



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

**GRADE SIX**

*Commonwealth of Virginia  
Department of Education  
Richmond, Virginia*

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## **Acknowledgments**

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## Introduction

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

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

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

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

## Strands

### *Music Theory/Literacy*

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

### *Performance*

Students will demonstrate mastery of musical skills and concepts at levels of increasing difficulty. They will learn to participate in music as a musician through singing, playing instruments, improvising, composing, and responding to music with movement. Students will participate in all aspects of music performance, demonstrating appropriate use of related materials, equipment, methods, and technologies.

### *Music History and Cultural Context*

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

### *Analysis, Evaluation, and Critique*

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

### ***Aesthetics***

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

### **Goals**

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

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Create works of music that transcribe thoughts and emotions into forms of musical expression.
- Exercise critical-thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness of and responsibility for the safe and responsible use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Demonstrate the ability to apply aesthetic criteria for making musical decisions.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others. (Note: Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.)
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

### **Music Instructional Strategies**

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

### **Vocabulary**

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

### **Materials**

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

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

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

## **Related Instructional Strategies**

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

## **Assessment**

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

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

## **Resource**

### ***Virginia Commission for the Arts***

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

## Standards of Learning Correlation Chart

<b>Music Standards of Learning 2013</b>	<b>English Standards of Learning 2010</b>	<b>History and Social Science Standards of Learning 2008</b>	<b>Mathematics Standards of Learning 2009</b>	<b>Science Standards of Learning 2010</b>
6.1	6.4		6.2	
6.2	6.1	CE.4		
6.3		USII.6		
6.4	6.1			
6.5		USI.1		
6.6	6.5			
6.7	6.1	USII.6	6.2	
6.8		USII.9		
6.9	6.2			
6.10		USII.6		

## Music Standard 6.1

The student will read and notate music, including

1. identifying melodic patterns;
  2. recognizing diatonic intervals;
  3. identifying notes written on the bass staff;
  4. notating melodies on the treble staff, with emphasis on steps and skips;
  5. reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests; and
  6. identifying the meaning of the upper and lower numbers of time signatures.
- 

### 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 6.1*

- Demonstrate identification of melodic patterns in printed music that is written in both the treble and bass staves. Have students identify melodic patterns in both treble and bass staves.
- Have students discuss melodic patterns consisting of diatonic intervals, both skips and steps.
- Have students discuss time signatures to identify the meanings of the upper and lower numbers. Have students listen to and analyze a variety of music containing various time signatures.
- Have students create personal compositions, using whole notes, half notes, quarter notes, eighth notes, and corresponding rests.

#### *Vocabulary*

*bass clef, bass staff, compose, diatonic, eighth note, eighth rest, half note, half rest, interval, measure, melody, meter, meter signature, notation, quarter note, quarter rest, time signature, treble clef, treble staff, whole note, whole rest*

#### *Materials*

Technology needed for student composition, staff paper, recorded music with various time signatures, printed music

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### Related Academic Standard of Learning

#### *English Standard 6.4*

The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze figurative language.
- e) Use word-reference materials.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

#### *Instructional Strategies*

- Have students discuss the word origin of music terms. Have pairs or small groups use flash cards with foreign music terminology on one side and English translations on the other.

- Have students discuss music terminology, using synonyms and antonyms (e.g., *forte* and *piano*, *crescendo* and *decrescendo*).

## Related Academic Standard of Learning

### **Mathematics Standard 6.2**

The student will

- a) investigate and describe fractions, decimals, and percents as ratios;
- b) identify a given fraction, decimal, or percent from a representation;
- c) demonstrate equivalent relationships among fractions, decimals, and percents; and
- d) compare and order fractions, decimals, and percents.

