



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

GRADE THREE

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Table of Contents

Acknowledgments	iv
Introduction	v
Standards of Learning Correlation Chart.....	viii
Music Standard 3.1	1
Music Standard 3.2.....	3
Music Standard 3.3.....	5
Music Standard 3.4.....	7
Music Standard 3.5.....	9
Music Standard 3.6.....	11
Music Standard 3.7.....	13
Music Standard 3.8.....	14
Music Standard 3.9.....	16
Music Standard 3.10.....	17
Music Standard 3.11	18
Music Standard 3.12.....	20
Music Standard 3.13.....	21
Music Standard 3.14.....	22
Music Standard 3.15.....	23
Music Standard 3.16.....	24

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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
3.1	3.1		3.3	3.9
3.2	3.3, 3.5		3.9	
3.3	3.1			3.1
3.4			3.3	
3.5	3.5			
3.6	3.1	3.1		
3.7	3.4			
3.8	3.6	3.2		
3.9				
3.10		3.12		
3.11	3.2			
3.12	3.9			
3.13		3.10		
3.14	3.2			
3.15	3.9			
3.16	3.4			

Music Standard 3.1

The student will read and notate music, including

1. identifying written melodic movement as step, leap, or repeat;
 2. demonstrating the melodic shape (contour) of a written musical phrase;
 3. using traditional notation to write melodies on the treble staff;
 4. reading melodies of increasing complexity based on a pentatonic scale;
 5. dividing rhythms into measures;
 6. reading and notating rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes; and
 7. explaining the functions 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.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 3.1

- Demonstrate for students how music notation represents both melodic movement (pitch) and duration (rhythm).
- Explain to students melodic movement as a series of steps, leaps, and repeats. Have students identify the steps, leaps, and repeats in a notated melody. Have them sing the notated melody, using the words *step*, *leap*, and *repeat* as appropriate for each note.
- Model for students how to trace the melodic contour of a song and label the steps, leaps, and repeats. Have students create melodic contour charts to appropriate songs.
- Have students identify the letter names of the lines and spaces of the treble staff.
- Have students read, write, and perform pentatonic scales on classroom instruments.
- Show students how to notate a four-measure melody, and have them perform it on a recorder, on another pitched classroom instrument, or with the voice.
- Guide students in singing a song, using the word *up* when the notes move upward, *down* when they move downward, and *same* when they repeat. Have students move their hands to demonstrate the direction of movement.
- Have students play connect-the-dots with the note heads in a piece of music. Have them use the color blue to connect two or more notes that are moving upward, red to connect notes that are moving downward, and green to connect the notes that are staying the same (repeating).
- Have students sing a phrase from a song. As they sing, have them trace the melodic contour in the air with their hands. Then, have them draw it on paper.
- Draw five different melodic contour lines on the board, and number them 1 through 5. Play or sing a phrase that corresponds to one of the contour lines, and ask students to identify the contour line that matches the phrase they hear. Repeat the process with two or three of the other phrases. If students have difficulty, review the concepts of notes in a melody moving upward, moving downward, or staying the same.
- Display charts and posters that include music symbols and terms. Review with students the meanings of the displayed symbols, using music terminology.
- Have students match music symbols with their names and functions.
- Guide students in using music terms and symbols correctly when composing and notating music.
- Have students draw or show music symbols in response to listening selections.

- Direct students to sing songs and play instruments, using notated music that includes music symbols. Have them demonstrate understanding of the music symbols by reflecting the meanings of the symbols in their performances.
- Have students use manipulatives to notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- Have students spell words with music notation by placing a quarter note on the appropriate line or space on the treble staff to correspond to each letter of the word (e.g., B A G). Have students identify the words.

