



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

GRADE EIGHT

*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
8.1	8.2			
8.2	8.2			
8.3				PS.6
8.4	8.2			
8.5		WHI.13		
8.6	8.5			
8.7		CE.4, CE.14, WHI.13		PS.8
8.8	8.7	WHI.1		
8.9	8.2			
8.10	8.7			

Music Standard 8.1

The student will read and notate music, including

1. identifying melodic patterns, using specific interval names (e.g., third, fifth); and
 2. reading and notating rhythmic patterns of increasing complexity.
-

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 8.1

- Have students notate rhythmic patterns, given aural examples of increasing complexity.
- Have students read and perform rhythmic patterns of increasing complexity, using body percussion or nonpitched instruments.
- Have students identify melodic patterns in printed music, using specific interval names.
- Using aural examples, have students identify melodic patterns, naming specific intervals.
- Have students create simple melodic and/or rhythmic patterns and exchange them with classmates to perform for one another.

Vocabulary

interval, leap, major, melodic pattern, minor, notate, octave, rhythmic pattern, sixteenth note, skip, step

Materials

Printed or displayed rhythmic and melodic examples, classroom instruments, rubber bands, rulers, stringed instruments, pencil and paper, music-notation software, contemporary technology

Related Academic Standard of Learning

English Standard 8.2

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

Instructional Strategies

- Have students deliver an oral presentation summarizing the process of identifying melodic patterns, using specific interval names.
- Have students deliver an oral presentation summarizing a group activity involving reading and performing rhythmic and/or melodic patterns.
- Have students discuss active-listening techniques. Play or perform music excerpts that contain the intervals or rhythmic patterns being studied. Have students listen for certain rhythmic or melodic patterns and write down their findings on a graphic organizer, including specific interval names. Have students present their findings.

Music Standard 8.2

The student will perform a varied repertoire of music, including

1. consistently demonstrating acceptable performance behaviors;
 2. singing or playing music written in two or three parts on the treble and bass staves; and
 3. using indicated dynamics, phrasing, and other elements of 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.
- 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 8.2

- Have students discuss performance etiquette and create a class rubric to evaluate performance behaviors. Have students use the rubric to critique recorded performances.
- Have students self-assess performance practices (e.g., posture, behavior, facial expressions, focus).
- Conduct students in performing vocal and instrumental ostinati in two or three parts, using a variety of rhythmic patterns.
- Have students use melodic and/or rhythmic instruments to play unison music exercises with dynamic changes and appropriate phrasing. After practicing in unison, have them begin to add two and three parts and perform using dynamic changes and appropriate phrasing.
- Conduct students in singing or playing music written in two or three parts on the treble and bass staves, using indicated dynamics, phrasing, and other musical elements.
- Have students sing or play two- or three-part music literature from a variety of historical eras and musical styles, using indicated dynamics, phrasing, and other elements of music.

Vocabulary

critique, dynamics, elements of music, etiquette, evaluate, musical style, ostinati, ostinato, phrase, phrasing, syncopation, teacher-selected periods and styles of music

Materials

Classroom instruments, printed music, music-listening selections, video examples of music performances

Related Academic Standard of Learning

English Standard 8.2

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

Instructional Strategies

- Have students present and evaluate individual and group ostinato compositions.
- Before students begin a class performance, have them articulate how they plan to demonstrate appropriate performance behaviors.
- Divide the class into groups, and have each group prepare and present an oral presentation about the performance of twentieth-century popular music written in two or more parts. Have groups include listening examples during their presentations to the class. Have the class ask questions about part-writing and performing in parts (e.g., balance among the various parts, tuning, blend, rhythmic coordination).

Music Standard 8.3

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

1. playing melodies and accompaniments written on the grand staff; and
 2. playing music of increasing difficulty in a variety of ensembles, using traditional and nontraditional 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.

Instructional Strategies

Music Standard 8.3

- Have students practice correct playing techniques for pitched and nonpitched instruments (e.g., preparatory motions for playing the drums). Have students play a variety of pitched and nonpitched instruments, demonstrating proper playing techniques for each.
- Have students use a variety of pitched and nonpitched instruments to play music written on the grand staff, using indicated dynamics, phrasing, and other musical elements.
- Conduct students in playing music in a variety of ensembles, using traditional and nontraditional instruments.
- Conduct students in playing music literature of increasing difficulty from a variety of historical eras and styles.
- Have students compose chamber work for traditional and/or nontraditional instruments of their choosing.