### **Instructional Strategies**

- Have students review, discuss, and analyze time signatures and compare them to fractions. 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 things as the two numbers in a fraction and that the only similarity between a time signature and a fraction is the visual appearance of one number written above the other. Help students comprehend that a fraction expresses *a portion of a whole*, whereas a time signature expresses the opposite—the *rhythmic value of a whole measure*.
- Have students write four-measure rhythmic examples in various time signatures, including whole, half, quarter, and eighth notes with corresponding rests.
- Have small groups of students work together to assess and explain the meaning of various time signatures.
- Have small groups of students work together to explain a note's rhythmic value within a given time signature and create a fraction based on the note's value within the measure (e.g., a quarter note has one beat in  $\frac{4}{4}$  meter; the fraction  $\frac{1}{4}$  shows the value of the quarter note within the measure; the eighth note has one beat in  $\frac{3}{8}$  meter; the fraction  $\frac{1}{3}$  shows the value of the eighth note within the measure).

## Music Standard 6.2

The student will perform a varied repertoire of music, including

1. demonstrating acceptable performance behaviors;
  2. following dynamic and tempo markings; and
  3. singing or playing music in unison and simple harmony.
- 

### 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 6.2*

- Have students demonstrate appropriate performance behaviors while performing vocal and instrumental ostinati in two or more parts.
- Conduct students in performing partner songs, rounds, and canons.
- Have students follow dynamic and tempo markings while singing or playing music, using traditional music notation.
- Conduct students in singing or playing music literature from a variety of historical eras and styles.

#### *Vocabulary*

*alto, baritone, bass, canon, duet, harmony, ostinati, ostinato, partner song, round, score, soprano, tenor, trio, teacher-selected periods and styles of music history*

#### *Materials*

Classroom instruments, printed music, music-listening selections

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### Related Academic Standard of Learning

#### *English Standard 6.1*

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

#### *Instructional Strategies*

- Have students discuss and summarize a group activity involving singing and/or playing music written in two or more parts.
- Have students generate a rubric to evaluate individual and/or group performance contributions.
- Have students summarize and evaluate orally individual and group performances of music written in two or more parts, analyzing the effectiveness of the interactions among the performance participants.

### Related Academic Standard of Learning

#### *History and Social Science Standard CE.4*

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

***Instructional Strategies***

- Have students discuss performance traits, identifying appropriate and inappropriate behaviors.
- Have students create a list of appropriate personal character traits and a list of appropriate performance traits and behaviors. Have students display the similarities between the two lists, using a graphic organizer.
- Have students describe the lyrics of patriotic songs and how they typically reference historical events.

## Music Standard 6.3

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

1. singing or playing melodies and accompaniments written on the treble staff; and
  2. playing music in a variety of ensembles.
- 

### 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 6.3*

- Have students discuss and demonstrate the proper care and playing techniques of melodic and nonpitched instruments.
- Have students perform in a variety of music ensembles, using melodic instruments, nonpitched rhythmic instruments, and body percussion.
- Have students create and perform a melody on the treble staff.
- Have groups of students create, notate, and perform accompaniments to a given melody.
- Have small groups of students perform given rhythmic patterns with varying instrumentations.

#### *Vocabulary*

*accompaniment, beat, compose, criteria, ensemble, melody, nonpitched, notation, pitched, rhythm, rhythmic pattern, solo, treble clef, treble staff, variation*

#### *Materials*

Melodic instruments, nonpitched instruments, staff paper, recorded materials

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## Related Academic Standard of Learning

### *History and Social Science Standard USII.6*

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

### *Instructional Strategies*

- Have students listen to performances from the 1920s and 1930s and identify styles and musicians from these decades.
- Direct students to use nonpitched rhythmic instruments and body percussion to create accompaniments that match the styles of music in the 1920s and 1930s.

## Music Standard 6.4

The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.

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### 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 6.4*

- Provide students with a written two-measure rhythmic pattern. Play several rhythmic patterns of up to two measures. Have students use aural skills to identify the pattern that matches the written example.
- Have students use body percussion to perform notated rhythmic patterns including whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- Have students read and perform rhythmic patterns written in traditional notation.

#### *Vocabulary*

*beat, compose, eighth, half, measure, meter, notation, pulse, quarter, rest, rhythm, rhythmic pattern, tempo, whole*

#### *Materials*

Music-listening selections, examples of printed music, classroom instruments

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### Related Academic Standard of Learning

#### *English Standard 6.1*

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

#### *Instructional Strategies*

- Have students discuss and summarize a group activity involving reading and performing rhythmic patterns.
- Have students summarize and verbally assess individual and group performances of rhythmic patterns.
- Have students lead small-group performances of student-composed rhythmic patterns.