Vocabulary

accent, bar line, dotted half note, double bar line, downward, eighth note, eighth rest, leap, measure, melodic shape, musical score, pentatonic, phrase, repeat, repeat sign, rhythmic pattern, sixteenth note, staff, step, time signature, treble clef, upward

Materials

Visuals of melodic steps, leaps, and repeats; visuals of melodies and rhythmic patterns; technology for classroom display; markers and/or crayons; audio and/or video excerpts; staff paper; student music texts or collections of songs with lyrics and music notation; music-listening selections; posters showing music symbols and terms; index cards; scissors; glue; music manipulatives

Related Academic Standard of Learning

English Standard 3.1

The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

Instructional Strategies

- Facilitate a class discussion to summarize the process of reading music notation.
- Have student groups explain given melodic or rhythmic patterns.

Related Academic Standard of Learning

Science Standard 3.9

The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

- a) there are many sources of water on Earth;
- b) the energy from the sun drives the water cycle;
- c) the water cycle involves several processes;
- d) water is essential for living things; and
- e) water on Earth is limited and needs to be conserved.

Instructional Strategy

Have students write a song, using the water cycle as its theme. Have them design the melodic contour to match the direction the water is moving in the water cycle (e.g., water evaporates up, so notes should move upward; precipitation falls down to the ground, so notes should move downward).

Related Academic Standard of Learning

Math Standard 3.3

The student will

- a) name and write fractions (including mixed numbers) represented by a model;
- b) model fractions (including mixed numbers) and write the fractions' names; and
- c) compare fractions having like and unlike denominators, using words and symbols ($>$, $<$, or $=$).

Instructional Strategy

Have students use music note values as fraction models (e.g., rhythm pyramid, chart, musical math).

Music Standard 3.2

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

1. singing in tune with a clear tone quality;
 2. singing melodies within the range of an octave;
 3. singing melodies written on the treble staff;
 4. singing with expression, using a wide range of tempos and dynamics;
 5. singing rounds, partner songs, and ostinatos in two-part ensembles; and
 6. maintaining proper posture for 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.
- 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 3.2

- Direct students to sing simple melodies written in music notation by singing the note names to the correct pitches.
- Have students demonstrate different tempos and dynamics through body movement while singing a melody in different ways.
- Discuss with students the relationship between the time signature and measures in music notation. Give students a familiar song notated without measures (without bar lines). Have students work together to mark the measures by drawing the bar lines in the correct places. Have students discuss the reasons why music notation is organized into measures.
- Have students sing a familiar, simple melody. Guide students in notating the melody, using traditional music notation.
- Discuss with students the concept of a major scale. Lead students in singing a major scale, using solfege or a neutral syllable. Have students sing an octave leap. Demonstrate using the scale to practice singing in tune with a clear tone quality, and have students practice singing in tune with clear tone quality.
- Have students sing warm-ups and simple songs within the range of an octave to reinforce singing in tune with a clear tone quality.
- Have half of the class learn the first song of a “partner song” (two songs that share common harmonic progressions). Have the other half of the class learn the second song. Have each group stand in a closed circle on opposite sides of the room and sing their songs simultaneously. As students become increasingly comfortable and successful, move the groups closer and closer together. Repeat the process with rounds and duets.
- Direct part of the class in singing a familiar song while others accompany on instruments. Then, switch the groups.
- Model proper singing posture. Have student partners evaluate each other’s posture, based on a provided checklist, and share feedback.

Vocabulary

accompaniment, duet, dynamics, eighth notes, ensemble, forte, half note, half rest, harmony, intonation, leap, major scale, measure, melodic movement, melody, octave, ostinato, partner song, posture, quarter note, quarter rest, round, scale, shape, skip, solfege, staff, step, tempo, time signature, tone, treble clef, whole note

Materials

Staff paper (large and small), pitched classroom instruments, prepared worksheets and/or technology for classroom display, music-listening selections, song book or other sheet music

Related Academic Standard of Learning

Mathematics Standard 3.9

The student will estimate and use U.S. Customary and metric units to measure

- a) length to the nearest 1/2-inch, inch, foot, yard, centimeter, and meter;
- b) liquid volume in cups, pints, quarts, gallons, and liters;
- c) weight/mass in ounces, pounds, grams, and kilograms; and
- d) area and perimeter.