Vocabulary

canon, chamber ensemble, duet, dynamics, ensemble, grand staff, harmony, ostinati, ostinato, phrase, round, score, style, syncopation, technique, trio, teacher-selected periods and styles of music

Materials

Pitched and nonpitched classroom instruments, printed music

Related Academic Standard of Learning

Science Standard PS.6

The student will investigate and understand forms of energy and how energy is transferred and transformed. Key concepts include

- a) potential and kinetic energy; and
- b) mechanical, chemical, electrical, thermal, radiant, and nuclear energy.

Instructional Strategies

- Using a variety of instruments, have students investigate how energy is transferred from the body to the instrument to produce sound.
- Have students apply the principles of energy transfer to design their own musical instruments. To demonstrate, tap a metal spoon against a metal pan. Inform students that the vibration that they see is caused by energy being transferred from the spoon to the pan. The sound they hear is caused by the sound waves created by the vibration. Have students use this information to create their own “transfer of energy” instruments. Using their created instruments, have students form small instrumental groups and compose a work featuring ostinati consisting of various rhythmic patterns. Prior to the performance of their composition, have each group explain to the class how energy is transferred in their created instruments.

Music Standard 8.4

The student will perform rhythmic patterns in duple and triple meters.

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 8.4

- Have students conduct several pieces in duple and triple meter, using the correct beat pattern, in order to feel the difference between the meters.
- Present several aural rhythmic examples in duple and triple meters, and have students identify the meter of each.
- Have students view a musical performance and identify whether the selection is in duple or triple meter.
- Have students perform complex notated rhythmic patterns in multiple phrases of four to eight measures in duple and triple meters.
- Have students compose short rhythmic examples in duple and triple meters to be performed by classmates.
- Give students several rhythmic examples in duple and triple meters, and have each student select one example to practice and perform.

Vocabulary

beat, downbeat, duple meter, perform, phrase, practice, rhythmic pattern, strong beat, syncopation, triple meter, upbeat, weak beat

Materials

Music-listening selections in duple and triple meters, examples of printed music in duple and triple meters, classroom instruments

Related Academic Standard of Learning

English Standard 8.2

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

Instructional Strategies

- Have students deliver an oral presentation summarizing a group activity involving reading and performing rhythmic patterns in duple and triple meters.
- Have students deliver an oral presentation evaluating individual and group performances of rhythmic patterns in duple and triple meters.
- Have students choose a popular, school-appropriate song and deliver an oral presentation identifying its musical characteristics, including its meter.

Music Standard 8.5

The student will respond to music with movement by

1. creating movements individually or collaboratively to interpret a musical composition;
 2. creating movements to illustrate forms, meters, and patterns; and
 3. demonstrating how choreography is a form of expression and communication.
-

Strand

Performance

Goals

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

Instructional Strategies

Music Standard 8.5

- Have students create movements individually or collaboratively to interpret a composition. Have them explain how the created movements express the elements of the music.
- Have students develop and perform improvisational movements that illustrate elements of a provided music excerpt.
- Have students perform a variety of structured movements and period dances to demonstrate how choreography is a form of expression and communication.
- Have students use American Sign Language to interpret and present the lyrics for a popular song.

Vocabulary

choreography, dance, elements of music, improvisation, lyrics, movement, musical form

Materials

Music-listening selections, classroom instruments, video recording of a dance performance, chart of American Sign Language signs

Related Academic Standard of Learning

History and Social Science Standard WHI.13

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying the economic foundations of the Italian Renaissance;
- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
- d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Instructional Strategies

- Have students research the styles of music that are characteristic of the Italian Renaissance.
- Discuss and research with students the development of dance forms during the Renaissance. Have students perform one of the dances.

Music Standard 8.6

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

1. improvising sixteen-measure melodic and rhythmic phrases;
 2. composing sixteen-measure melodies and rhythms; and
 3. using contemporary media and technology 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 8.6

- Guide students in “question-and-answer” improvisation by clapping a two-measure rhythm as the “question” and having students respond with a rhythmic “answer” that contains different rhythms.
- Pair students. Have one student in each pair use body percussion to improvise a sixteen-measure rhythmic phrase, given a specific meter. Have the second student use a pitched instrument to improvise a sixteen-measure melodic phrase to be played with the rhythmic phrase. Have each pair present their improvisations to the class.
- Provide a sixteen-measure rhythm to which students will improvise a melody, using a diatonic scale.
- Using voice or instruments, have students improvise over the chord changes to a well-known folk song.
- Have students compose and notate a melody of sixteen measures, using a diatonic scale and a variety of rhythms.
- Choose a very simple song and have students create “variations on a theme,” given specific guidelines (e.g., vary only the rhythms).
- Have students create arrangements of provided diatonic melodies of sixteen measures, using contemporary technology.

