



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

GRADE SEVEN

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Introduction

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

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

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

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

Strands

Music Theory/Literacy

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

Performance

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

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

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

Aesthetics

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

Goals

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

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

Music Instructional Strategies

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

Vocabulary

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

Materials

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

Related Academic Standard of Learning

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

Related Instructional Strategies

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

Assessment

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

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

Resource

Virginia Commission for the Arts

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

Standards of Learning Correlation Chart

Music Standards of Learning 2013	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
7.1				LS.1
7.2	7.1			
7.3		USII.6		
7.4	7.1			
7.5	7.2			
7.6	7.5			
7.7	7.5	USII.1	7.12	LS.7
7.8		USII.1		
7.9	7.1			
7.10		USII.9		

Music Standard 7.1

The student will read and notate music, including

1. identifying melodic patterns containing steps, skips, and leaps;
 2. notating melodies on the treble staff and/or bass staff;
 3. reading melodic patterns using the diatonic scale; and
 4. reading and notating rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
-

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 7.1

- Have students identify melodic patterns containing steps, skips, and leaps in a written music example. Have students identify these same patterns in a music-listening selection.
- Sing or play short melodic examples, and have students notate what they hear, making use of both treble and bass staves.
- Have students sing or play melodic examples using the diatonic scale.
- Play short rhythmic examples that include sixteenth notes, dotted notes, and corresponding rests, and have students notate what they hear.
- Have students read and perform rhythmic examples, including sixteenth notes, dotted notes, and corresponding rests.

Vocabulary

bass clef, diatonic scale, dotted note, leap, melodic, octave, pattern, sixteenth note, sixteenth rest, skip, staff, staves, step, treble clef

Materials

Music-listening selections, staff paper or technology for music notation, four-to-eight-measure melodic and rhythmic examples, activities related to rhythmic and melodic dictation (free online, manipulatives, computer/mobile apps), classroom instruments

Related Academic Standard of Learning

Science Standard LS.1

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

- a) data are organized into tables showing repeated trials and means;
- b) a classification system is developed based on multiple attributes;
- c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;
- d) models and simulations are constructed and used to illustrate and explain phenomena;
- e) sources of experimental error are identified;
- f) dependent variables, independent variables, and constants are identified;
- g) variables are controlled to test hypotheses, and trials are repeated;
- h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;

- i) patterns are identified in data and are interpreted and evaluated; and
- j) current applications are used to reinforce life science concepts.

Instructional Strategies

- Have students notate rhythmic and melodic patterns on the treble and bass staves, using music-notation materials or software.
- Have students create music examples for rhythmic and melodic dictation, using a computer/mobile app.

Music Standard 7.2

The student will perform a varied repertoire of music, including

1. demonstrating acceptable performance behaviors;
 2. singing or playing music written in two or more parts; and
 3. playing melodies and accompaniments written on the treble staff and/or bass staff.
-

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 7.2

- Have students demonstrate appropriate performance behaviors while performing vocal and instrumental ostinati in multiple parts.
- Conduct students in singing or playing music written in two or more parts.
- Have students play melodies and accompaniments written on the treble and/or bass staves.
- Have students sing or play music literature from a variety of historical eras and styles.

Vocabulary

a cappella, accompaniment, accompanist, bass staff, ostinato, staves, treble staff, teacher-selected periods and styles of music history

Materials

Classroom instruments, printed music, music-listening selections

Related Academic Standard of Learning

English Standard 7.1

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

Instructional Strategies

- Have students discuss and summarize a group activity involving singing and/or playing music written in two or more parts. Ensure that students use music terminology appropriate to audience, topic, and purpose.
- Have students identify and define music terminology related to singing and/or playing music written in two or more parts.
- Divide students into groups, and have each group prepare and present an oral presentation about the performance of classical music written in two or more parts. Topics may include monophonic music, the early development of Western multipart music, the history of polyphony in medieval times, the performance of *a cappella* choral music in the sixteenth century, fugal keyboard music in the Baroque period, or chamber music in the Classical era. Have groups include listening examples during their presentations to the class.

Have students ask questions about part-writing and performing in parts (e.g., balance among the various parts, tuning, blend, rhythmic coordination).

Music Standard 7.3

The student will play music of increasing levels of difficulty on a variety of pitched and nonpitched instruments.

