



MUSIC STANDARDS OF LEARNING:
INSTRUCTIONAL STRATEGIES
AND CORRELATIONS

KINDERGARTEN

Commonwealth of Virginia
Department of Education
Richmond, Virginia

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

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

Superintendent of Public Instruction

Dr. Steven R. Staples

Chief Academic Officer/Assistant Superintendent for Instruction

Dr. Steven M. Constantino

Office of Humanities & Early Childhood

Dr. Christine A. Harris, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

Edited, designed, and produced by the CTE Resource Center

Kevin P. Reilly, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Business and Medical Center

2002 Bremo Road, Lower Level

Henrico, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Website: www.cteresource.org

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

NOTICE

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

Deputy Superintendent – Finance and Operations

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

Telephone: 804-225-2025

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

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

Table of Contents

Acknowledgments	iv
Introduction	v
Standards of Learning Correlation Chart.....	viii
Music Standard K.1	1
Music Standard K.2	3
Music Standard K.3	5
Music Standard K.4	6
Music Standard K.5	8
Music Standard K.6	10
Music Standard K.7	11
Music Standard K.8	13
Music Standard K.9	14
Music Standard K.10	16
Music Standard K.11	18
Music Standard K.12	19
Music Standard K.13	21
Music Standard K.14	22

Acknowledgments

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

Project Director

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

Editor/Consultant

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

Project Consultant

Joyce S. Zsembery
Prince William County Public Schools

Editor

Taylor B. Mooney
Writer/Editor, CTE Resource Center

Writing Team

Meredith L. Airaghi
Montgomery County Public Schools

Jessica S. Backer
Newport News Public Schools

Susan D. Bowles
Salem Public Schools

Cristin L. Cini
Loudoun County Public Schools

Susan W. Dommer
Prince William County Public Schools

Alison S. Gaston
Lynchburg Public Schools

Karyn J. Kelsey
Prince William County Public Schools

Annabelle L. Luebke
Loudoun County Public Schools

Candice G. Sheppard
Powhatan County Public Schools

Mary M. Slack
Colonial Heights Public Schools

Carla D. Stanley
Gloucester County Public Schools

Ernest T. Stokes IV
Chesapeake Public Schools

Tahn M. Van
Richmond Public Schools

Nikki E. Waicul
Bedford County Public Schools

Sarah A. Wilson
Mecklenburg County Public Schools

Benjamin R. Woosley
Halifax County Public Schools

Sherry L. Wozniak
Isle of Wight County Public Schools

Dr. Robin M. Yohe
Chesterfield County Public Schools

Introduction

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

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

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

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

Strands

Music Theory/Literacy

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

Performance

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

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

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

Aesthetics

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

Goals

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

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

Music Instructional Strategies

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

Vocabulary

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

Materials

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

Related Academic Standard of Learning

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

Related Instructional Strategies

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

Assessment

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

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

Resource

Virginia Commission for the Arts

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

Standards of Learning Correlation Chart

Music Standards of Learning 2013	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
K.1	K.5			
K.2	K.1			
K.3		K.3		
K.4				K.4
K.5		K.8	K.16	
K.6			K.4	
K.7		K.3		
K.8	K.9			
K.9		K.1, K.6		
K.10		K.8		
K.11	K.2			
K.12	K.3			K.4
K.13	K.3			
K.14				K.2

Music Standard K.1

The student will read music, including high and low pitches and rhythms represented by traditional or nontraditional notations.

