



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

GRADE FIVE

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Virginia Department of Education
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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 Bremo Road, Lower Level

Henrico, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Website: www.cteresource.org

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Deputy Superintendent – Finance and Operations

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

Telephone: 804-225-2025

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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
5.1	5.7		5.2	
5.2	5.1, 5.4, 5.5			
5.3	5.1			
5.4			5.2	
5.5		VS.1		
5.6	5.1		5.17	
5.7		USI.1		
5.8	5.2			
5.9				5.2
5.10		USI.9		
5.11		VS.1		5.2
5.12	5.1, 5.4			
5.13	5.9			
5.14				
5.15	5.7			
5.16	5.4			
5.17	5.6			

Music Standard 5.1

The student will read and notate music, including

1. identifying the treble (G) and bass (F) clefs;
 2. using a system to sight-read melodies based on the diatonic scale;
 3. using traditional notation to write melodies containing skips and leaps;
 4. reading and notating rhythmic patterns of increasing complexity;
 5. identifying the meaning of the upper and lower numbers of compound time signatures (8)⁶; and
 6. identifying tempo markings.
-

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 5.1

- Have students read, write, and perform diatonic scales.
- Have students read and perform melodic notation for simple songs in major keys, using solfege.
- Have students notate a four-measure melody and perform it on a recorder or other pitched instrument and with the voice.
- Demonstrate for students how hand signals and solfege can represent traditional music notation. Have students use hand signals and solfege while performing provided music notation.
- Have students notate a melody on the treble staff, using a variety of methods (e.g., contemporary technology, paper and pencil, manipulatives, whole-class visuals).
- Have students recognize and perform simple rhythms in duple and triple meters.
- Have students identify and conduct music in duple and triple meters and play nonpitched instruments and/or use body percussion to music in those meters.

Vocabulary

bass clef, beat, duple meter, hand signal, measure, melodic movement, meter, meter signature, notation, note value, solfege, staff, time signature, treble clef, triple meter

Materials

Technology for classroom display, music-notation materials or software, contemporary technology, vocabulary flash cards, visuals of treble staff notes, visuals of treble staff melodies, recorders or other pitched instruments, visual of time signatures, audio examples of music in varying meters, activities/games designed to identify time signatures

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.

- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Instructional Strategies

- Have students write brief song lyrics and compose and notate on the treble staff a melody for the song. Have students perform selected songs for the class.
- Have students write a paragraph explaining ways traditional music notation represents melodic direction and note duration.

Related Academic Standard of Learning

Mathematics Standard 5.2

The student will

- a) recognize and name fractions in their equivalent decimal form and vice versa; and
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

Instructional Strategies

- Explain the relationship of time signatures to fractions and mathematical division concepts. Tell students that time signatures and fractions are two different things that express opposite concepts, and that the only similarity between a time signature and a fraction is that they *look* similar, with one number written above another. Demonstrate the distinction with several examples (e.g., the fraction $\frac{2}{4}$ expresses “two out of a whole of four,” and the fraction $\frac{3}{8}$ expresses “three out of a whole of eight”). Ask students the meaning of several more fractions. Next, emphasize that time signatures express something entirely different. The time signature $\frac{2}{4}$ expresses “two quarter notes in each measure,” and the time signature $\frac{3}{8}$ expresses “three eighth notes in each measure.” Help students comprehend that a fraction expresses *a portion of a whole*, whereas a time signature expresses the opposite—*the definition of a whole measure*.
- Discuss with students how to identify a given note’s rhythmic value in a given time signature.

Music Standard 5.2

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

1. demonstrating beginning choral behaviors and skills in ensemble singing;
 2. singing with attention to blend, balance, intonation, and expression;
 3. singing melodies of increasing complexity written on the treble staff;
 4. singing in two- and three-part harmony; and
 5. modeling 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 5.2

- Have students sing songs accurately and independently to reflect tonal and rhythmic elements of increasing difficulty.
- Have students control the voice in order to produce the desired musical quality to communicate expressive intent.
- Have students sing one part alone or in a small group while others sing other independent parts.
- Have students sing songs from memory expressively and accurately with correct pitch and appropriate phrasing and dynamics.
- Have students sing songs in two and three parts.
- Have students demonstrate various dynamic levels, using the voice.
- Provide students with audio and/or video selections of performances by choral groups that demonstrate excellent blend, balance, intonation, and expression. Have students discuss the performances and identify examples of excellence within the recordings.
- Introduce the function of accidentals in music, and have students use them correctly when performing a selection of music.