Instructional Strategy

Using weight/mass measurements, explain to students how different amounts of air pressure or arm weight can change the dynamic level when playing an instrument. Have students play instruments, using different amounts of air pressure and arm weight.

Related Academic Standard of Learning

English Standard 3.3

The student will apply word-analysis skills when reading.

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

Instructional Strategies

- Have students apply word-analysis skills when reading lyrics to songs. Teach students a song with multisyllabic words.
- Have students sing a song with unfamiliar, multisyllabic words. Have students apply word-analysis skills to understand the lyrics to the song.

Related Academic Standard of Learning

English Standard 3.5

The student will read and demonstrate comprehension of fictional text and poetry.

- a) Set a purpose for reading.
- b) Make connections between previous experiences and reading selections.
- c) Make, confirm, or revise predictions.
- d) Compare and contrast settings, characters, and events.
- e) Identify the author's purpose.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.
- h) Identify the problem and solution.
- i) Identify the main idea.
- j) Identify supporting details.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency and accuracy.

Instructional Strategies

- Teach students all verses of a folk song such as “Oh My Darling, Clementine.” Have students sing the song and summarize the story behind the lyrics.
- Have students relate the meaning of the lyrics of a folk song, such as “Oh My Darling, Clementine,” to the expressive qualities reflected in the music.

Music Standard 3.3

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

1. playing music in two-part ensembles;
 2. playing melodies written on the treble staff;
 3. playing with expression, using a wide range of tempos and dynamics;
 4. accompanying songs and chants with I and V(V7) chords; and
 5. demonstrating 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 3.3

- Divide the class into two groups. Have one group keep a steady beat on nonpitched instruments while the second group plays a melody on pitched instruments.
- Have students learn a song. Then, divide the class into two groups, and have one group play two melodic patterns from the song on pitched instruments while the second group plays two rhythmic patterns from the song on nonpitched instruments.
- Have students learn a song. Then, divide the class into two groups, and have one group sing the song while the other group plays an ostinato on pitched and nonpitched instruments.
- Have students create and play I and V chord accompaniments on pitched classroom instruments while singing melodies.
- Mark sheet music in different colors to help students identify and play I and V chords in a song. Have students identify I and V chords in selected pieces.

Vocabulary

4 *time, I-V-I chord progression, accompaniment, bar line, broken chord, chord, dominant chord, double bar line, dynamics, ensemble, harmony, key, melody, meter, nonpitched instrument, ostinato, pitched instrument, Roman numeral, staff, tempo, time signature, tonic chord, treble clef*

Materials

Pitched and nonpitched instruments, student music texts or collections of songs with lyrics and notation, highlighters

Related Academic Standard of Learning

Science Standard 3.1

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

- a) observations are made and are repeated to ensure accuracy;
- b) predictions are formulated using a variety of sources of information;
- c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
- d) natural events are sequenced chronologically;

- e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
- f) time is measured to the nearest minute using proper tools and techniques;
- g) questions are developed to formulate hypotheses;
- h) data are gathered, charted, graphed, and analyzed;
- i) unexpected or unusual quantitative data are recognized;
- j) inferences are made and conclusions are drawn;
- k) data are communicated;
- l) models are designed and built; and
- m) current applications are used to reinforce science concepts.

Instructional Strategies

- Have students divide all the classroom instruments into two sets—pitched instruments and nonpitched instruments. Have students divide each set into two subsets—large instruments and small instruments.
- Have students discuss and predict how different combinations of instruments will sound when played. Have students test their predictions by playing several of the predicted combinations. Conclude with a class discussion of the results.

Related Academic Standard of Learning

English Standard 3.1

The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

Instructional Strategies

- Have small groups of students demonstrate ensemble skills while performing.
- Have individual students give directions and conduct the group in performing accompaniments on classroom instruments, using I and V (V^7) chords.
- Have students use whole-sentence responses to teacher or student prompts.
- Have students discuss, summarize, and/or review classroom music activities.