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 7.3

- Have students use body and/or vocal percussion, as well as nonpitched instruments, to perform improvised and written rhythms of increasing difficulty in unison and in parts.
- Have students use their voices and pitched instruments to perform improvised and written melodies of increasing difficulty in unison and in parts.
- Have students read and perform music of increasing difficulty written on the treble and bass staves, using a variety of pitched and nonpitched instruments.

Vocabulary

bass clef, body percussion, improvisation, melody, ostinato, rhythm, scat, staves, treble clef, vocal percussion

Materials

Classroom pitched and nonpitched instruments, rhythmic and melodic examples written on treble and bass staves, informational resources on music of the 1920s and 1930s, recordings of 1920s and 1930s music

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 conduct research to answer the following question: “How did improvisation develop as a musical technique during the 1920s and 1930s?” Have students use the following steps:

1. Examine the music of the 1920s and 1930s, including that of the Harlem Renaissance.
2. Research the techniques of jazz improvisation.
3. Investigate and listen to performances of representative jazz performers (e.g., Duke Ellington, Billie Holliday, Ella Fitzgerald, Benny Goodman, Louis Armstrong) and their use of vocal and/or instrumental improvisation.

Music Standard 7.4

The student will perform rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.

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 7.4

- Provide students with a written four-measure rhythmic pattern. Play several rhythmic patterns of up to four measures. Have students use aural skills to identify the pattern that matches the written example.
- Have students use body percussion to perform complex notated rhythmic patterns including sixteenth notes, dotted eighth notes, and various syncopated rhythms in phrases of four to eight measures.
- Have students read and perform rhythmic patterns written in traditional notation.

Vocabulary

dotted eighth note, dotted sixteenth note, notation, pattern, phrase, rhythm, syncopation

Materials

Music-listening selections; aural examples of rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests; examples of printed music; classroom instruments

Related Academic Standard of Learning

English Standard 7.1

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

Instructional Strategies

- Have students discuss and summarize a group activity involving reading and performing rhythmic, melodic, and harmonic patterns.
- Have students lead small-group performances of given rhythmic patterns.
- Have students summarize and verbally assess individual and group performances of rhythmic, melodic, and harmonic patterns.

Music Standard 7.5

The student will respond to music with movement by

1. using movement to illustrate musical styles; and
 2. using choreography to interpret aspects of musical expression.
-

Strand

Performance

Goals

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

Instructional Strategies

Music Standard 7.5

- Have students perform a variety of structured dances.
- Have students improvise movement to illustrate the styles of given music excerpts.
- Have students develop and perform choreography that interprets aspects of music expression heard in a given music excerpt.

Vocabulary

choreography, dance, dynamics, elements of music, expression, improvisation, movement, musical expression, musical form, musical style, phrasing, tempo

Materials

Music-listening selections, video excerpts of dance and/or movement performances

Related Academic Standard of Learning

English Standard 7.2

The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

Instructional Strategies

- Have students compare the use of nonverbal communication in the performance of structured and unstructured (improvisational) movement to music.
- Have students discuss, evaluate, and critique the effectiveness of nonverbal communication in recorded dance performances.
- Have students select and choreograph a piece of music, using body percussion and movement to portray various aspects of expression in the music.

Music Standard 7.6

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

1. improvising eight-measure melodic and rhythmic phrases of increasing complexity;
 2. composing eight-measure melodies and rhythms; and
 3. identifying contemporary media and technology used to create music.
-

Strand

Performance

Goals

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

Instructional Strategies

Music Standard 7.6

- Have students compose and notate an eight-measure melody, using a diatonic scale.
- Provide students with an eight-measure rhythm and have them improvise a melody, using a diatonic scale.
- Have students create arrangements of provided diatonic eight-measure melodies, using contemporary technology.

Vocabulary

arrangement, composer, diatonic scale, elements of music, improvisation, measure, melody, nontraditional sound source, pentatonic scale, traditional sound source

Materials

Classroom pitched instruments, music-notation materials or software, contemporary technology, examples of notated melodies

Related Academic Standard of Learning

English Standard 7.5

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

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- b) Compare and contrast various forms and genres of fictional text.
- c) Identify conventional elements and characteristics of a variety of genres.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- e) Make, confirm, and revise predictions.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- h) Identify the main idea.
- i) Summarize text relating supporting details.