Vocabulary

accidental, balance, blend, breath support, canon, diction, dynamics, expression, flat, harmony, intonation, natural, phrasing, repertoire, sharp, tone color, tone quality

Materials

Audio and/or video recording device, audio and/or video excerpts, vocabulary flash cards, melodic pattern flash cards

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Instructional Strategies

- Have students discuss and summarize a group music activity.
- Have students draw conclusions and share responses about the vocal qualities perceived in listening examples of choral music.
- Have students sing one part in a small group while others sing other independent parts. Have students in each group discuss the challenges of pitch and rhythm they encountered when singing. Have groups summarize their observations and present them in a report to the class.
- Use an audio or video recording device to record individual students or small groups performing dynamics, phrasing, and/or harmony. Select several recordings for students to summarize and critique constructively in a class discussion.

Related Academic Standard of Learning

English Standard 5.4

The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

Instructional Strategy

Have students identify unknown words found in music they are performing and use context to clarify the meanings of these words.

Related Academic Standard of Learning

English Standard 5.5

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify the main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause-and-effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

Instructional Strategies

- Have students speak and sing lyrics with fluency to accentuate musical phrasing.
- Have students identify the main idea of the lyrics of familiar and unfamiliar songs. Have students use music terminology to identify how the music expresses the main idea of each song.

Music Standard 5.3

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

1. playing music of increasing difficulty in a variety of ensembles;
 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;
 3. playing with expression; and
 4. 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 5.3

- Have students rehearse and perform pieces of varying difficulty and styles in a rhythm band.
- Have students perform melodies and harmonies on pitched instruments.
- Have students play, in combination with other instrumental parts, various types of songs, including folk songs, patriotic songs, contemporary songs, international songs, and spirituals.
- Have students follow conducting prompts in rehearsing and performing melodies, harmonies, and rhythmic accompaniments for various types of songs on pitched instruments, using expression.
- Have students demonstrate proper playing positions for nonpitched instruments, recorder embouchure, and mallet techniques.
- Introduce the meaning of keys in music and the function of the key signature in scores. Have students apply key signatures while playing pitched instruments.

Vocabulary

accompaniment, ensemble, harmony, key, key signature, melody, ostinato, rehearse, rhythm, rhythm band

Materials

Classroom instruments, staff paper, audio and/or video recording device, chart paper, markers, technology for classroom display, contemporary technology, vocabulary flash cards, visuals of various rhythmic patterns, visuals of various melodic patterns

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Instructional Strategies

- Have students discuss and analyze a song for its tone, perspective, voice, and style. Have students draw conclusions about the relationship of the music to the lyrics.
- Have students summarize and critique group performances of increasing difficulty.
- Use an audio or video recording device to record student ensembles performing music of increasing difficulty, using pitched and rhythm instruments. Have students constructively critique selected performances, critiquing each ensemble's phrasing and use of dynamics. Have students summarize each critique in writing.

Music Standard 5.4

The student will perform rhythms of increased complexity, including syncopations.

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 5.4

- Have students read and play rhythmic patterns from music notation, using pitched instruments, nonpitched instruments, body percussion sounds (e.g., clap, snap, tap, stomp), and/or voice.
- Have students read, write, and perform rhythmic patterns including sixteenth notes, a dotted quarter note followed by an eighth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, half rests, whole notes, and whole rests.
- Have students play classroom instruments to accompany familiar and unfamiliar songs, using appropriate rhythmic patterns.
- Conduct students in reading and performing rhythm-band music. Use an audio or video recording device to record the performances. Select several recordings for the class to critique constructively.
- Have students discuss how to determine a given note's rhythmic duration within a given time signature. Have students demonstrate duration of notes through singing, playing recorders, or using rolls on barred instruments.
- Have students model the relative rhythmic values of sixteenth, eighth, quarter, half, and whole notes, using fractions, graphs, and/or pictorial representations.
- Have students aurally and visually distinguish between syncopated and non-syncopated rhythmic patterns.