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.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard K.1

- Discuss with students the word *pitch* as meaning high or low. Demonstrate high and low pitches with the voice and body movement. Demonstrate high and low pitches on instruments. Have students demonstrate high and low pitches, using the voice, body movements, and instruments.
- Display nontraditional notations (e.g., icons) and traditional notations to represent high and low pitches. Have students use manipulatives to depict a pattern of high and low pitches.
- Direct students to echo a simple pattern of high and low pitches, based on visuals.
- Discuss with students the word *rhythm* as meaning a pattern of short and long sounds. Have students create a pattern of short and long sounds.
- Display nontraditional notations (e.g., icons) and traditional notations to represent a rhythm. Have students use manipulatives to depict the rhythmic patterns.
- Direct students to echo simple two-bar rhythmic patterns, using body percussion and nonpitched instruments.
- Display a *sol-mi* pattern in traditional or nontraditional notation. Have students reach above their heads when the pitch is high and below their knees when the pitch is low.
- Give students a worksheet or manipulatives displaying a steady beat, and have students track the beat from left to right.

Vocabulary

beat, clap, echo, high, instrument, low, move, pat, pattern, pitch, repeat, rhythm, sing, snap, steady, stomp

Materials

Visuals of nontraditional notations (e.g., icons) and traditional notations to represent high and low pitches and rhythmic patterns, manipulatives, classroom instruments

Related Academic Standard of Learning

English Standard K.5

The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print. (concept of word)

Instructional Strategies

- Display traditional or nontraditional notation showing a rhythm. Demonstrate how music is organized by tracking the rhythm with a pointer, left to right. Have students practice tracking the rhythm as they read it from left to right.

- Display traditional or nontraditional notation showing different pitches. Demonstrate how music is organized by tracking the pitches, left to right, with a pointer. Have students practice tracking the pitches as they read them from left to right.

Music Standard K.2

The student will investigate various uses of the voice by

1. demonstrating the difference between the singing voice and the speaking voice;
 2. matching pitches within an appropriate range; and
 3. demonstrating expressive qualities of music, including loud/soft and fast/slow.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard K.2

- Have students listen to music excerpts of various uses of the voice. Lead students in a discussion of different ways voices were used in the excerpts.
- Display visuals of various uses of the voice (e.g., speaking voice, singing voice, whisper voice, shouting voice). Have students demonstrate various uses of the voice.
- Have students demonstrate the contrast between a singing voice and a speaking voice, using words, phrases, and other vocal patterns.
- Have students demonstrate and then compare and contrast various uses of the voice (e.g., sound effects, humming, whispering, shouting).
- Have students practice echoing spoken and sung words, phrases, and other vocal patterns.
- Have students match pitches within an appropriate range, alone and with others.
- Sing various pitched questions, and have students answer with a same-pitched response, alone and with others (i.e., call and response).
- Coach students in echoing high and low patterns. Repeat with loud and soft patterns. Repeat with fast and slow patterns. Guide students to create contrasting patterns.
- Model speaking and then singing verses of a nursery rhyme. Have students practice and demonstrate speaking and singing different nursery rhymes.
- Guide students in singing a song softly and then loudly. Discuss with students how the differences in dynamics affect the song. Have students discuss the expressive qualities of soft and loud in music.

Vocabulary

alike, chant, create, different, echo, fast, head voice, high, loud, low, pattern, poem, repeat, rhyme, rhyming, shouting voice, silent, sing, singer, slow, soft, song, sound, speak, speaking, spoken, voice, whispering voice

Materials

Recordings or other accompaniment resources, visuals of vocal uses

Related Academic Standard of Learning

English Standard K.1

The student will demonstrate growth in the use of oral language.

- a) Listen to a variety of literary forms, including stories and poems.
- b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word-order patterns.
- c) Participate in oral generation of language-experience narratives.
- d) Participate in creative dramatics.
- e) Use complete sentences that include subject, verb, and object.

Instructional Strategies

- Conduct the class in singing a well-known song that uses a rhyming pattern. Coach students in using their singing voice and not their speaking voice. Discuss the rhyming words, and ask students to name other words that rhyme.
- Have students recite poems and participate in stories that contain singing, recitation, and other sounds.
- Have students create a dramatic dialogue between an animal and a person, incorporating both singing and speaking voices in the dialogue.
- Lead students in a discussion to identify rhyming words. Speak a couplet (rhyming phrase of two lines), leaving out the final rhyming word, and have students fill it in with a rhyming word of their choice. Repeat, using a singing voice.