## Music Standard 6.5

The student will respond to music with movement by performing nonchoreographed and choreographed movements.

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### 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.

### Instructional Strategies

#### *Music Standard 6.5*

- Have students perform a variety of simple movements and dances (e.g., square dances, folk dances).
- Have students perform structured dances, adding body percussion.
- Have students develop and perform improvisational movement that expresses elements of music in a provided music excerpt.

#### *Vocabulary*

*choreography, dance form, elements of music, improvisation, movement, music form*

#### *Materials*

Music-listening selections, examples of printed music, classroom instruments, visual representations of music periods and their respective composers

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### 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 investigate and discuss dances in United States history to 1865.
- Have students create a dance interpreting a significant event in United States history to 1865.
- Have students discuss social dances in the first half of nineteenth-century America and the ways the music and movements reflected the events and daily life of the time. Have students investigate whether this music and these dances have any connection to present-day life in the United States. Have students compare and contrast the dances from the different historical periods.

## Music Standard 6.6

The student will create music through a variety of sound and notational sources by

1. improvising four-measure melodic and rhythmic phrases; and
  2. composing four-measure melodies and rhythms.
- 

### 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.

### Instructional Strategies

#### *Music Standard 6.6*

- Have students compose and notate a four-measure melody with varied rhythms, using a pentatonic scale.
- Have students improvise a four-measure melody, using a pentatonic scale and selected rhythms.
- Have students create four-measure melodies with varied rhythms, using contemporary technology.

#### *Vocabulary*

*arrangement, composer, diatonic scale, dynamics, elements of music, form, improvisation, measure, nontraditional sound source, pentatonic scale, rhythm, texture, timbre, traditional sound source*

#### *Materials*

Staff paper, classroom pitched instruments, music-notation materials or software, contemporary technology, examples of notated melodies

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### Related Academic Standard of Learning

#### *English Standard 6.5*

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause-and-effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information in the text to draw conclusions and make inferences.
- g) Explain how character and plot development are used in a selection to support a central conflict or story line.
- h) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.

#### *Instructional Strategies*

- Have students compare how composers create images, evoke moods, and communicate ideas by manipulating elements of music (e.g., rhythm, harmony, melody, tempo, timbre, dynamics, texture, form) with how authors

create images, evoke moods, and communicate ideas by manipulating word choice, imagery, elements of narrative structure, and poetic devices (e.g., rhyme, rhythm, repetition, line structure, punctuation).

- Have students compare the creative process in music (composition) to the act of creation in other fields of study (e.g., literature, dance arts, theatre arts, visual arts).
- Have students listen to examples of music by composers who used imagery in their music (e.g., *The Four Seasons* by Vivaldi, “March to the Scaffold” from *Symphonie Fantastique* by Berlioz, “The Fourth of July” from the *Holidays Symphony* by Ives). Have students discuss these examples to describe what images the composers are trying to evoke. Provide opportunities for students to describe their own interpretations of these selections.

## **Music Standard 6.7**

The student will explore historical and cultural aspects of music by

1. identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
  2. identifying ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated;
  3. examining career options in music;
  4. identifying the relationship of music to the other fine arts and other fields of knowledge;
  5. identifying ethical standards as applied to the use of social media and copyrighted materials; and
  6. demonstrating concert etiquette as an active listener or participant.
- 