Vocabulary

augmentation, call-and-response, chord, diatonic melody, diminution, folk song, improvise, measure, melodic phrase, meter, phrase variation, theme

Materials

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

Related Academic Standard of Learning

English Standard 8.5

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

- a) Explain the use of symbols and figurative language.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
- d) Understand the author’s use of conventional elements and characteristics within a variety of genres.
- e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- f) Compare and contrast authors’ styles.
- g) Identify and ask questions that clarify various viewpoints.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
- k) Identify cause-and-effect relationships.
- l) Use prior and background knowledge as a context for new learning.
- m) 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 describe the compositional similarities between poetry and music in regard to meter, phrase, verse, refrain, rhythm, rhyme, repetition, and mood.
- After analyzing a poem of their choice, have students compose a musical work that reflects the same mood, theme, and images as the poem.
- Read to the class a poem or story such as “The Sorcerer’s Apprentice” by Goethe. Have students listen to the related piece of music by Paul Dukas. Have students discuss the ways the composer was able to demonstrate the mood and tone of the story.

Music Standard 8.7

The student will explore historical and cultural aspects of music by

1. 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. explaining 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.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard 8.7

- Have students listen to various excerpts of recorded music that have common thematic material but different styles. Have them compare and contrast the musical styles of the selections.
- Provide students with listening examples from various periods of music, and have them discuss the characteristics of each period. Have students create a graphic organizer comparing the periods of music.
- Have students research and present to the class aspects of a specific career in music.
- Invite a music industry professional to discuss his/her career and educational background in music. Have students create interview questions before the visit.
- Discuss with students the effect of cultural interactions and technological transfers on the development of music.
- Have students research the relationship between music and other fine arts and fields of knowledge.
- Have students keep a log of how often they hear music during the day and reflect on how music influences their mood.
- Have students create audience-etiquette guidelines for use by younger and/or non-music students.
- Have students use role-playing activities to explore and categorize appropriate and inappropriate behaviors within a musical ensemble. Repeat the activity with students role-playing appropriate and inappropriate behaviors of audience members at various types of music performances.
- Have students research the role of copyrighted materials in the music industry and present their findings.
- Have students explain the importance of copyright in the music industry.
- Provide students with an example of a recent court case involving music copyright, and have them discuss and decide whether or not a violation exists.

Vocabulary

copyright, culture, dynamics, ethics, etiquette, excerpt, music career, music era, music period, thematic, teacher-selected periods and styles of music

Materials

Music-listening selections, classroom instruments, contemporary technology with Internet access, video recorder, videos of live music performances showing various audience reactions and behaviors

Related Academic Standard of Learning

History and Social Science Standard WHI.13

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying the economic foundations of the Italian Renaissance;
- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
- d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Instructional Strategies

- Have students compare and contrast listening examples of Italian Renaissance and medieval music.
- Have students investigate and discuss compositional elements and the use of instruments during the Renaissance period.
- Have students investigate similarities between cultural and musical developments of the Renaissance period.

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 investigate the similarities between character traits beneficial to civic life and appropriate behavior for audience members attending music performances.
- Discuss with students the similarities between character traits beneficial to civic life and appropriate behavior for participants in music ensembles. Have students discuss how such behavior goes beyond practicing courtesy and showing respect and extends into the area of exhibiting trustworthiness and responsibility.
- Have students create an informational video demonstrating audience concert etiquette.

Related Academic Standard of Learning

History and Social Science Standard CE.14

The student will demonstrate knowledge of personal finance and career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
- d) examining the impact of technological change and globalization on career opportunities;
- e) describing the importance of education to lifelong personal finances;
- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Instructional Strategies

- Have students identify the talents, interests, and aspirations that might influence one to choose a career in music.
- Have students identify the skills, attitudes, and behaviors learned through music study and practice that can promote career success in any field.
- Have students research and present the education and skills that a selected career in music requires.
- Have students examine the impact of technological change on careers in music.

Related Academic Standard of Learning

Science Standard PS.8

The student will investigate and understand the characteristics of sound waves. Key concepts include

- a) wavelength, frequency, speed, amplitude, rarefaction, and compression;
- b) resonance;
- c) the nature of compression waves; and
- d) technological applications of sound.

Instructional Strategies

- Instruct students to examine the relationship between frequency and the pitch of a musical note. Have them also explain the relationship between amplitude and the volume of a musical sound.
- Have students investigate the physical processes a musician uses to alter frequency and amplitude in the sound of a voice or an instrument.
- Discuss with students the concept of resonance and how different performance spaces affect musical sound.