Music Standard K.3

The student will sing a variety of songs of limited range alone and with others, including

1. singing two-pitch (*sol-mi*) songs, using echo and ensemble singing; and
 2. singing at the appropriate time following a musical introduction.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard K.3

- Direct students in singing a variety of songs of limited range, alone and with others.
- Have students sing a variety of two-pitch (*sol-mi*) songs (e.g., nursery rhymes, playground chants, jump-rope songs) alone and with others, using echo and ensemble singing.
- Coach students in echoing two-pitch (*sol-mi*) patterns, using the voice.
- Direct students to incorporate high and low body movements to differentiate the *sol-mi* patterns while singing and listening.
- Using pitched instruments, direct students to play echoing *sol-mi* patterns at the appropriate time.
- Demonstrate and discuss with students the use of cues in singing.
- Demonstrate and direct students to respond to performed question phrases by creating and performing answer phrases.
- Teach students to sing a song that includes directional lyrics, and have students sing at the appropriate time following a vocal and/or instrumental introduction.
- Provide music-accompaniment recordings, and direct students to listen for and follow cues in the music to begin singing, playing, and/or moving. Discuss with students the use of an introduction in music.
- Direct students to follow directions at the appropriate time in a provided song, including performing small and large movements, motions, or more involved choreography.

Vocabulary

above, behind, below, chant, choir, echo, ensemble, far, front, high, in front of, introduction, left, low, move, near, opposite, pattern, right, sing, solo, voice

Materials

Music-accompaniment recordings or other accompaniment sources, pitched instruments

Related Academic Standard of Learning

History and Social Science Standard K.3

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Instructional Strategies

- Discuss with students spatial opposites. Play a song with lyrics that uses positional words to describe motions of parts of the body. Direct students to react to the song by following the positional words and performing the appropriate motions.
- Lead the class to create a song that speaks of areas or spaces within the classroom. Direct students to perform motions or choreography that depict the lyrics.

Music Standard K.4

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

1. demonstrating high and low;
 2. demonstrating loud/soft and fast/slow; and
 3. accompanying songs and chants, using body percussion as well as instruments.
-

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- 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 K.4

- Model the use of nonpitched classroom instruments. As each instrument is played, have students practice saying its name, identifying how it is played (e.g., striking, rubbing, shaking, tapping), and miming the motion. Have students take turns using the provided instruments to practice making these sounds.
- Lead students in playing a variety of pitched and nonpitched instruments alone and with others to demonstrate high/low, loud/soft, and fast/slow.
- Lead students in accompanying chants and other songs, using body percussion as well as instruments.
- Have students imitate a two-pitch (high/low) melody, using pitched instruments.
- Have students use pitched and nonpitched instruments alone and with others to demonstrate expressive features (e.g., loud/soft, fast/slow) in a sound story.

Vocabulary

band, curved, fast, hard, heavy, high, instrument, instrumentalist, large, light, long, loud, low, rough, short, size, slow, small, smooth, soft, speed, straight

Materials

Pitched and nonpitched instruments

Related Academic Standard of Learning

Science Standard K.4

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

Instructional Strategies

- Provide experiences for students to explore classroom instruments. Discuss with students how the materials used to make instruments, as well as their other physical properties, affect the sounds they make. Include in the discussion terms such as *straight/curved, rough/smooth, hard/soft, large/small, heavy/light, and long/short*.
- Distribute various classroom instruments to students. Have students stand up with their instrument when specific physical properties are announced.

- Encourage students to use different playing methods to make sounds on classroom instruments. Discuss with students how sound is affected by the way a classroom instrument is played.

Music Standard K.5

The student will perform rhythmic patterns that include sounds and silences, using instruments, body percussion, and voice.