Music Standard 3.4

The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.

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 3.4

- Have students use body percussion and/or classroom instruments to perform a four-measure rhythmic pattern in $\frac{2}{4}$ meter. Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes in the pattern. Repeat the exercise with a variety of rhythmic patterns. Model improvising rhythmically within the phrase, and ask selected individual students to improvise.
- Use lyrics/word phrases to reinforce notated rhythms that students play on classroom instruments. Have students use the lyrics/word phrases when playing classroom instruments.
- Use flash cards to reinforce note recognition and rhythm reading by having students speak, sing, or play what is on each flash card.
- Have students speak or sing rhythm patterns, using a counting or syllable system.

Vocabulary

$\frac{2}{4}$ meter, $\frac{2}{4}$ time, $\frac{4}{4}$ meter, $\frac{4}{4}$ time, *beat*, *dotted half note*, *eighth note*, *eighth rest*, *flash cards*, *half note*, *improvise*, *measure*, *phrase*, *quarter note*, *quarter rest*, *rhythmic pattern*, *sixteenth note*, *whole note*

Materials

Pitched and nonpitched classroom instruments, music-listening selections, flash cards of rhythmic patterns, manipulative materials for notating notes and rests

Related Academic Standard of Learning

Mathematics Standard 3.3

- a) name and write fractions (including mixed numbers) represented by a model;
- b) model fractions (including mixed numbers) and write the fractions' names; and
- c) compare fractions having like and unlike denominators, using words and symbols (>, <, or =).

Instructional Strategies

- Divide a whole note into four quadrants, using light, dotted lines. Discuss with students that each of the four parts of the whole note *represents or equals* a quarter note. Draw a quarter note inside each quadrant. Have students count “1-2-3-4” as you point to each quarter note, vocalizing the full value of each note. Emphasize that the length of time it took to point-count the four quarter notes is the same length of time that the whole note lasts. Erase the quarter notes and dividing lines, and have students repeat the counting as you point to the places where they were located. Draw a new whole note, and have students point-count it. Repeat the exercise for a half note and for a dotted half note.
- Using flash cards or notes drawn on the board, have students speak the pulse of indicated whole notes, half notes, quarter notes, and eighth notes while listening to a music selection. Extend the activity to include locomotor movement to show the value of each indicated note.

- Have students notate rhythms in $\frac{2}{4}$ and $\frac{4}{4}$ meters, using different combinations of whole notes, dotted half notes, half notes, quarter notes, quarter rests, single and paired eighth notes, and sixteenth notes. Have the class or groups of students perform the notated rhythms.
- Have students use classroom instruments to demonstrate the relationship of whole notes, half notes, quarter notes, eighth notes, and sixteenth notes.

Music Standard 3.5

The student will demonstrate understanding of meter by

1. determining strong and weak beats; and
 2. performing sets of beats grouped in twos and threes.
-

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.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard 3.5

- Have students discuss the concept of strong and weak beats and the relationship of this concept to accented and unaccented notes. Have students use locomotor movement or body percussion to show the strong and weak beats in listening selections in which beats are grouped in twos or threes.
- Create a rhythm chart with a series of quarter notes that have accents drawn under every other note: ♩. Have students count the quarter notes, beginning with a loud “**ONE**” for the accented note and saying “two” softly for the unaccented notes: “**ONE** – two – **ONE** – two.” Have students discuss the concept of accented and unaccented notes. Repeat the activity by displaying a chart showing accents drawn under every third quarter note and having students count “**ONE** – two – three – **ONE** – two – three.” Change the counting to body percussion, with students making a noticeably louder sound for each accented note than they make for the unaccented notes.
- Have students use drums or other classroom instruments to perform strong and weak beats in groups of two or three.
- Have individual students conduct the group in singing songs in $\frac{2}{4}$ and/or $\frac{3}{4}$ time.

