



MUSIC STANDARDS OF LEARNING:
INSTRUCTIONAL STRATEGIES
AND CORRELATIONS

GRADE FOUR

Commonwealth of Virginia
Department of Education
Richmond, Virginia

Copyright © 2016
by the
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
www.doe.virginia.gov

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction

Dr. Steven R. Staples

Chief Academic Officer/Assistant Superintendent for Instruction

Dr. Steven M. Constantino

Office of Humanities & Early Childhood

Dr. Christine A. Harris, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

Edited, designed, and produced by the CTE Resource Center

Kevin P. Reilly, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Business and Medical Center

2002 Bremono Road, Lower Level

Henrico, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Website: www.cteresource.org

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

NOTICE

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans. The following position has been designated to handle inquiries regarding the Department's non-discrimination policies:

Deputy Superintendent – Finance and Operations

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

Telephone: 804-225-2025

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

You may also view Governor Terry McAuliffe's Executive Order 1 (EO-1, 2014) (PDF), which specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

Table of Contents

| | |
|--|------|
| Acknowledgments | iv |
| Introduction | v |
| Standards of Learning Correlation Chart..... | viii |
| Music Standard 4.1 | 1 |
| Music Standard 4.2..... | 3 |
| Music Standard 4.3..... | 5 |
| Music Standard 4.4..... | 7 |
| Music Standard 4.5..... | 8 |
| Music Standard 4.6..... | 9 |
| Music Standard 4.7..... | 11 |
| Music Standard 4.8..... | 13 |
| Music Standard 4.9..... | 14 |
| Music Standard 4.10..... | 16 |
| Music Standard 4.11 | 18 |
| Music Standard 4.12..... | 19 |
| Music Standard 4.13..... | 21 |
| Music Standard 4.14..... | 23 |
| Music Standard 4.15..... | 24 |

Acknowledgments

The writing team that created *Music Standards of Learning: Instructional Strategies and Correlations* gratefully acknowledges and sincerely thanks Prince William County Public Schools for providing leadership and expertise in the development of this document.

Project Director

Cheryle C. Gardner
Principal Specialist of Fine Arts
Virginia Department of Education

Editor/Consultant

Bruce B. Stevens
Writer/Editor, CTE Resource Center
Instructor in Music, University of Richmond

Project Consultant

Joyce S. Zsembery
Prince William County Public Schools

Editor

Taylor B. Mooney
Writer/Editor, CTE Resource Center

Writing Team

Meredith L. Airaghi
Montgomery County Public Schools

Jessica S. Backer
Newport News Public Schools

Susan D. Bowles
Salem Public Schools

Cristin L. Cini
Loudoun County Public Schools

Susan W. Dommer
Prince William County Public Schools

Alison S. Gaston
Lynchburg Public Schools

Karyn J. Kelsey
Prince William County Public Schools

Annabelle L. Luebke
Loudoun County Public Schools

Candice G. Sheppard
Powhatan County Public Schools

Mary M. Slack
Colonial Heights Public Schools

Carla D. Stanley
Gloucester County Public Schools

Ernest T. Stokes IV
Chesapeake Public Schools

Tahn M. Van
Richmond Public Schools

Nikki E. Waicul
Bedford County Public Schools

Sarah A. Wilson
Mecklenburg County Public Schools

Benjamin R. Woosley
Halifax County Public Schools

Sherry L. Wozniak
Isle of Wight County Public Schools

Dr. Robin M. Yohe
Chesterfield County Public Schools

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 |
|---|---|--|---|---|
| 4.1 | 4.2 | | 4.2 | |
| 4.2 | 4.1 | | | |
| 4.3 | 4.1 | | | |
| 4.4 | 4.1 | | | |
| 4.5 | 4.1 | | | |
| 4.6 | 4.9 | | | |
| 4.7 | | VS.1 | | |
| 4.8 | | VS.4 | | |
| 4.9 | | VS.9 | | |
| 4.10 | 4.2 | | | |
| 4.11 | 4.2 | | | |
| 4.12 | 4.7 | | | |
| 4.13 | 4.1 | | | 4.1 |
| 4.14 | | VS.9 | | |
| 4.15 | 4.9 | | | |