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 K.5

- Have students compare and contrast sounds and silence.
- Play a music excerpt that includes complete silences. Have students clap the steady beat. When there is silence in the music, have the students put a finger to their lips to represent the silence. Have students continue to clap when the sound returns.
- Have students echo rhythmic patterns that contain sound and silence, using nonpitched percussion instruments or body percussion.
- Have students follow and perform provided rhythmic patterns that use traditional or nontraditional notation.
- Have students create original rhythmic patterns, using body percussion and nonpitched percussion instruments.
- Have students echo simple two-bar rhythmic patterns of sounds and silences by clapping, patting, and stomping.
- Have students echo simple two-bar vocal patterns that include long and short sounds and rests.
- Have students create a two-bar rhythmic pattern of sounds and silences by clapping, patting, and stomping.
- Have students create movements to eight-bar rhythmic patterns performed on nonpitched percussion instruments and “freeze” when they hear silence.
- Have students create movements to eight-bar melodic and rhythmic patterns performed on a keyboard or melodic percussion instrument and “freeze” when they hear silence.

Vocabulary

beat, echo, freeze, pattern, pitch, pulse, repeat, silence, sound, steady

Materials

Music-listening selections, pitched and nonpitched classroom instruments, sound and visual patterns, sound sources

Related Academic Standard of Learning

History and Social Science Standard K.8

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom;
- g) participating successfully in group settings.

Instructional Strategies

- Guide students in singing a set of directions and/or rules on *sol* and *mi* pitches in place of speaking.
- Have students sing songs that encourage sharing, cooperation, and responsibility.
- Discuss with students how music can reflect the ideals of being a good citizen.
- Model and encourage students to practice honesty, responsibility, self-control, and kindness to others during music activities.

Related Academic Standard of Learning

Mathematics Standard K.16

The student will identify, describe, and extend repeating patterns.

Instructional Strategies

- Instruct students to listen to and feel the vibrations of their heart as it beats. Direct students to tap the rhythmic pattern of their heartbeat. Then, have them jump to the rhythmic pattern.
- Have students identify the patterns in the American flag. Then, have them perform a sound map based on the American flag, for example, saying “Doot” for the stars, making an extended low pitch “Shhh” for the white stripes, and making an extended mid-pitch “Whoa” for the red stripes. Using the flag as a sound map, instruct students to take turns performing with the stars and then the stripes. Lastly, guide students as they take turns directing the sound map.
- Direct students to identify patterns (e.g., stripes, plaids, other designs) on clothing and patterns (e.g., geometric shapes) in their surroundings. Use one of the identified patterns as a sound map to guide students in performing a rhythmic pattern that includes sounds and silences.
- Have students follow and perform rhythmic patterns that use traditional or nontraditional notation. Involve students in visually extending the pattern and then performing the extended pattern.

Music Standard K.6

The student will demonstrate a steady beat, using body percussion, instruments, and voice.

Strand

Performance

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- 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 K.6

- Have students compare the tempos of a steadily beating human heart when at rest, when walking, and when running.
- Have students keep a steady beat, using a progression of body percussion (e.g., pat, clap, tap foot) while listening to a music selection.
- Guide students in walking, marching, and/or tiptoeing to a steady beat. When they have achieved this, remove the audible beat, and challenge them to keep the beat steady on their own.
- Guide students in making a steady beat, using nonpitched percussion instruments.
- Have students keep the steady beat to a music selection by using vocal sounds.
- Guide students in tapping a steady beat to a children’s poem, chant, or song.
- Have students keep a steady beat by repeating a main theme word from a nursery rhyme while the rhyme is recited (e.g., tick-tock to “Hickory Dickory Dock”).