Vocabulary

critique, dot, dotted, dotted eighth note, dotted half note, eighth note, half note, half rest, paired eighth notes, quarter note, quarter rest, rhythm, rhythm band, sixteenth note, syncopated, syncopation, whole note, whole rest

Materials

Audio and/or video recording device, audio and/or video excerpts, classroom instruments, staff paper, vocabulary flash cards

Related Academic Standard of Learning

Mathematics Standard 5.2

The student will

- a) recognize and name fractions in their equivalent decimal form and vice versa; and
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

Instructional Strategies

- Have students compare various music time signatures with fractions, pointing out their differences. Make sure students understand clearly that time signatures are not at all the same as fractions—that the two numbers in a time signature do not represent the same numerical value as the two numbers in a fraction.
- Have students order a given set of notes in terms of their rhythmic durations from least to greatest.

Music Standard 5.5

The student will respond to music with movement by

1. performing nonchoreographed and choreographed movements, including music in duple and triple meters; and
 2. performing traditional folk dances and other music activities.
-

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 5.5

- Have students create movement to various styles of music and forms, including theme-and-variation form, and have them perform individually, with a partner, in a small group, or as a class.
- Have students create dance movements to express music elements in a selected piece of music.
- Have students perform age-appropriate folk dances with recorded and/or sung accompaniment. Have students compare and contrast the different types of folk dances.
- Have students perform choreographed dances with body percussion.
- Have students perform choreographed dances from various cultures.

Vocabulary

choreography, dance, duple meter, folk dance, movement, music element, theme-and-variation form, triple meter

Materials

Audio and/or video recording device, audio and/or video excerpts, contemporary technology, vocabulary flash cards, visual representations of various dances

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

- Have students research and perform dances from another culture, including traditional folk dances.
- Have students research several colonial Virginia dances, including the events and social beliefs that influenced each dance. Have students perform the dances to appropriate music.

- Have students observe and/or perform dances from pre-colonial times to 1865.

Music Standard 5.6

The student will create music by

1. improvising melodies and rhythms of increasing complexity;
 2. composing a short original composition 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.

Instructional Strategies

Music Standard 5.6

- Have students create short compositions consisting of sounds from a variety of traditional instruments (e.g., tambourine, recorder, piano, voice), electronic instruments (e.g., keyboard, guitar), and/or nontraditional instruments (e.g., water-filled glasses, pieces of metal).
- Have students improvise a simple rhythmic and/or melodic ostinato accompaniment in an appropriate meter and tempo, using tonic pitches. Have students repeat this activity to increase the complexity of the rhythmic and/or melodic ostinato accompaniment.
- Have students improvise an ostinato that is related to a given melody in pitch, tempo, and rhythm.
- Have students improvise vocally at least one rhythmic and/or melodic variation on a familiar melody.
- Have students improvise instrumentally at least one rhythmic and/or melodic variation on a familiar melody.
- Have students create a short song and/or instrumental piece demonstrating various changes in meter and mood.
- Have students perform several rhythmic patterns as a class. Have students work in groups to create variations of those patterns. Have groups share their patterns with the rest of the class.
- Have students perform various rhythmic patterns as accompaniments to recorded melodic material.
- Have students view and discuss video excerpts of professional musicians improvising.

Vocabulary

accompaniment, compose, composition, form, improvise, melodic, melodic variation, meter, mode, ostinato, pattern, pitch, rhythm, rhythmic variation, tempo, theme and variation, tonic pitch

Materials

Classroom instruments, staff paper, audio and/or video recording device, audio and/or video excerpts, chart paper, markers, technology for classroom display, contemporary technology, vocabulary flash cards, visuals of rhythmic patterns, visuals of melodic patterns, visuals of various musical forms, visuals of various musical meters

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.

- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Instructional Strategies

- Divide the class into three groups, and assign each group to discuss the process of music creation within the context of one of the following activities: (1) improvising melodies and rhythms of increasing complexity, (2) creating movements to illustrate meter and form, (3) composing short melodic or rhythmic phrases within specified guidelines. Have the groups organize the shared responses and summarize the information gathered. Have the groups report their summary to the class.
- Use an audio or video recording device to record student ensembles improvising melodies and rhythms of increasing complexity. Have students constructively critique selected performances, commenting on various aspects. Have students summarize each critique in writing.
- Use an audio or video recording device to record individual students and small groups reciting poems and choral readings. Have students constructively critique selected performances and summarize the critiques.
- Have small groups of students create movement to illustrate the meter and form of selected pieces of music. Have the groups present their movements to the class. After each presentation, have students identify and discuss the ways the movements illustrated the meter and form of the music.