Music Standard 4.1

The student will read and notate music, including

1. reading melodies based on a hexatonic scale;
 2. using traditional notation to write melodies containing stepwise motion;
 3. reading two-note accompaniment patterns (bordon);
 4. reading and notating rhythmic patterns that include a dotted quarter note followed by an eighth note;
 5. using a system to sight-read melodic and rhythmic patterns;
 6. identifying the meaning of the upper and lower numbers of simple time signatures ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$); and
 7. identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*)
-

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 4.1

- Have students identify the simple meters $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and have them explain the meaning of the top and bottom numbers in these time signatures.
- Have students read and notate music in simple meters.
- Review with students half and whole steps. Have them write on the treble staff a melody based upon a hexatonic scale that moves in steps. Have students perform the written melody on melodic instruments.
- Have students identify and conduct music in simple meters and play nonpitched instruments and/or use body percussion to accompany music in simple meters.
- Have students recognize and perform rhythms in simple meters.
- Have students create movements to illustrate simple meters.
- Have students recognize and explain dynamic markings in music scores.
- Demonstrate to students the various dynamic levels, using classroom instruments. Have students demonstrate the proper interpretation of dynamic markings, using classroom instruments.
- Have students listen to music examples in order to identify various dynamics.
- Have students create a simple percussion accompaniment (e.g., using rhythm sticks, finger cymbals, triangles, hand drums) to a recorded piece of music in which they apply crescendo and decrescendo to accompany the dynamic changes of the music.

Vocabulary

accompaniment, beat, common time, crescendo, decrescendo, dotted quarter note, dynamic marking, dynamics, eighth note, forte, half step, hexatonic, measure, meter, meter signature, mezzo forte, mezzo piano, notate, percussion, piano, time signature, treble, whole step

Materials

Staff paper, examples of time signatures, audio examples of music in various meters, activities and/or games designed to identify time signatures, visuals of various time signatures and notes, audio examples of music illustrating varying dynamic levels, classroom instruments, visuals representing/depicting various dynamic levels

Related Academic Standard of Learning

Mathematics Standard 4.2

- a) compare and order fractions and mixed numbers;
- b) represent equivalent fractions; and
- c) identify the division statement that represents a fraction.

Instructional Strategies

- Have students distinguish between time signatures in music and fractions and division concepts in mathematics. Stress that the top and bottom numbers of a time signature mean very different things than the top and bottom numbers of a fraction, and that the only similarity between a time signature and a fraction is the appearance of one number written above another. Demonstrate this difference by comparing the meanings of the numbers in the fraction $\frac{3}{4}$ with the meanings of the numbers in the time signature $\frac{3}{4}$.
- Have students compare time signatures, using concrete materials and manipulatives.

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Instructional Strategy

Have students make brief oral presentations about dynamic markings and their interpretation, using subject-related information and vocabulary. Have the rest of the class listen to and take notes on the information presented. Have students use their notes to write several paragraphs about dynamic markings and their interpretation, organizing the information for clarity.

Music Standard 4.2

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

1. singing with a clear tone quality and correct intonation;
 2. singing diatonic melodies;
 3. singing melodies written on the treble staff;
 4. singing with expression, using dynamics and phrasing;
 5. singing in simple harmony; and
 6. demonstrating 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 4.2

- Have students sing songs accurately and independently to reflect tonal and rhythmic elements. Direct students to produce accurate pitch and clear tone quality, as well as appropriate dynamics and phrasing.
- Conduct two student groups in singing a “partner song” (two songs that share common harmonic progressions).
- Have a group of students sing one part of a song. Have another group sing a second part of the song to create harmony.
- Have students sing parts from memory, concentrating on singing accurately and expressively while exhibiting appropriate dynamics, phrasing, tuning, and tone quality.
- Have students listen to audio and/or video examples of choral performances by groups that demonstrate highly expressive qualities, including wide-ranging dynamic levels and artistic phrasing.
- Have students compare singing in parts to other examples of working as an ensemble.