### **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 6.7*

- Have students listen to various excerpts of recorded music that have common thematic material but different styles. Have students compare and contrast the musical styles of the selections.
- Provide students with listening examples of various traditional Western musical instruments, and have students identify and discuss the characteristics of the instruments.
- Have students perform music selections from the 1920s and/or 1930s in the United States.
- Have students listen to, discuss, and summarize the major identifying characteristics of music of various historical periods.
- Have students identify the music, instruments, and representative composers from diverse cultures.
- Have students discuss ways in which culture and technology have influenced the development of music and musical styles in the United States and other selected countries.
- Have students investigate traditional and nontraditional sound sources.
- Provide a list of selected career pathways in music. Have students investigate and present information about the pathways.
- Have students identify and explain relationships that exist between music and other fields of knowledge.
- Have students investigate how vibration creates sound and sound waves. Have students relate their findings to musical instruments, particularly stringed instruments (e.g., violin, piano).
- Have students investigate the compositional similarities between poetry and music (e.g., meter, phrase, verse, refrain, rhythm, rhyme, repetition, mood).
- Have students discuss the influence of African American spirituals in United States history.
- Display visual representations of various types of music-performance venues, and have students discuss appropriate and inappropriate audience behaviors in each. Have them explain the reasons why certain behaviors are appropriate or inappropriate.
- Show video excerpts of various types of live music performances, and have students analyze audience reactions and behaviors.
- Have students discuss and demonstrate appropriate audience behavior during music performances by peers.

- Have students discuss and analyze copyright laws in regard to the use of music on social media and in video sharing. Discuss with students the legal ramifications of misuse.

### **Vocabulary**

*aesthetics, African American spiritual, audience, career, context, copyright, critique, elements of music, judgment, meter signature, mood, music industry, music form, musical style, note value, phrase, refrain, repetition, rhyme, social media, sound wave, thematic material, time signature, venue, verse, vibration, Western music*

### **Materials**

Music-listening selections; examples of printed music; classroom instruments; visual representations of music forms; visual representations of American musicians and events of the 1920s and 1930s; visual representations of music careers; visual representations of note values, time signatures, and fractions; visual representations of sound waves and music; visual representations of performance venues; videos of live music performances showing various audience reactions and behaviors

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## **Related Academic Standard of Learning**

### ***History and Social Science Standard USII.6***

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

### ***Instructional Strategies***

- Provide listening examples of music from the 1920s and/or 1930s, particularly selections by Duke Ellington or other Harlem Renaissance musicians. Have students investigate common musical styles of this time period in United States history through listening, discussing, writing, and performing.
- Have students investigate correlations of American music styles with the social, economic, and technological changes that took place in the early twentieth century in the United States.
- Have students complete written research projects about an American musical style of the 1920s or 1930s.
- Have students investigate the role of music in the United States in the 1920s and 1930s and the ways American culture and technologies of the time influenced the development of music.
- Have students compare and contrast music careers of the early twentieth century with contemporary careers in music.

## **Related Academic Standard of Learning**

### ***Mathematics Standard 6.2***

The student will

- a) investigate and describe fractions, decimals, and percents as ratios;
- b) identify a given fraction, decimal, or percent from a representation;
- c) demonstrate equivalent relationships among fractions, decimals, and percents; and
- d) compare and order fractions, decimals, and percents.

### ***Instructional Strategies***

- Have students compare and contrast time signatures with fractions. 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 things as the two numbers in a fraction and that the only similarity between a time signature and a fraction is the visual appearance of one number written above the other.
- Summarize the relationship between note values and fractions.

## **Related Academic Standard of Learning**

### ***English Standard 6.1***

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

### ***Instructional Strategies***

- Have students demonstrate appropriate individual and group audience behavior when attending a live music performance. Have students discuss, summarize, and evaluate the group activity in terms of their behavior and the behavior of the rest of the audience.
- Provide students with a rubric to evaluate their participation in group discussions. Divide students into groups and have each group discuss appropriate audience behavior during various types of music performances. Have students evaluate their own participation within their group, using the rubric.

## Music Standard 6.8

The student will analyze and interpret music by

1. examining the importance of cultural influences and historical context for the interpretation of works of music; and
  2. describing works of music, using inquiry skills and music terminology.
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### Strand

Analysis, Evaluation, and Critique

### Goals

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

### Instructional Strategies

#### *Music Standard 6.8*

- Have students compare and contrast two periods of music, using music terminology.
- Have students develop their own criteria for analyzing musical experiences, using music terminology.
- Have students listen to music examples from various periods, using recordings that feature period instruments. Have students investigate and describe the evolution of the sounds of musical instruments as the instruments themselves evolved, and how this affected the sounds of ensembles.
- Have students listen to and interpret selected works of music based on cultural influences and historical context, using inquiry skills and music terminology.