- j) Identify the author's organizational pattern.
- k) Identify cause-and-effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Instructional Strategies

- Have students research and compare how different composers create images and moods, using graphic organizers.
- Have students compare and contrast how composers communicate ideas by manipulating elements of music (e.g., rhythm, harmony, melody, tempo, timbre, dynamics, texture, form) with how authors communicate ideas by utilizing and manipulating word choice, imagery, elements of narrative structure, and poetic devices (e.g., rhyme, rhythm, repetition, line structure, punctuation).
- Introduce a musical setting of a poem (e.g., the musical setting of “The Tiger” by Sherri Porterfield, based on “The Tyger” by William Blake). Have students listen to a recording of this song while they are reading the poem. Have students identify the ways in which the composer uses the elements of music to illustrate the text.

Music Standard 7.7

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. comparing and contrasting musical periods and styles;
 3. comparing and contrasting the functions of music in a variety of cultures;
 4. describing how musicians, consumers of music, and music advocates impact the community;
 5. comparing and contrasting career options in music;
 6. examining the relationship of music to the other fine arts and other fields of knowledge;
 7. explaining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently 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 7.7

- Have students listen to various excerpts of recorded music that have common thematic material but different styles. Direct students to compare and contrast the musical styles of the selections.
- Have students listen to, discuss, and summarize the major identifying characteristics of music by several important composers.
- Provide students with listening examples of various traditional world-music instruments to identify and discuss their characteristics. Have students discuss the various functions of music in these cultures.
- Have students identify and explain relationships between music and the other fine arts.
- Have students review the compositional similarities between poetry and music (e.g., meter, phrase, verse, refrain, rhythm, rhyme, repetition, mood).
- Have students investigate the effects of the elements of music on human behavior and emotions.
- Have students select, research, and prepare an oral report about a music career.
- Have students discuss the various functions and impact of music in a variety of world cultures.
- Have students keep a daily journal documenting and reflecting on their personal music choices. Have students prepare and deliver an oral report on the influence of daily music experiences in their lives.
- Have students discuss music that is in copyright and music that is in the public domain. Present students with hypothetical scenarios dealing with copyright issues in the music industry. Have students evaluate whether a copyright infringement has occurred in each scenario and justify their decisions.
- Have students discuss social media etiquette and ethics when posting and sharing music. Have students discuss why it is both illegal and unethical to share copyrighted music.
- Display visual representations of various types of music-performance venues, and have students discuss appropriate and inappropriate audience behaviors in each. Have students 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 develop criteria regarding appropriate audience behavior during music performances and presentations by peers.

Vocabulary

accompanist, artist manager, copyright, elements of music, ethics, etiquette, music administrator, music-business attorney, plagiarism, public domain, world music

Materials

Music-listening selections, classroom instruments, examples of printed music, song lyrics, selected literary works, journals, scenarios dealing with copyright issues in the music industry, video excerpts of performances by various choirs showing both appropriate and inappropriate participant behaviors, video excerpts of music-competition performances showing various competitor and audience reactions and behaviors

Related Academic Standard of Learning

English Standard 7.5

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

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- b) Compare and contrast various forms and genres of fictional text.
- c) Identify conventional elements and characteristics of a variety of genres.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- e) Make, confirm, and revise predictions.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify the author's organizational pattern.
- k) Identify cause-and-effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Instructional Strategies

- Provide the lyrics of a song, and have students discuss the mood, meaning, and impact of word choice, imagery, and poetic devices found in the lyrics. Have students discuss how the musical elements of the song support the meaning and emotions expressed in the lyrics. Have students summarize the discussion in writing.
- Have students discuss the effects of historic events on writers and musicians during the Romantic period. Have students write a paragraph summarizing this information.

Related Academic Standard of Learning

History and Social Science Standard USII.1

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

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- b) make connections between the past and the present;
- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;
- f) analyze and interpret maps that include major physical features;
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;
- 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 discuss why the music of Aaron Copland is said to reflect life in the United States.

- Have students discuss the popular music of a specific period in United States history from 1865 to the present and how this music reflected American life during the era in which it was composed.
- Have students research the origins of the lyrics and the music of an American folk song.

Related Academic Standard of Learning

Mathematics Standard 7.12

The student will represent relationships with tables, graphs, rules, and words.

Instructional Strategies

- Have students collect, analyze, display, and interpret data from a daily music-listening journal. Have students use a graph to display their data. Then, have students compile all the data from the class to display on a class graph.
- Have students compare and contrast two careers in the music industry, using a graph to compare data.
- Have students survey and analyze the listening choices of friends and family and create a graph of the results.