Vocabulary

artistic phrasing, breath support, canon, critique, diction, dynamics, ensemble, expressive, harmony, partner song, phrasing, rhythmic, round, tone quality, tuning

Materials

Visuals of melody and harmony parts, visuals of various dynamic levels, visuals of phrasing techniques, audio and/or video excerpts

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Instructional Strategies

- Have students sing choral literature in harmony with varying dynamic levels, artistic phrasing, and other expressive qualities. Have students discuss singing in harmony with expression, using effective oral communication skills.
- Use an audio or video device to record individual students and/or small groups demonstrating the performance of dynamics, phrasing, and/or harmony. Have students evaluate and constructively critique each performance, using effective oral communication skills and remaining positive in their critiques.

Music Standard 4.3

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

1. playing music of increasing difficulty in two-part ensembles;
 2. playing melodies of increasing difficulty written on the treble staff;
 3. playing a given melody on a recorder or other similar instrument;
 4. playing with expression, using dynamics and phrasing;
 5. accompanying songs and chants with I, IV, and V(V7) chords; and
 6. 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 4.3

- Have students perform pieces of varying difficulties and styles in a rhythm band.
- Have students play instruments expressively, using dynamics and phrasing.
- Have students play I, IV, and V (and/or V⁷) chords on various instruments.
- Have students play I, IV, and V (V⁷) chords to accompany simple folk songs.
- Have students read and play written notation of I, IV, and V (V⁷) chords.
- Have students use I, IV, and V (V⁷) chords to accompany rhythm-band instruments in simple songs.
- Have students demonstrate proper playing techniques when playing a given melody on a recorder or other melodic instrument.

Vocabulary

accompaniment, chord, contemporary, folk song, guitar, melody, piano, progression, recorder, rhythm band, steady beat, strum, technique

Materials

Classroom instruments including recorders or similar melodic instruments, music-listening selections, technology for classroom display, markers, instruments capable of producing chords (e.g., piano, guitar, autoharp, bells, mallet percussion), sheet music showing melodic line and chord progressions, rhythm instruments, visuals of chord progressions

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.

- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Instructional Strategies

- Have students read the lyrics of several representative spirituals and discuss the meaning of each spiritual in terms of its cultural significance. Have students practice singing one of the spirituals in a two-part arrangement.
- Have students perform appropriate contemporary songs in a two-part ensemble by singing and playing classroom instruments. Have students discuss each song, examining and analyzing both the lyrics and the music.
- Have small groups of students create a four-part rap song and accompany it with I, IV, and V (V⁷) chords. Have the groups perform their song for the class. Have students summarize the activity.
- Conduct a group of students in playing I, IV, and V (V⁷) chords on pitched instruments to accompany a familiar song sung by the rest of the class.

Music Standard 4.4

The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note.

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 4.4

- Have students read and perform rhythmic patterns, using body percussion or classroom instruments, to demonstrate an understanding of rhythmic patterns that include a dotted quarter note followed by an eighth note.
- Have students notate and take dictation in rhythmic patterns that include a dotted quarter note followed by an eighth note.
- Have students use classroom instruments to play notated rhythmic patterns to accompany familiar songs that include a dotted quarter note followed by an eighth note.

Vocabulary

dictation, dotted quarter note, eighth note, rhythm band, rhythmic pattern

Materials

Audio or video recording device, music-listening selections, classroom instruments, staff paper, visuals of various rhythms

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Instructional Strategies

- Have students discuss the similarities and differences of varying rhythmic patterns within selected music, using music terminology.
- Have groups of students seek ideas and opinions of others within their group to create rhythmic patterns to be played on classroom instruments.
- Have students identify and discuss rhythms within selected passages of appropriate rap songs or other contemporary songs.
- Have a small group of students read and perform rhythm-band music. Have the class evaluate and constructively critique the performance, using evidence to support opinions and using grammatically correct language and specific vocabulary to communicate ideas.

Music Standard 4.5

The student will respond to music with movement by

1. performing nonchoreographed and choreographed movements;
 2. performing traditional folk dances and other music activities; and
 3. creating movement to illustrate rondo (ABACA) musical form.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Create works of music that transcribe thoughts and emotions into forms of musical expression.
- 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 4.5

- Have students create movement to varying types of music to be performed individually, by a small group, or by the whole class.
- Have students create dance movement to express music elements or represent musical intent in specific music.
- Have students experience folk dances from various cultures through appropriate videos.
- Have students perform folk dances from various cultures.
- Have students create movement to illustrate a piece of music in rondo (ABACA) form.