Vocabulary

accent, beat, meter, quarter note, rhythm, strong beat, unaccented, weak beat

Materials

Teacher-made charts showing quarter notes with accents, music-listening selections, drums and other nonpitched classroom instruments, pitched classroom instruments, pencils or markers

Related Academic Standard of Learning

English Standard 3.5

The student will read and demonstrate comprehension of fictional text and poetry.

- a) Set a purpose for reading.
- b) Make connections between previous experiences and reading selections.
- c) Make, confirm, or revise predictions.
- d) Compare and contrast settings, characters, and events.
- e) Identify the author’s purpose.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.
- h) Identify the problem and solution.
- i) Identify the main idea.
- j) Identify supporting details.

- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency and accuracy.

Instructional Strategy

Select poems in duple and triple meters. Have students recite the poems, emphasizing the meter (i.e., the strong and weak beats). Have students compose instrumental accompaniments and/or create movements to a poem.

Music Standard 3.6

The student will respond to music with movement by

1. illustrating sets of beats grouped in twos and threes;
 2. creating movement to illustrate rondo form;
 3. performing nonchoreographed and choreographed movements, including line and circle dances; and
 4. performing dances and other music activities 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 3.6

- Have students develop a repertoire of folk dances from various cultures.
- Have students improvise movement to recorded music in different styles and from various cultures.
- Have students match locomotor movement (e.g., walking, running, hopping, skipping) to rhythms in recorded or performed listening selections. Have students alter the movement when the tempo, articulation, dynamics, or mood of the music changes so that the movement will continue to match the rhythms.
- Divide the class into four groups—A, B, C, D. Assign each group one section of a song in rondo (ABACAD) form, and have each group create movement to illustrate the meter and form of their section. Have the four groups perform their movements as the song is played.
- Have students create simple choreography that uses movement and body percussion to dramatize songs, stories, and poems.
- Play music from another culture, and have students interpret the music through movement. Have them discuss how movement can reflect the style, mood, tempo, and meaning of the piece of music. Show a video of traditional movement or dances belonging to that culture.
- Have students perform a traditional dance from another culture. Show students images or a video of the dance performed by members of that culture. Describe the style and purpose of the dancers' attire in relation to their culture, and have students respond orally to the images or video.

Vocabulary

choreography, dynamics, folk dance, folk song, folk tale, legato, mood, music style, rondo, staccato, tempo, timbre, traditional

Materials

Music-listening selections, collections of children's literature and poetry, recordings of music and instruments from different cultures, pictures and videos of dances from different cultures, folk tale, classroom instruments, culturally specific instruments

Related Academic Standard of Learning

English Standard 3.1

The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.

- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

Instructional Strategies

- Have students work in small groups to plan and perform choreography to dramatize a poem or short story. Have each group explain their choreography.
- Provide instructions for performing a line or circle dance, and have students summarize the instructions, asking questions as necessary. Have individual students give similar directions to a group of students, and have the members of the group demonstrate attentive listening by making eye contact, facing the speaker, asking questions, and summarizing what was said. Have the group demonstrate understanding by performing the dance, responding to the music with movement.
- Model for students the use of whole-sentence responses to questions, and have students respond to questions, using whole sentences and music terminology.
- Have students discuss, summarize, and review classroom activities, using music terminology.

Related Academic Standard of Learning

History and Social Science Standard 3.1

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Instructional Strategy

Have students discuss the origin and history of the Olympic Games in Greece, including how music and dance have been a part of the opening and closing ceremonies of the games from the beginning. Have students view a short video excerpt of the opening of the 2004 Summer Olympic Games in Athens, Greece. Have students discuss how the music, dance, and costumes reflect the history of the games and of Greece.

Music Standard 3.7

The student will create music by

1. improvising rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos; and
 3. composing 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 3.7

- Divide the class into groups, and assign each group a specific instrument. Have each group create and perform a rhythmic or melodic pattern (ostinato) to accompany a selected song or chant.
- Have students create a body-percussion pattern in which each beat of a specific meter is different (e.g., snap-clap-slap for $\frac{3}{4}$ meter).
- Have students improvise rhythmic answer phrases to teacher-performed rhythmic question phrases.
- Using traditional notation, have students compose and perform a pentatonic melody.