Related Academic Standard of Learning

Science Standard LS.7

The student will investigate and understand that interactions exist among members of a population. Key concepts include

- a) competition, cooperation, social hierarchy, territorial imperative; and
- b) influence of behavior on a population.

Instructional Strategies

- Show video excerpts of performances by various choirs, and have students analyze the behavior of the singers, particularly in regard to appropriate ensemble behavior.
- Have students discuss the effects of a critic's constructive critique on performers and subsequent performances.
- Have students explore and discuss how music can affect behavior, including how the behavior of some audience members could affect the experience of other audience members.

Music Standard 7.8

The student will analyze and interpret music by

1. explaining the importance of cultural influences and historical context for the interpretation of works of music; and
 2. describing and interpreting works of music, using inquiry skills and music terminology.
-

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 7.8

- Have students discuss the following questions:
 - How does culture influence people, society, and music?
 - How do historical events affect people, society, and music?
 - What does it mean to interpret something? What does it mean to interpret a piece of music?
 - What are inquiry skills? How can inquiry skills help us understand music?Have students use the answers to these questions to interpret a piece of music.
- Have students describe and analyze how sounds indigenous to a culture influence the development of music in that culture.
- Have students describe and analyze how historical events and/or the development of technology led to the development of a particular style of music.
- Have students describe and analyze how music reflects historical events.

Vocabulary

historical authenticity, indigenous, inquiry-based learning, interpretation, looping, parody, rubric, sampling, society, stylistically appropriate

Materials

Music-listening selections for interpretation, music-listening selections from various time periods and in various styles, music-notation software with keyboard, contemporary technology

Related Academic Standard of Learning

History and Social Science Standard USII.1

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

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- b) make connections between the past and the present;
- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;
- f) analyze and interpret maps that include major physical features;
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;
- 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

- Create a rubric to use in analyzing whether a performance of a piece of music is stylistically appropriate. Have students listen to two or three different performances of the same piece of music. Have them use the rubric to compare and contrast the interpretations, evaluating each for historical authenticity.
- Have students listen to pieces of music from various time periods and use a graphic organizer to identify the period and style of each piece.
- Discuss with students the legal consequences of failing to gain permission to arrange copyrighted music.

Music Standard 7.9

The student will evaluate and critique music by

1. applying accepted criteria for evaluating works of music; and
 2. applying accepted criteria for critiquing musical performances of self and others.
-

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 7.9

- Have students work together to create a listening chart that identifies traditional and nontraditional instruments and/or voice parts in live or recorded performances.
- Have students compare and evaluate two works of music by two prominent composers from the same era and culture.
- Have students apply selected criteria for critiquing musical performances of self and others by developing a rubric for evaluating the quality and effectiveness of performances.

Vocabulary

criticize, critique, evaluate, nontraditional instrument, rubric, traditional instrument, voice part

Materials

Music-listening selections, chart-making materials, visual representations of international instruments and their sounds, traditional and nontraditional sound sources

Related Academic Standard of Learning

English Standard 7.1

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

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, using music terminology.
- Have students select music from another culture and prepare and present an oral presentation, including a description of the traditional and/or nontraditional sources of sound the music uses. Have students include listening examples of the selected music.
- Have students select a living non-American composer and prepare and present an oral presentation, including a description of the traditional and/or nontraditional sound sources the composer employs. Have students include listening examples of the composer's music.

Music Standard 7.10

The student will investigate aesthetic concepts related to music by

1. describing how time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal, emotional, and intellectual responses to works of music;
 3. analyzing ways in which music can evoke emotion and be persuasive; and
 4. explaining the value of musical performance to the community.
-

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 7.10

- Have students listen to a work of music and identify their emotional and intellectual responses to the work. Have them explain their responses, analyzing ways in which the music evoked emotions and/or ideas.
- Have students discuss the personal criteria they use to determine why they enjoy listening to and/or performing a particular style of music.
- Have students describe how the ability to express oneself through music performance can enhance society. Have them also describe how music consumerism can benefit society.
- Have students analyze examples of music used to evoke emotions and/or to persuade.
- Have students list various musical performances in the community and explain the value of each performance to the community.
- Have students investigate and discuss how continued musical training enhances intellectual and emotional capacity and contributes to a more highly skilled, capable workforce.

Vocabulary

aesthetic, aesthetics, appreciate, criteria, evoke, musical taste

Materials

Music-listening selections, list of post-World War II American musicians and composers, presentation software, poster-making supplies

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 Strategy

Have students conduct and present research about the influence of music on American culture after World War II.