Related Academic Standard of Learning

Mathematics Standard 5.17

The student will describe the relationship found in a number pattern and express the relationship.

Instructional Strategy

Have students compose a rhythmic pattern that correlates with a given number pattern.

Music Standard 5.7

The student will explore historical and cultural aspects of music by

1. identifying representative composers and music compositions from four different periods of music history;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and
 4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
-

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 5.7

- Have students describe and discuss music styles, using music terminology (e.g., *piece, song, form, expression, instrument, melody, dynamics, tone color, rhythm, tempo*). Have students demonstrate the proper application of the terms *piece* and *song*, stressing that all songs are pieces, but that many pieces are not songs. Have students illustrate this concept with a Venn diagram.
- Have students identify historical periods (e.g., Baroque, Classical, Romantic, twentieth century, contemporary), using various music selections. Have students use graphic organizers or charts to record similarities and differences among the periods.
- Have students discuss and categorize important music elements of different styles of music relating to the corresponding periods of music history.
- Have students identify several composers by their images and discuss their lives and their music, categorizing the composers by the historical periods in which they composed.
- Have students listen to melodic phrases or longer excerpts from various music selections and identify the composer of each.
- Have students define *consumer of music, music advocate, and performer of music*. Have students discuss and identify where each of these roles can be found in their community.
- Have students identify various music careers and create a job description for each.
- Have each student choose a music career and complete one of the following tasks: participate in a mock job interview, create a “want ad,” create an informational poster, or create a résumé.

Vocabulary

advocate, Baroque period, career, Classical period, composer, consumer, contemporary, dynamics, expression, form, historical period, melody, participant, performer, Romantic period, rhythm, style, tempo, tone color, twentieth century

Materials

Music examples in various styles, music examples by selected composers, visuals of composers, vocabulary flash cards, contemporary technology

Related Academic Standard of Learning

History and Social Science Standard USI.1

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

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Instructional Strategies

- Have students listen to and/or sing songs popular among soldiers during the Civil War and interpret the lyrics from the historical perspective of the time, using music terminology to discuss the style of the music.
- Have students research songs from United States history and identify the music period or style.
- Have students listen to and/or sing spirituals. Follow with a class discussion evaluating the hidden messages and stories within the spirituals. Have students summarize the style of the music of several spirituals.
- Have students listen to and/or sing American Indian songs, connecting events during that period in history to the songs and discussing the style of the music.
- Have students compare and contrast the music of an American composer from the Classical period with the music of a European composer from the Classical period.

Music Standard 5.8

The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music 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 5.8

- Have students develop criteria for appropriate concert behavior of participants and audience members in various music settings.
- Conduct students in a choral or rhythm-band ensemble. Emphasize that the contribution of each individual is important to the success of the ensemble. Have students discuss how they might use the contributions of each individual to enhance the group effort.
- Have students view a recorded performance of a student ensemble. Using established criteria for appropriate concert behavior of the participants and the audience, have students identify which criteria were met and which were not.

Vocabulary

band, chorus, concert, criteria, descant, ensemble, orchestra, ostinato, participant, performance, performer, rehearsal

Materials

Music examples of vocal, orchestral, and band performances; audio and/or video recording device; visuals of melodies and rhythmic patterns; rhythm-band instruments; audio and/or video excerpts of performing groups

Related Academic Standard of Learning

English Standard 5.2

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

Instructional Strategies

- Have students demonstrate respect for the contributions of self and others in a music setting by contributing fully and to the best of their ability to a choral performance. Have students memorize and rehearse a short song, emphasizing the importance of using effective nonverbal communication skills. Divide students into groups, and direct each group in performing the song for the class. Encourage the listeners to take notes on each performance, rating how well the group members used nonverbal communication skills. Have students discuss the performances, citing examples of the most effective use of nonverbal communication skills.
- Have students create a skit demonstrating appropriate and inappropriate concert behaviors in various music settings.

