and make it more memorable.
- Have students develop a music performance based on a historical event.
- Have students compare a poem to a song of similar nature, exploring the similarities between the poem and the song's lyrics. Discuss the relationship between music and poetry (i.e., music elements such as meter, rhythm, tempo, phrasing, and dynamics are also part of poetry when it is read aloud). Have students practice reading a short poem aloud, focusing on one or two elements at a time—meter, rhythm, tempo, phrasing, or dynamics.

#### *Vocabulary*

*classical music, dynamics, folk music, jazz, lyrics, meter, musical play, opera, orchestra, performance, phrasing, poem, rhythm, tempo*

#### *Materials*

Music-listening selections and music selections, children's books and poetry, pitched and nonpitched classroom instruments

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## Related Academic Standard of Learning

### *History and Social Science Standard 2.12*

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

#### *Instructional Strategies*

- Have students listen to music selections that reflect the ethnic diversity of the United States. Discuss music brought to the United States by immigrants from selected countries, and help students identify the relationship between these music selections and other disciplines, such as history, language arts, science, and/or mathematics.
- Play several culturally diverse music selections that reflect the diversity found in American culture. Discuss with students how to identify the relationship between these music selections and the cultures that inspired them.
- Have students read about and listen to music of American composers and performers of music in different styles, from classical to folk, jazz to rock. Discuss how the ethnic backgrounds of these musicians may have influenced their preferences for certain music styles.

## Music Standard 2.10

The student will analyze music by

1. identifying selected orchestral and folk instruments visually and aurally;
  2. describing sudden and gradual changes in dynamics and tempo, using music terminology;
  3. identifying and categorizing selected musical forms; and
  4. using music vocabulary to describe music.
- 

### 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.
- Develop the ability to read and notate music.
- 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 2.10*

- Have students participate in an activity that matches images of instruments with the names of the instruments.
- Have a class discussion about the different families of instruments and how their sounds are produced. Play listening examples of instruments from different families, and have students discuss how the timbres are different because of their different methods of tone production. Play listening examples of instruments from the same family, and discuss how their timbres are similar because of their method of tone production. Provide examples of the instruments for students to see and play.
- Have students discuss different orchestral and folk instrument families, identifying the tone and timbre of the instruments and the characteristics that define each family.
- Play recorded examples of selected orchestral and folk instruments. Ask students to describe the sounds and identify the instruments by their sounds.
- Have students listen to songs and other music selections that include sudden and gradual changes in tempo and dynamics. Have them identify the changes.
- Have students perform folk dances that incorporate sudden and gradual tempo and movement changes. Have them identify the changes.
- Have students discuss and describe music, using music terminology for tempo and dynamics.
- Have students use music symbols to indicate dynamic and tempo changes in music, using listening maps.
- Have students participate in an activity in which one student hunts for a hidden object. Have classmates give clues by clapping, singing, or playing classroom instruments louder as the student gets closer to the object and softer as the student gets farther away from it.
- Play or sing a song in AB or ABA form. Have students stand for the A section and sit for the B section.
- Have students use a large movement to “paint a rainbow in the air” that starts with the beginning of a phrase and ends at the conclusion of the phrase.

#### *Vocabulary*

*AB form, ABA form, alike, coda, crescendo, decrescendo, diminuendo, dynamics, fermata, folk instrument, forte, instrument family, introduction, orchestral instrument, phrase, piano (dynamic), ritardando, slur, tempo, tie, timbre, tone*

#### *Materials*

Images or videos of orchestral and folk instruments, recorded examples of orchestral and folk instruments, solid geometric figures, music-listening selections, pitched and nonpitched classroom instruments, sheet music or music books, story or poem, listening maps, drawing materials

## **Related Academic Standard of Learning**

### ***Mathematics Standard 2.16***

The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).

#### ***Instructional Strategies***

- Display a set of solid geometric figures and a group of various musical instruments. Have students describe the shapes of musical instruments, compare them to the solid geometric figures, and sort them according to their basic shapes.
- Ask students to explain how the size and three-dimensional shape of an instrument affect its tone production and timbre.
- Have students create an original musical instrument by combining solid geometric figures.

## **Related Academic Standard of Learning**

### ***Science Standard 2.6***

The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include

- a) identification of common storms and other weather phenomena;
- b) the uses and importance of measuring, recording, and interpreting weather data; and
- c) the uses and importance of tracking weather data over time.

#### ***Instructional Strategies***

- Have students listen to, discuss, and dramatize music selections that depict aspects of nature (e.g., storms, wind, rain, the seasons, flowing rivers, the sea). Have students listen for expressive qualities and changes in tempo and dynamics.
- Have students use classroom instruments, body percussion, or voices to create a musical thunderstorm. Create a score, using weather pictures to indicate where sounds should enter and where they should stop. Incorporate music symbols for dynamics and tempo changes.

## **Related Academic Standard of Learning**

### ***English Standard 2.6***

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

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.
- d) Reread and self-correct.

#### ***Instructional Strategies***

- Show the correlation between the structure of a sentence and the structure of a musical phrase (e.g., each has a beginning of a thought, a middle, and an end). Have students read and sing the text of a familiar song and observe this correlation. Play the song without the words, and have students show the phrase with their body or hands (e.g., in rainbow motion).
- Read a poem or story aloud. Have students use music symbols (e.g., dynamic markings, slurs) to depict the structure of the poem or story.