Vocabulary

choreography, folk dance, form, movement, music element, musical intent, rondo

Materials

Audio or video recording device, visuals of various dances

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Instructional Strategies

- Record a student dance, and have students view, evaluate, and constructively critique the performance. Have students use effective oral communication skills and remain positive in their critiques.
- Have students research and present orally information about a culture and a representative folk dance.

Music Standard 4.6

The student will create music by

1. improvising melodies and rhythms, using a variety of sound sources;
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. using contemporary media and technology.
-

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.
- 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.

Instructional Strategies

Music Standard 4.6

- Have students create short music pieces consisting of sounds from a variety of traditional and nontraditional sources, including technology. Have them use the created pieces to enhance literature.
- Have students improvise a simple rhythmic or melodic accompaniment to a song.
- Have students improvise a melodic ostinato accompaniment to a song containing only a few basic harmonies. Have them vary the ostinato as required by the harmonic progression.
- Have students improvise vocally and/or instrumentally at least one rhythmic and/or melodic variation on a familiar melody.

Vocabulary

accompaniment, compose, form, improvise, melodic variation, meter, nontraditional, ostinato, pattern, pitch, rhythmic variation, traditional

Materials

Audio examples of melodic and rhythmic variations, recording device, staff paper, traditional instruments, nontraditional instruments, electronic instruments, contemporary technology

Related Academic Standard of Learning

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words.

Instructional Strategies

- Have students research a topic related to literature, such as the works of a poet or other author recently studied. After students collect, evaluate, and synthesize information about the author's works, have them create a melodic or rhythmic motive to accompany the reading of one of the works.
- Have students evaluate their music creation and improvisation activities.

Music Standard 4.7

The student will explore historical and cultural aspects of music by

1. describing four music compositions from four different periods of music history and identifying the composers;
 2. placing musical examples into categories of style;
 3. listening to and describing music from a variety of world cultures; and
 4. examining how music from popular culture reflects the past and influences the present.
-

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 4.7

- Have students describe and discuss various elements of music that contribute to musical style (e.g., form, expression, instrumentation, melody, harmony, dynamics, tone color, rhythm, tempo). Summarize each of four different periods of music history in relation to these stylistic elements.
- Have students discuss different styles or types of music (e.g., spirituals, jazz, blues, gospel, classical, folk, contemporary) and their characteristics. Select and play examples of various styles of music. Have students discuss how the music examples are similar and different, using graphic organizers or checklists. Play the examples again, and direct students to identify the style of each.
- Have students discuss and demonstrate examples of music from four different periods of music history (e.g., Baroque, Classical, Romantic, Modern). Have students create graphic organizers or charts to record the information. Following this discussion and demonstration, have students identify the historical period of various music selections as they are played.
- Select and display portraits or photographs of various famous composers. Have each student select one of the composers to research and share the findings with the class, including the period of music in which the composer worked and the type of music for which he/she is most famous.

Vocabulary

Baroque period, blues, Classical period, composer, contemporary, dynamics, expression, folk, form, gospel, instrumentation, jazz, Modern period, rhythm, Romantic period, spiritual, style, tempo, tone color, teacher-selected periods of music history

Materials

Audio examples of music in various styles; visuals of various styles, composers, music periods, and music examples; graphic organizers; checklists

Related Academic Standard of Learning

History and Social Science Standard VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause-and-effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;

- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Instructional Strategies

- Play several songs that were popular during the Civil War, and have students discuss how the style of the music relates to the lyrics and to the various emotions evoked by the war.
- Have students listen to and analyze the purpose of several spirituals that tell stories of hardships and/or contain underlying messages. Have students identify and analyze the elements of the music that contribute to the style (i.e., elements that make the music identifiable as a spiritual). Conduct students in singing several spirituals.
- Play several American Indian songs or chants. Have students identify the elements of the music that contribute to the style (i.e., elements that make the music identifiable as an American Indian song). Conduct students in singing several American Indian songs or chants and accompanying the singing on classroom instruments.