Music Standard 5.9

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

Strand

Music History and Cultural Context

Goal

- 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 5.9

- Have students compare and contrast characteristics such as pattern, texture, line, meter, form, balance, and timbre in music, dance arts, theatre arts, visual arts, and literature.
- Have students identify and explain relationships between aspects of music and aspects of other disciplines (e.g., vibration, pitch, sound volume—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 discuss various careers that connect music with other disciplines.

Vocabulary

balance, form, line, meter, meter signature, pattern, pitch, sound wave, texture, timbre, time signature, tone color, vibration

Materials

Examples of works of art and poetry; rhythm instruments for demonstrating vibration, pitch, tone, and tone color; string instruments for demonstrating vibration, length, and pitch; vocabulary flash cards; audio examples of African American spirituals and American Indian songs; audio and/or video excerpts; audio and/or video recording device; tuning fork

Related Academic Standard of Learning

Science Standard 5.2

The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include

- a) compression waves;
- b) vibration, compression, wavelength, frequency, amplitude;
- c) the ability of different media (solids, liquids, and gases) to transmit sound; and
- d) uses and applications of sound waves.

Instructional Strategies

- Have students design and make musical instruments, using various materials. Have students explain to the class the scientific principle underlying their instruments' sound production. Have students try different ways of changing or improving the sound, and have students present their improved instruments to the class.
- Have students identify how vibration creates sound in a drum, guitar, piano, flute, clarinet, and/or oboe. Have students analyze the scientific principles behind each instrument, including both the production and transmission/magnification of sound.
- Have students identify how length and pitch are related. Using a ruler on the side of a table, the strings on a guitar, and/or a rubber band stretched across a box, demonstrate that changing the length changes the pitch. Explain this in scientific terms of frequency and wavelength.

- Demonstrate the transmission of sound through a solid by striking a tuning fork and placing its base on a table. Have students try various other types of surfaces to see which transmit sound best and least. Include the back of a guitar or violin or the soundboard of a piano. Record the results in a chart. Have students discuss why some solids transmit sound better than others, and have students make a list of the qualities of the solids that best transmit sound.

Music Standard 5.10

The student will describe the roles of music and musicians in society.

Strand

Music History and Cultural Context

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.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 5.10

- Define *society*, and have students discuss what they consider to be their society (e.g., members of their school community, family members, neighbors). Have students discuss how music and musicians play roles in their own societies. Have students consider what musical roles they are able to play in their society (e.g., performers in school performances, singers and/or players in community ensembles).
- Have students discuss how the roles of music and musicians in other societies are different from their own.
- Have students create a Venn diagram or other graphic organizer to compare and contrast the roles of music and musicians in selected societies.

Vocabulary

consumer, ensemble, musician, participant, performer, society

Materials

Graphic organizers, technology for classroom display, audio and/or visual examples of music/musicians in selected societies

Related Academic Standard of Learning

History and Social Science Standard USI.9

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
- e) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Instructional Strategies

- Have students identify the roles of music and musicians in different societies present during the Civil War (e.g., Northern, Southern, slave, military). Have students research the roles of musicians (e.g., buglers, drummers) and present their findings through oral, written, or visual reports.
- Divide students into three groups, and assign each a Civil War society. Have each group learn a song that was important to their society (e.g., "Follow the Drinking Gourd," "Goober Peas," "When Johnny Comes Marching Home" by Patrick Gilmore) and present their selections. Have the groups determine why each song was important to the represented society, using musical and contextual clues.

Music Standard 5.11

The student will analyze music by

1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced;
 2. experimenting with the science of sound;
 3. analyzing elements of music through listening, using music terminology; and
 4. explaining theme-and-variations form.
-

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 5.11

- Have students identify theme-and-variations form aurally and visually.
- Have students create a short song and/or instrumental piece demonstrating theme-and-variations form. Extend the activity to include ABAB and rondo forms.
- Have students perform movements to demonstrate the sections in theme-and-variations form.
- Have students sort pictures of Western instruments into their respective families (brass, percussion, string, woodwind), and discuss the characteristics of each family, particularly how their sounds are produced. Have students identify similarities and differences within each family and among families.
- Provide students with listening examples of Western instruments, and have students identify the instruments and families by their sounds.
- Provide students with listening examples of instruments from various international cultures, and have students classify these instruments as brass, percussion, strings, or woodwinds.
- Have students research an instrument from another culture and draw or build a model of the instrument.