Vocabulary

accompaniment, compose, form, lyrics, melodic pattern, meter, ostinato, pentatonic, perform, phrase, rhythmic pattern, verse

Materials

Classroom instruments; music-listening selections; staff paper; poem, story, or picture

Related Academic Standard of Learning

English Standard 3.4

The student will expand vocabulary when reading.

- a) Use knowledge of homophones.
- b) Use knowledge of roots, affixes, synonyms, and antonyms.
- c) Apply meaning clues, language structure, and phonetic strategies.
- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- f) Use vocabulary from other content areas.
- g) Use word reference resources including the glossary, dictionary, and thesaurus.

Instructional Strategy

Have students use traditional notation to compose a pentatonic melody inspired by a poem, story, or picture.

Music Standard 3.8

The student will explore historical and cultural aspects of music by

1. recognizing four music compositions from four different periods of music history and identifying the composers; and
 2. listening to and describing examples of non-Western instruments.
-

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 3.8

- Provide a list of composers from four different periods of music history. Have students research a selected composer and present their research to the class.
- Play examples of music from four different periods of music history. Have students compare and contrast the examples, using a chart of music elements to guide their comparisons.
- Provide visual and aural examples of non-Western instruments. Have students create flipbooks containing student-drawn sketches of the instruments and a brief description of each.

Vocabulary

dynamics, form, griot, harmony, melody, music elements, non-Western music, tempo, teacher-selected periods of music history

Materials

Biographies of famous composers, aural examples of non-Western instruments, visuals of non-Western instruments, paper to make flipbooks, art-making materials

Related Academic Standard of Learning

English Standard 3.6

The student will continue to read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features.
- d) Ask and answer questions about what is read.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Compare and contrast the characteristics of biographies and autobiographies.
- j) Use reading strategies to monitor comprehension throughout the reading process.
- k) Identify new information gained from reading.
- l) Read with fluency and accuracy.

Instructional Strategy

Have students locate on a world map the countries of origin of the explorers Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport and identify the time period of each explorer. Have students

name the period of music history corresponding to each explorer and identify a composer from each of these countries and time periods. Play examples of the music of each composer for students to identify.

Related Academic Standard of Learning

History and Social Science Standard 3.2

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Instructional Strategies

- Referring to the students' study of the early West African Empire of Mali, have students discuss the ways rhythms and indigenous instruments relate to Mali's oral tradition of storytelling by griots.
- Read a story from Mali aloud, and have a student or students accompany it with an indigenous instrument.

Music Standard 3.9

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

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 3.9

- Have students develop a set of audience behavioral guidelines for each of the following situations: assembly program with a music performance, classical music concert, band concert, rock concert. Lead a class discussion regarding the reasons such guidelines are necessary for the success of the performance. Include in the discussion a description of how the performance might be affected if the audience does not behave appropriately.
- Have students develop a set of participant behavioral guidelines for each of the following situations: assembly program with a music performance, classical music concert, band concert, rock concert. Lead a class discussion regarding the reasons such guidelines are necessary for the success of the performance. Include in the discussion a description of how the performance might be affected if the participants do not behave appropriately.
- Simulate various music-performance situations in the classroom, and have students demonstrate appropriate and inappropriate participant and audience behaviors for each situation.

Vocabulary

audience, etiquette, self-discipline, venue

Materials

Examples of various music-performance venues

Related Academic Standard of Learning

(none identified)

Music Standard 3.10

The student will describe 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 3.10

- Have students describe various characteristics of music, such as pattern, texture, meter, form, and tone color, and compare them to similar characteristics of works of literature and of visual arts.
- Have students describe how note values relate to fractions and the division concepts of mathematics.
- Have students discuss various careers that connect music with other fields of knowledge.