Music Standard 4.8

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 4.8

- Have students recognize and discuss appropriate audience behaviors in various settings (e.g., sporting events, concerts, school programs, performances).
- Have students role-play examples of audience behaviors that are both appropriate and inappropriate to a given setting. After each example, discuss the behavior presented and whether it was appropriate or inappropriate.
- Have students role-play examples of participant behaviors that are both appropriate and inappropriate to a given setting. After each example, discuss the behavior presented and whether it was appropriate or inappropriate.
- Play examples of music from other cultures, and have students demonstrate audience behaviors appropriate for watching or listening to unfamiliar music.

Vocabulary

audience, behavior, culture, performance, respect, respectful

Materials

Audio and/or video examples of music from different cultures

Related Academic Standard of Learning

History and Social Science Standard VS.4

The student will demonstrate knowledge of life in the Virginia colony by

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
- c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
- d) describing how money, barter, and credit were used;
- e) describing everyday life in colonial Virginia.

Instructional Strategies

- Have students explain the importance of showing respect for cultural differences (including music). Have students describe ways to show respect.
- Have students discuss how people from different cultures contributed to a new, richly diverse culture in the colonial era and how people from different cultures continue to enrich American society today.

Music Standard 4.9

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

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.
- Develop the ability to read and notate music.
- 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 4.9

- Have students compare elements such as pattern, texture, meter, form, and tone color in music, dance arts, theatre arts, visual arts, and literature.
- Have students analyze ways in which the principles and subject matter of other disciplines are interrelated with those of music (e.g., vibration and pitch—science; note values and meter—mathematics; music periods and styles—history and social science; choral reading and singing songs—English and foreign languages).
- Have students experiment with classroom string instruments to explore the scientific principle of vibration and sound waves, as well as the relationship between the length of a vibrating string and pitch.
- Have students analyze the relationships between note values in music and fractions and division concepts in mathematics. Make sure students understand how they are similar and how they are different.
- Have students review the value and importance of African American spirituals and Native American songs in United States history. Provide examples of such songs for students to experience through choral reading.

Vocabulary

balance, elements of music, form, meter, pattern, pitch, rhyme, rhythm, sound wave, texture, tone color, vibration

Materials

Examples of literature, works of art, and poetry to compare and contrast; classroom rhythm and string instruments; audio examples and sheet music of African American spirituals and American Indian songs

Related Academic Standard of Learning

History and Social Science Standard VS.9

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Instructional Strategies

- Have students listen to and research songs that were popular in Virginia during the early twentieth century. Have students identify examples of lyrics that describe social and political events of the place and time, such as the shifting from a rural, agricultural society to a more urban, industrialized society. Have students create a class chart that displays their findings.

- Have students research the song “We Shall Overcome” and discuss its meaning and its place in history. Have students list reasons why this song was considered the anthem of the Civil Rights Movement. Provide audio of the song for the class to learn to sing.

Music Standard 4.10

The student will analyze music by

1. identifying instruments from a variety of music ensembles visually and aurally;
 2. distinguishing between major and minor tonality;
 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;
 4. identifying elements of music through listening, using music terminology; and
 5. identifying rondo form (ABACA).
-

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 4.10

- Have students organize posters or other images of Western instruments into their respective families (woodwind, string, brass, percussion), and discuss the characteristics of each family along with the similarities and differences within each family and among the families.
- Have students listen to music examples featuring Western instruments and identify the instruments.
- Provide students with listening examples and images of instruments from various cultures, and have them classify these instruments as woodwind, string, brass, or percussion.
- Have students sing two folk songs—one in major tonality and one in minor (e.g., C major and C minor, F major and F minor). Have students discuss the mood of each song, and have them relate the mood to the tonality as well as to the lyrics.
- Provide students with the lyrics of several folk songs in major tonality and the lyrics of several folk songs in minor tonality. Have students predict whether the songs will be in major or minor tonality, based on the lyrics. Play the songs, and have students identify whether each is in major or minor tonality. Have students discuss the characteristics of each piece of music.
- Have students discuss the similarities and differences between major and minor tonalities through listening examples.
- Provide students with aural and visual examples of major and minor scales. Have students identify the examples as major or minor scales.
- Conduct students in performing major and minor melodies on pitched instruments. Have students identify the notes used in each tonality.
- Provide students with aural and visual examples of various forms, including rondo form. Have students compare and contrast rondo form with other forms, using graphic organizers or checklists to record their findings.
- Have students identify and perform movements to demonstrate the many sections of a piece in rondo form.