Vocabulary

brass family, brass instrument, bridge, coda, contrast, D.C. al fine, form, introduction, non-orchestral instrument, percussion family, percussion instrument, phrase, refrain, repetition, rondo, stringed family, stringed instrument, theme-and-variations form, verse, woodwind family, woodwind instrument

Materials

Music-terminology flash cards, audio examples of music in theme-and-variations form, audio examples of music in ABAB and rondo forms (optional), audio and/or video recording device, pictures of Western instruments and non-Western instruments, encyclopedias, magazines, newspapers, construction paper, cardboard, scissors, glue, tape, paint, markers, contemporary technology

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

- Have students research songs from Virginia history that are composed in theme-and-variations form.
- Provide students with a song from Virginia history that is composed in theme-and-variations form. Have students discuss the song, analyze the variations, draw conclusions, and make generalizations.

Related Academic Standard of Learning

Science Standard 5.2

The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include

- a) compression waves;
- b) vibration, compression, wavelength, frequency, amplitude;
- c) the ability of different media (solids, liquids, and gases) to transmit sound; and
- d) uses and applications of sound waves.

Instructional Strategies

- Play various instruments (or recordings of instruments) for students. As each is played, show students the instrument (or a picture of the instrument) and an image of the sound wave it produces. Have students compare and contrast the different sound waves and describe how these different patterns relate to the different sounds of the instruments.
- Demonstrate to students the different frequencies produced by string instruments when the vibrating length of a string is changed. Have students compare and contrast different musical instruments and the frequencies they produce.

Music Standard 5.12

The student will evaluate music by applying accepted criteria when judging the quality of 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.
- 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 5.12

- Have students listen to and discuss music elements, such as tempo, meter, rhythm, harmony, tone color, form, texture, and dynamics, of a selected piece.
- Have students develop criteria for evaluating music elements in performances and compositions.
- Have students use criteria for evaluating how different music elements affect the quality of a selected music performance or composition.
- Have students identify and analyze differences in music elements within contrasting music performances and compositions.
- Have students establish criteria for evaluating their own performances and those of others.

Vocabulary

composition, criteria, dynamics, form, harmony, meter, music element, performance, rhythm, tempo, texture, tone color

Materials

Audio and/or video recording device, percussion and melody instruments, vocabulary flash cards, excerpts of recorded student performances, contemporary technology

Related Academic Standard of Learning

English Standard 5.1

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Instructional Strategy

Use an audio or video recording device to record student ensembles performing music of increasing difficulty on pitched and rhythm instruments. Have students constructively critique selected performances, commenting on each ensemble's phrasing and use of dynamics. Have students summarize each critique in writing.

Related Academic Standard of Learning

English Standard 5.4

The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

Instructional Strategies

- Have students use context to clarify meaning of unfamiliar words in song lyrics. Have students use music terminology to describe the songs.
- Have students use a dictionary, glossary, thesaurus, and other word-reference materials to learn and study music terminology.

Music Standard 5.13

The student will define *copyright* as applied to the use of music.

Strand

Analysis, Evaluation, and Critique

Goals

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

Instructional Strategies

Music Standard 5.13

- Have students define the word *copyright*, using various informational sources (e.g., dictionary, music dictionary, online sources), and compare and contrast definitions.
- Have students discuss the legal ramifications of copyright infringement, including the financial impact on the owners of the intellectual property.
- Continually model adherence to copyright rules, and have students discuss restrictions and personal choices (e.g., making photocopies, burning CDs, sampling music, downloading from the Internet).
- Have students determine acceptable use and copyright restrictions in given scenarios.

Vocabulary

acceptable use, copyright, copyright infringement, intellectual property, plagiarism, restitution

Materials

Dictionaries, audio and/or video recording device, contemporary technology, technology for classroom display, audio samples of music selections

Related Academic Standard of Learning

English Standard 5.9

The student will find, evaluate, and select appropriate resources for a research product.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Organize information presented on charts, maps, and graphs.
- e) Develop notes that include important concepts, summaries, and identification of information sources.
- f) Give credit to sources used in research.
- g) Define the meaning and consequences of plagiarism.