## Music Standard 2.11

The student will evaluate music by describing personal musical performances.

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### 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.
- Develop the ability to read and notate music.
- 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 2.11*

- Record students' performance of a rehearsed piece of music. After additional rehearsal, record the students' performance again. Play both recordings, and have students compare and contrast the two performances and explain their musical improvement and growth.
- Show students a video recording of their own performance of a piece of music, and have them narrate the actions and sounds in the style of a music critic. Have them evaluate the music in terms of their performance, using music terminology.
- After a student performance, have students fill out a reflection form, completing observations such as, "While I performed, I felt..." "My favorite song was..." "I think the audience liked..."

#### *Vocabulary*

*categorize, critique, expression, perform, rehearse*

#### *Materials*

Audio and video recording equipment, recordings of student performances, technology for classroom display, writing instruments

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### Related Academic Standard of Learning

#### *English Standard 2.2*

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

#### *Instructional Strategies*

- Have students listen to a recording of their own performance of a piece of music. Have them describe the performance, using a wide variety of adjectives. Display the words as they are spoken, and have students identify those that are synonymous.
- Have students write autobiographies focusing on their experiences as musicians and/or composers.

## **Music Standard 2.12**

**The student will collaborate with others in a music performance and analyze what was successful and what could be improved.**

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### **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.
- Develop the ability to read and notate music.
- 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 2.12***

- Discuss the meaning of the word *ensemble*, comparing and contrasting it with the meaning of the word *team*. Have students sing together as an ensemble. Remind them to work together as an ensemble by listening to each other as they sing and trying to blend into the group sound.
- Play a music selection, and remind students that working together to listen means sitting with quiet bodies and voices and actively listening to the music. Have students define the term *active listening*.
- Have students participate in a musical activity in which they are required to share an instrument and take turns.

#### ***Vocabulary***

*active listening, blend, citizen, community, contribute, cooperation, ensemble, property, self-discipline*

#### ***Materials***

Music-listening selections, classroom instruments

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### **Related Academic Standard of Learning**

(none identified)

## Music Standard 2.13

The student will explain how music expresses ideas, experiences, and feelings.

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### 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 2.13*

- Divide students into small groups, and have each group compose a piece of music. Have the groups share and perform their compositions and discuss the ideas and feelings the pieces express.
- Have students discuss how television shows and movies use music to express various feelings or experiences.
- Provide students with a descriptive title of a piece of music (e.g., “In the Hall of the Mountain King,” “Surprise Symphony”). Have students predict the ideas and feelings expressed in the music based on the title. Play the piece (“In the Hall of the Mountain King” from *Peer Gynt Suite No. 1*, op. 46 by Grieg; second movement of Symphony no. 94 in G Major [“Surprise Symphony”] by Haydn), and have students discuss what they hear. Ask questions such as, “Was the piece of music what you expected? Why, or why not?” and “How does this music express the idea suggested by its title?”
- Play excerpts of music, and have students use only their facial expressions to demonstrate what feeling they believe the music is expressing.

#### *Vocabulary*

*compose, composition, descriptive, express, expression, emotion*

#### *Materials*

Music-listening selections, writing instruments

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### Related Academic Standard of Learning

#### *English Standard 2.3*

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

#### *Instructional Strategies*

- Have students listen to a selected piece of music. Pose the question, “What does this music express?” Have students deliver an oral presentation about the musical expression of the piece, using music terminology.
- Have students listen to or watch a video of a local performance. Read aloud a review of this performance, and discuss whether the students agree or disagree with the review.
- Have students create a short article for a school or local newspaper, informing readers about their upcoming performance. Have students incorporate a short explanation of how the music they will perform will express certain ideas, experiences, and feelings.

## Music Standard 2.14

The student will describe how music evokes personal ideas and emotions.

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### Strand

Aesthetics

### Goals

- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- 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 2.14*

- Have students create an illustration of the emotion(s) they feel when listening to a music selection.
- Have students validate their reactions to various pieces of music or performances by explaining the aspects of the music or performance that evoke certain personal ideas and emotions.
- Set up the classroom to have each corner of the room represent a different emotion (e.g., happy, sad, excited, scared). Play excerpts of music in various music styles. Direct students to walk to the corner of the room labeled with the emotion that they believe each music excerpt evokes. Have students explain their choices.
- Have students listen to a music excerpt (e.g., *Clair de lune* by Debussy), and have them describe what they think the piece is about. Play the piece a second time while showing pictures of the night sky. Ask questions such as, “How does the composer evoke the image of the moon in this music?”

#### *Vocabulary*

*emotion, evoke, excerpt, express, expression*

#### *Materials*

Writing instruments, art-making materials, music-listening selections, short story or poem, listening map template

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### Related Academic Standard of Learning

#### *English Standard 2.12*

The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

#### *Instructional Strategies*

- Have students write personal letters to a composer of a selected piece of music, describing how the music made them feel.
- Have students design a listening map to a selected musical work, distinguishing the beginning, middle, and end of the work.
- Read a short story or poem aloud. Have small groups of students dramatize the story or poem by depicting the ideas and emotions it expresses. Then, discuss how the same type of dramatization can be used to depict the personal ideas and emotions evoked by a piece of music. Make clear the difference between a story or poem *expressing* an idea or emotion and a piece of music *evoking* a personal idea or emotion. Return to the concept of music *expressing* ideas, experiences, and feelings, and compare that concept with this one of music *evoking* personal ideas and emotions.