Vocabulary

brass family, brass instrument, contrast, flat, folk song, form, introduction, lyrics, major key, minor key, mood, non-orchestral instrument, percussion family, percussion instrument, phrase, refrain, repetition, rondo, scale, sharp, string family, stringed instrument, theme, tonality, woodwind family, woodwind instrument

Materials

Posters and/or other pictures of Western and non-Western instruments, encyclopedias, magazines, newspapers, art-making and writing materials, audio examples of music in major and minor tonalities, pitched instruments, visuals of major and minor scales, audio and visual examples of music in rondo form

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Instructional Strategies

- Have groups of students research two folk songs with contrasting moods, one in major tonality and one in minor. Provide them with audio of each song. Have them compare the lyrics and the moods of the selected songs, using Venn diagrams or other graphic organizers. Have students comment on ways tonality affects the mood in each song. Have the groups create and present an oral report on their findings, using subject-related information and vocabulary, while the other students listen and take notes. Have students organize the information for clarity.
- Have students research several poems to identify mood characteristics. Have students choose a poem to present to the class and identify a piece of music in major or minor tonality to accompany the presentation. Have students explain how the music relates to the meaning of the poem.
- Lead a class discussion to create and read aloud a short play. Have students select appropriate music in either major or minor tonality to accompany the reading.

Music Standard 4.11

The student will evaluate and critique music by

1. reviewing criteria used to evaluate compositions and performances; and
 2. describing performances and offering constructive feedback.
-

Strand

Analysis, Evaluation, and Critique

Goals

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

Instructional Strategies

Music Standard 4.11

- Have students share what they think the words *evaluate* and *critique* mean. Compare and contrast the ideas they share with the actual definitions of the words. Be sure students understand the important difference between *critiquing* something and *criticizing* something.
- Have students discuss why it is valuable to evaluate and critique musicians and music groups. During this discussion, remind students how to effectively evaluate and critique a performance with constructive, positive, and respectful criticism.
- Have students identify the parts of a performance that were successful and make suggestions for improvement.

Vocabulary

constructive, criticism, criticize, critique, evaluate, feedback, performance

Materials

Audio and/or video performance of a music group or individual performer

Related Academic Standard of Learning

English Standard 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Instructional Strategy

Have students view and take notes on a video of a music performance. Have students use the notes to write a short critique, using music terminology. Have students share their final critiques in oral presentations.

Music Standard 4.12

The student will identify characteristics and behaviors that lead to success as a musician.

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 4.12

- Conduct students in the performance of melodies and accompaniments from a varied repertoire of music, including rounds, descants, and ostinatos. Have students identify ways to contribute to the group effort of making music by sharing, taking turns, and performing their parts in the ensemble to the best of their abilities.
- Have students discuss how choral singers show respect for the contributions of self and others when singing in a choir, to include performing to the best of their abilities.
- Have students establish criteria for evaluating performances by others, making sure they understand how to offer constructive criticism to peers while remaining positive and supportive.
- Divide the class in half, forming two choral groups. Conduct one group in singing a familiar song, and have the other group listen, watch, and constructively evaluate the group members on their efforts to contribute to the group. Have the groups switch roles.
- Have students discuss the advantages of improving one's technique and musicianship for the benefit of the individual as well as the ensemble. Have students discuss ways in which a musician can improve.