Music Standard 8.8

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. analyzing 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.
- 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 8.8

- Introduce students to composers who represent a variety of music periods. Have students discuss the stylistic and musical qualities of each period, as well as the historical context.
- Have students compare and contrast works from various music periods, using a graphic organizer.
- Have students create a rubric for evaluating the quality and effectiveness of musical performances.
- Have students discuss nationalistic music and how the culture and political influences of a country can affect musical composition.
- Have students choose a country and research its national anthem, including how the song represents that country and its culture.

Vocabulary

critique, culture, elements of music, music era, musical form, musical style, nationalistic music, teacher-selected periods of music history

Materials

Graphic organizers, music-listening selections, music-history teaching resources

Related Academic Standard of Learning

History and Social Science Standard WHI.1

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
- c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
- d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
- e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Instructional Strategies

- Have students complete a graphic organizer to compare Renaissance music and medieval music after listening to music examples from both eras.
- Have students identify similarities between visual art and music during the Renaissance period.

- Lead a class discussion comparing music notation from the medieval period with standard music notation used today.

Related Academic Standard of Learning

English Standard 8.7

The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

- a) Identify intended audience.
- b) Use prewriting strategies to generate and organize ideas.
- c) Distinguish between a thesis statement and a topic sentence.
- d) Organize details to elaborate the central idea and provide unity.
- e) Select specific vocabulary and information for audience and purpose.
- f) Use interview quotations as evidence.
- g) Revise writing for clarity of content, word choice, sentence variety, and transitions between paragraphs.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

Instructional Strategies

- Have students attend a live music performance outside of school. Have students write a critique of the performance, using music terminology.
- Have students research the similarities and differences between visual arts and music during a specific historical period. Have students outline their findings in writing.
- Have students select a music period and create promotional materials to advertise a performance of music during that period. Have students use persuasive writing techniques to persuade their peers to attend the performance.

Music Standard 8.9

The student will evaluate and critique music by

1. formulating criteria to be used for evaluating works of music; and
 2. applying formulated 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.
- 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 8.9

- Have students describe and discuss music performances, using music terminology.
- Have students create a rubric for evaluating the quality and effectiveness of a music performance.
- Have students complete a reflection on the question: “What is music?” Have students share their thoughts in a class discussion.
- Have students write a critique of a musical performance, using music terminology.

Vocabulary

criticize, critique, dynamics, elements of music, expression, form, harmony, instrument, melody, rhythm, tempo, timbre, tone

Materials

Music-listening selections

Related Academic Standard of Learning

English Standard 8.2

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) 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 a type of music from another culture and prepare 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.
- Have students select a living 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 8.10

The student will investigate aesthetic concepts related to music by

1. analyzing 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 society.
-

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 8.10

- Have students listen to a variety of musical works and respond by recording the emotions that they associate with each piece, using a graphic organizer.
- Have students follow guidelines to compose a short piece of music in response to a visual work of art. Have them write a “composer’s statement” that explains their musical decisions.
- Have students research and analyze the ways in which teenagers in the past experienced music in social situations.
- Have students generate interview questions to ask a living composer about his/her personal response to music, his/her inspiration to compose, and the value of music in his/her daily life. Invite a composer to the classroom for students to interview as a class, or have them conduct the interview using technology.
- Have students analyze commercials and the use of jingles or other music to persuade consumers to purchase or use a product.
- Show film excerpts that create moods or evoke emotions. Have students write down their answers to the question, “What moods and emotions are enhanced through the use of music in this film?”
- Have students research the role and value of music in historical events. Have students present their research.

Vocabulary

aesthetics, culture, emotion, inspiration, interview, mood, phrase

Materials

Music-listening selections, examples of visual works of art, music-notation materials or software, contemporary technology, film excerpts

Related Academic Standard of Learning

English Standard 8.7

The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

- a) Identify intended audience.
- b) Use prewriting strategies to generate and organize ideas.
- c) Distinguish between a thesis statement and a topic sentence.
- d) Organize details to elaborate the central idea and provide unity.
- e) Select specific vocabulary and information for audience and purpose.
- f) Use interview quotations as evidence.

- g) Revise writing for clarity of content, word choice, sentence variety, and transitions between paragraphs.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

Instructional Strategies

- Have students keep a daily journal documenting their experiences of music and reflecting on their personal music choices. Have students write and deliver a report on the influence of daily music experiences in their lives and how these experiences may have changed over time.
- Have students use music terminology to respond in writing to the question, “How do you objectively and respectfully describe a piece of music?”
- Have students write and perform a jingle to sell a product of their choice.