Instructional Strategies

- Define the word *plagiarism*, and have students discuss plagiarism when developing a research project. Have them compare copyright infringement to plagiarism.
- Have students research various songs and artists that have had copyright infringement issues (e.g., “The Lion Sleeps Tonight,” “Under Pressure” vs. “Ice Ice Baby,” Robin Thicke and Pharrell Williams vs. Marvin Gaye). Have students explain the issues based on their research.
- Discuss with students how technology and social media affect the occurrence of copyright infringement.

Music Standard 5.14

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 5.14

- Have students discuss what constitutes an individual contribution to an ensemble performance.
- Have students discuss how individual contributions can contribute to a successful ensemble performance. Relate this concept to students' knowledge of sports, gaming, and other team-centered activities.
- Have students perform a familiar song. Direct a portion of the class to sit out, and have the remaining students perform it again. Allow the students to discuss what was different the second time, and how the removal of individuals affected the overall group performance.

Vocabulary

collaboration, contribution, ensemble, participant, performer

Materials

Classroom instruments, audio and/or video recording device, contemporary technology, technology for classroom display

Related Academic Standard of Learning

(none identified)

Music Standard 5.15

The student will develop personal criteria to be used for determining the quality and value of musical compositions.

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 5.15

- Have students create a list of adjectives and music terminology to use to describe and critique musical compositions and performances.
- Have students use music terminology (e.g., *tempo*, *dynamics*, *timbre*, *style*, *pitch*, *harmony*) when explaining their determination of quality and value in music selections.
- Have students choose works of music from previous experience that continue to maintain their appeal and value based on personal criteria. Have them share and defend their choices.

Vocabulary

criteria, critique, participant, quality, style, value

Materials

Audio and/or video recording device, varying selections of music, vocabulary flash cards

Related Academic Standard of Learning

English Standard 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content, using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Instructional Strategy

Have groups or individual students present and advocate for their favorite music style or song. Have students hold a mock election based on musical criteria to decide which group or individual was the most persuasive.

Music Standard 5.16

The student will analyze preferences among musical compositions, 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 5.16

- Have students analyze a music composition to explain their preferences (i.e., why they like certain elements in the composition). Have students repeat this process with a second composition.
- Have students compare and contrast two compositions, using music terminology to explain their preferences.
- Have students compose rhythms and melodies, create movement, and/or write lyrics, incorporating elements of music that align with their music preferences, and defend their compositional decisions.

Vocabulary

advocate, analyze, critic, critique, participant, performer, repertoire, style

Materials

Classroom instruments, selection of varying musical compositions of different styles, vocabulary flash cards, poems and short stories from a fifth-grade level, audio/visual recording device

Related Academic Standard of Learning

English Standard 5.4

The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

Instructional Strategies

- Divide students into groups, and assign the same listening selections to each group. Have each group create a list of adjectives that could be used to describe the affective aspects of the music. Have the groups share and discuss their lists.
- Divide students into groups, and give each group a poem or short story and several short music selections. Have each group identify the music selection that best illuminates the story or poem and defend their choice through the application of their aesthetic criteria.

Music Standard 5.17

The student will examine factors that may inspire musicians to perform or compose.

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 5.17

- Have students discuss performers who inspire them and explain why.
- Provide students with information (e.g., audio or printed interviews, biographies) about selected musicians and composers. Have students use this information to research the inspiration behind the career choices of the selected individuals.
- Have students share experiences that inspired them to participate in a music activity, such as composing or performing.

Vocabulary

career choice, influence, inspiration, inspire, performer, style

Materials

Composer/musician interviews and/or biographies (written/audio), other resources for research, technology for classroom display

Related Academic Standard of Learning

English Standard 5.6

The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Skim materials to develop a general overview of content and to locate specific information.
- d) Identify the main idea of nonfiction texts.
- e) Summarize supporting details in nonfiction texts.
- f) Identify structural patterns found in nonfiction texts.
- g) Locate information to support opinions, predictions, and conclusions.
- h) Identify cause-and-effect relationships following transition words signaling the pattern.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.
- k) Identify new information gained from reading.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

Instructional Strategies

- Have students select a composer, musician, or conductor from a list. Have students use nonfiction sources to research and summarize the inspirations and influences that led the selected individual to become a composer, musician, or conductor. Have students use the information obtained in their research project to create a presentation to share with the class.

- Have students compare and contrast the factors that inspired composers and musicians from different cultures and periods of history.