Vocabulary

accompaniment, band, choir, chorus, concert, criteria, descant, ensemble, musicianship, orchestra, ostinato, performance, rehearsal, repertoire, technique

Materials

Music examples of vocal, orchestral, and band performances; classroom instruments; visuals of melodies and rhythm patterns; video excerpts of performing groups

Related Academic Standard of Learning

English Standard 4.7

The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- c) Use a variety of pre-writing strategies.
- d) Organize writing to convey a central idea.
- e) Recognize that different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.
- h) Use transition words for sentence variety.
- i) Utilize elements of style, including word choice and sentence variation.
- j) Revise writing for clarity of content using specific vocabulary and information.
- k) Include supporting details that elaborate the main idea.

Instructional Strategy

Have students work in small groups to write a poem or short story. Have them use classroom instruments to accompany the reading of the poem or story, adding color to special words or phrases. Have all students contribute to the success of the group performance by offering constructive suggestions.

Music Standard 4.13

The student will explain personal preferences for musical works and performances, using music terminology.

Strand

Aesthetics

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.
- 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 4.13

- Guide students in discussing the meaning of the word *aesthetics* and how it applies to music. Post a class definition of this term for reference.
- Have students compare and contrast different styles of music, using a graphic organizer. Have them analyze the characteristics of each style and the feelings they may evoke.

Vocabulary

aesthetic, analyze, appreciate, criteria, cultured, discipline, investigate, preference, society, style

Materials

Audio and/or video recordings of music performances

Related Academic Standard of Learning

Science Standard 4.1

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

- a) distinctions are made among observations, conclusions, inferences, and predictions;
- b) objects or events are classified and arranged according to characteristics or properties;
- c) appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units;
- d) appropriate instruments are selected and used to measure elapsed time;
- e) predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;
- f) independent and dependent variables are identified;
- g) constants in an experimental situation are identified;
- h) hypotheses are developed as cause-and-effect relationships;
- i) data are collected, recorded, analyzed, and displayed using bar and basic line graphs;
- j) numerical data that are contradictory or unusual in experimental results are recognized;
- k) data are communicated with simple graphs, pictures, written statements, and numbers;
- l) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and
- m) current applications are used to reinforce science concepts.

Instructional Strategy

Have students collect data regarding their peers' favorite styles of music. Have students display their collected data in the form of a bar graph. Have students compile written statements from their peers stating the reasons for their choices. Collect data regarding school staff members' favorite styles of music. Share this data with students in the form of a bar graph, and have students compare and contrast the two sets of data.

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Instructional Strategy

Have students interview classmates regarding their favorite style of music. Have students participate in a class discussion regarding the information they collected during the interviews.

Music Standard 4.14

The student will explain how criteria used to value music may vary from one culture to another.

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 4.14

- Have students compare and contrast the role of music in different cultures. Have students discuss how elements or characteristics of music vary from one culture to another.
- Have students discuss the criteria used to value music in contemporary American cultures.

Vocabulary

aesthetic, criteria, culture, elements of music

Materials

Audio and/or video of music performances in various cultures

Related Academic Standard of Learning

History and Social Science Standard VS.9

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Instructional Strategy

Have students review events that occurred during the Civil Rights Movement in the 1960s. Continue the discussion to include current civil rights issues and events. Have students include the role of music that is associated with the events in both eras. Have students compare and contrast these two time periods, using graphic organizers, and present their findings to the class.

Music Standard 4.15

The student will describe how personal beliefs influence responses to music.

Strand

Aesthetics

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.
- 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 4.15

- Have students discuss the term *personal belief* and explain how personal beliefs influence people’s choices about music and other aspects of life.
- Have students survey the song preferences of their classmates. Have students compile the data from their surveys and make a list for further discussion. Have students explain their choices.
- Have students listen to selections of music of varying styles and rank the music selections from favorite to least favorite. Have students describe how their personal beliefs influenced their opinions about each music selection.

Vocabulary

data, music style, opinion, personal belief, preference, survey

Materials

Music-listening selections

Related Academic Standard of Learning

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words.

Instructional Strategy

Have students use various resources to research popular styles of music in one of four regions of the United States—Northeast, South, Midwest, West. Have students compile information collected during their research into presentations to share with the class. Have students share their findings and explain what factors influence the popularity of certain styles of music in their chosen regions. Have them answer the question, “Do the personal beliefs of the people in the region play a part in their music preferences?”