Vocabulary

diversity, form, meter, pattern, texture, tone color

Materials

Music-listening selections, stories, poems

Related Academic Standard of Learning

History and Social Science Standard 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Instructional Strategies

- Introduce a repertoire of songs and listening selections that reflect the diverse ethnic origins, customs, and traditions of Americans, including music selections from different types of music (e.g., classical orchestral music selection, opera aria, chamber music movement, musical theater song, jazz band selection, blues song, mariachi band selection). Have students discuss how these very different kinds of music reflect the diverse ethnic origins, customs, and traditions of Americans, yet they can be part of the lives of all Americans, to be appreciated and enjoyed by all.
- Have students listen to music selections and perform dances that reflect the ethnic diversity of the United States.
- Have students discuss the right to free speech and how it affects music.
- Have students survey the class to discover different cultural backgrounds. Have them make a chart to show the different cultures represented in the class. Have students study music from each of the cultures listed.

Music Standard 3.11

The student will analyze music by

1. identifying and explaining examples of musical form;
 2. identifying instruments from the four orchestral families visually and aurally;
 3. listening to and describing basic music elements, using music terminology; and
 4. comparing and contrasting stylistic differences in music from various styles and cultures.
-

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 3.11

- Play a song in rondo form, and have students identify the form of the song as ABACA form. Have students discuss each section's characteristics.
- Play a song in rondo form, and have students draw a picture to illustrate each contrasting section.
- Have students create two stationary poses. Have students assign one of their poses to be "A" and the other to be "B." Play a piece of music in AB or ABA form, and have students begin with their "A" pose and move to the appropriate pose whenever the music changes.
- Have students create two flash cards, one labeled "A" and the other "B." Play a piece of music in AB or ABA form. Have students hold up the appropriate flash card to indicate each section of the music.
- Display posters and/or other visuals of the four families of orchestral instruments. Have students name each instrument and tell why it is in a particular family.
- Provide listening selections that clearly feature the four orchestral families, highlighting the sounds of individual instruments from each. As each instrument is heard, point to its picture on a displayed poster. Repeat the listening selections and have students identify the instruments as they hear them.
- Show students a video of an orchestral performance, noting the name and sound of each instrument as it is shown. After viewing, have students write a description of the appearance and tone of each featured instrument (i.e., what it looks like and what it sounds like). Have students categorize the featured instruments according to the four orchestral families.
- Have students participate in an activity in which they respond to the sound or picture of an orchestral instrument.
- Arrange for students to attend a live orchestral performance (or show a video of an orchestral performance with close-ups of the instruments being played). After the performance, have students discuss the four orchestral families and how each contributed to the performance.
- Provide music-listening selections that clearly demonstrate basic music elements (e.g., tempo, dynamics). Have students describe the music elements they hear, using music terminology.
- Provide music-listening selections from various cultures and styles. Have students compare and contrast pairs of selections, using a graphic organizer.

Vocabulary

AB form, ABA form, brass family, elements of music, orchestra, percussion family, rondo form, section, string family, woodwind family

Materials

Crayons or markers; graphic organizers; geometric shapes; student music texts; posters showing the instruments of the orchestral families; orchestral music-listening selections; video of an orchestral performance showing close-ups of instruments being played; index cards; music-listening pieces in AB, ABA, and rondo forms

Related Academic Standard of Learning

English Standard 3.2

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Instructional Strategies

- Have students participate in oral discussions about the four orchestral families.
- Have each student choose an instrument to research. Have students ask each other questions about the selected instruments.

Music Standard 3.12

The student will evaluate and critique music by describing music compositions and performances.