#### *Vocabulary*

*consumer, ensemble, instrumental, repertoire, variation, teacher-selected periods of music history*

#### *Materials*

Music-listening selections played on period instruments

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## Related Academic Standard of Learning

### *History and Social Science Standard USII.9*

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- a) examining the Civil Rights Movement and the changing role of women;
- b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
- c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
- d) examining American foreign policy, immigration, the global environment, and other emerging issues.

#### *Instructional Strategies*

- Have students research the development of new technology during the second half of the twentieth and the early twenty-first centuries. Have students describe the influence of technology during this period on instrument development and electronically enhanced sound.
- Have students create parallel timelines of history and music history from 1865 to the present, including cultural, historical, and technological advancements and their influence on music.
- Have students evaluate the influence of the Civil Rights Movement on music as well as how music was used to rally support for the movement.

## Music Standard 6.9

The student will evaluate and critique music by

1. examining and applying accepted criteria for evaluating works of music;
  2. describing performances of music, using music terminology; and
  3. applying accepted criteria for critiquing musical performances of self and others.
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### Strand

Analysis, Evaluation, and Critique

### Goals

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

### Instructional Strategies

#### *Music Standard 6.9*

- Have students examine criteria for evaluating works of music and then apply these criteria to selected works.
- Have students use music terminology pertaining to form, expression, instruments, melody, harmony, dynamics, timbre, rhythm, and tempo to describe and discuss music performances.
- Have students identify the voice classifications (soprano, alto, tenor, bass). Have students listen to a variety of ensembles and identify voicing in each ensemble.
- Have students develop a rubric for evaluating the quality and effectiveness of performances of self and others.

#### *Vocabulary*

*alto, baritone, bass, composer, contralto, criteria, critique, culture, elements of music, ensemble, evaluate, nontraditional sound, soprano, traditional sound*

#### *Materials*

Music-listening selections; examples of printed music; classroom instruments; visual representations of international music, instruments, and composers; traditional and nontraditional sound sources

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## Related Academic Standard of Learning

### *English Standard 6.2*

The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

### *Instructional Strategies*

- Demonstrate a constructive oral critique of a music performance, using music terminology. Have students prepare and orally present their own critiques of music performances, distinguishing between fact and opinion and using music terminology.
- Have students select a type of music from another culture and present an oral presentation about the music, including a description of the traditional and nontraditional sources of sound used. Have students include listening examples of the selected type of music.
- Have students compare and contrast two different types or styles of music in oral presentations.
- Have students apply criteria to evaluate two different performances of a given work of music and defend their assessment in an oral presentation.

## Music Standard 6.10

The student will investigate aesthetic concepts related to music by

1. identifying reasons for preferences among works of music;
  2. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and
  3. explaining the value of musical performance to the school community.
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### 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 6.10*

- Have students listen to several works of music in the same style. Have students select a preferred work and defend the selection, using music terminology.
- Have students write or create images to depict the emotions evoked when listening to preferred works of music.
- Have students list their favorite songs and artists and then categorize each by musical style. Have students explain their placement of songs and artists in the categories. Have students discuss the emotions evoked when listening to these songs and artists.
- Have students discuss appropriate performance venues for different styles or types of music. Have students justify their choices of venues (e.g., school, concert hall, community park, home, arena) for various types of music.
- Have students explain the value of music performances for the school community.

#### *Vocabulary*

*aesthetic, aesthetics, criteria, ensemble, etiquette, instrumental, performer, repertoire, style, variation, venue*

#### *Materials*

Music-listening selections, art materials

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## Related Academic Standard of Learning

### *History and Social Science Standard USII.6*

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

***Instructional Strategy***

Have students listen to various music examples from the late 1890s to 1945. Have students analyze and describe the social, economic, and technological changes of the early twentieth century and the impact of these changes on the music of the time.