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 3.12

- Have students listen to a composition that emphasizes a particular music element. Have students describe how that element is used in the example, using music terminology. Repeat with other examples and other music elements. Have students evaluate and critique each piece in terms of its use of the identified music element.
- Have students listen to or perform multiple pieces of music, comparing and contrasting the music elements found in them. Have students evaluate and critique each piece, using their comparisons.
- Have students play a piece on classroom instruments. Divide the class into two groups, and have each group perform the piece. Have the group that is not performing evaluate and provide feedback to the performing group, using music terminology.
- Play two or more recordings of professional musicians performing a piece of music. Have students evaluate and critique each performance, using music terminology.

Vocabulary

critique, music element

Materials

Music-listening selections, classroom instruments

Related Academic Standard of Learning

English Standard 3.9

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content, using specific vocabulary and information.

Instructional Strategy

Tell students that they are music critics who will be critiquing a listening example. Give students a checklist of what to listen for and include in their critique. Play a music selection, and have students use the checklist to record their thoughts as they listen. Then, have students write a one-paragraph critique of the selection, describing aspects of both the piece of music and the performance.

Music Standard 3.13

The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

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 3.13

- Have students participate in music performances in the school and community. Discuss how ensemble performances are examples of collaboration among the performers, as well as how they can be a display of good citizenship by each participant.
- Have students analyze ways in which an individual musician can be an integral part of an ensemble and what it means to collaborate. Have students acknowledge all individual contributions to an ensemble as an integral part of the whole.

Vocabulary

citizenship, collaborate, collaboration, ensemble, integral, musician

Materials

Examples of music performances, either live or recorded on video; graphic organizers

Related Academic Standard of Learning

History and Social Science Standard 3.10

The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

Instructional Strategy

Have students compare an orchestra to a government. Ask the following questions: “What if everyone were to play whatever he or she wanted?” “What if everyone took his or her own tempo?” “How will everyone know what to do or how to act?” “Who is the leader?” Have students use graphic organizers to record their responses.

Music Standard 3.14

The student will examine ways in which the music of a culture reflects its people’s attitudes and beliefs.

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 3.14

- Have students discuss the role of music in various cultures.
- Discuss with students how music reflects the attitudes and beliefs of people in different cultures.
- Have students examine the role of music in their own lives and depict these roles through performance tasks such as visual art, creative movement, or creative writing.

Vocabulary

creative, criteria, culture, oral tradition, world music

Materials

Art-making materials

Related Academic Standard of Learning

English Standard 3.2

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Instructional Strategies

- Have students present oral reports on the role of music in their lives.
- Have students discuss how music reflects the attitudes and beliefs of people in different cultures.
- Have students “pair and share” with each other on the role that music plays in various cultures.

Music Standard 3.15

The student will explain personal motivations for making 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 3.15

- Have students listen to a music selection and create a visual representation of the feelings evoked by the music.
- Have students complete the phrase “Music makes me...” based on their personal experiences relating to music.

Vocabulary

emotion, evoke, feelings, visual representation

Materials

Art-making materials, music-listening selections

Related Academic Standard of Learning

English Standard 3.9

The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content, using specific vocabulary and information.

Instructional Strategies

- Have students free-write, explaining the feelings evoked by music.
- Have students free-write, completing the phrase “Music makes me...” and including supporting details.

Music Standard 3.16

The student will describe why music has quality and value.

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 3.16

- Have students discuss where music is found in their everyday lives and how it enhances the quality of life. Include in the discussion the reasons music has quality and value.
- Have students describe a world without music.
- Have students discuss how music is able to help a person express feelings. Read aloud a story about this topic to help students understand the value of music as a means of expression.

Vocabulary

criteria, devoid, expression, quality, value

Materials

Examples of music in everyday life, story about music helping a character express his or her feelings

Related Academic Standard of Learning

English Standard 3.4

The student will expand vocabulary when reading.

- a) Use knowledge of homophones.
- b) Use knowledge of roots, affixes, synonyms, and antonyms.
- c) Apply meaning clues, language structure, and phonetic strategies.
- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- f) Use vocabulary from other content areas.
- g) Use word reference resources including the glossary, dictionary, and thesaurus.

Instructional Strategy

Have students write about a world devoid of music, using music terminology and descriptive words.