Vocabulary

beat, clap, echo, fast, heartbeat, march, measure, pattern, slow, steady, tap, tiptoe, walk

Materials

Songs with visuals, recordings or other accompaniment resources, nonpitched classroom instruments

Related Academic Standard of Learning

Mathematics Standard K.4

The student will

- a) count forward to 100 and backward from 10;
- b) identify one more than a number and one less than a number; and
- c) count by fives and tens to 100.

Instructional Strategies

- Guide students to echo-clap a series of 6 steady claps, counting aloud as they clap. Have them extend the series to 8, 10, 15, and 20 claps, keeping the beat steady. Repeat the exercise, using stomping.
- Provide creative movement experiences to encourage counting forward to 30 and backward from 10 while demonstrating a steady beat.
- Have students practice counting aloud from 1 to 30 while tapping a steady beat. When they can do this independently, have them practice singing a favorite song to the same steady beat. When this is mastered, divide the class into two groups, and have one group count and tap while the other sings. Repeat with the two groups reversing their roles.

Music Standard K.7

The student will respond to music with movement, including

1. matching locomotor and nonlocomotor movements to rhythmic patterns;
 2. demonstrating expressive qualities of music, including loud/soft and fast/slow;
 3. illustrating moods and contrast in music and children’s literature;
 4. performing dances and other music activities from various cultures; and
 5. exhibiting respect for the personal space of others when moving.
-

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.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.

Instructional Strategies

Music Standard K.7

- Perform duple and triple meter rhythms on nonpitched percussion instruments. Direct students to perform nonlocomotor movements (e.g., stomping, patting, clapping, snapping, bending, twisting, moving individual parts of the body) that match the rhythmic patterns.
- Play songs such as “The Mexican Hat Dance,” “Old Brass Wagon,” and “Brother, Come and Dance with Me.” Have students respond to the music with locomotor movement (e.g., walking, running, jogging, skipping, marching, hopping, jumping, crawling, leaping), matching the movement to the rhythmic patterns.
- Have students perform locomotor movements that display the expressive qualities of music selections (e.g., stomp to loud, jog to fast).
- Demonstrate large and small body movements to music, using movement accessories (e.g., scarves, ribbons). Direct students to experiment with large and small body movements to music.
- Present music excerpts that evoke moods or movement (e.g., fast, slow, smooth, jerky, happy, sad, scared, shy, proud, brave, sneaky). Direct students to create movements to the provided music.
- Direct students in performing dances or musical activities from other cultures.

Vocabulary

above/below, behind/in front, circle dance, left/right, line dance, near/far

Materials

Movement accessories, locomotor and nonlocomotor movement line and circle dances, locomotor and nonlocomotor movement dramatizations, recordings or other accompaniment resources, video(s) of sample dances, children’s literature

Related Academic Standard of Learning

History and Social Science Standard K.3

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Instructional Strategies

- Provide simple four- to eight-beat patterns. Using positional words spoken to the rhythm of the patterns, with emphasis on the words *near/far, above/below, left/right, and behind/in front*, direct students to match large body movements to the provided patterns.
- Direct students in an activity that uses positional words, including *near/far, above/below, left/right, and behind/in front*. Incorporate various music selections, and have students use their bodies to illustrate moods and contrasts in the music as they respond to the positional words.

- Direct students to practice marching, walking, swaying, and “freezing” on cue. Then, have students form two lines and march and/or walk in different directions in response to the directions “near,” “far,” “left,” and “right.”

Music Standard K.8

The student will create music by

1. improvising simple melodic or rhythmic patterns; and
 2. improvising to enhance stories and poems.
-

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.
- 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 K.8

- Have students create beat patterns, using body percussion and classroom instruments.
- Have students create, practice, and perform melodic and/or rhythmic patterns, using voice and/or classroom instruments.
- Have small groups of students dramatize songs and poems that are performed by the rest of the class. Have the actors improvise body percussion and movement.

Vocabulary

compose, composer, create, drama, melody, pattern, retell, story

Materials

Songs with visuals, recordings or other accompaniment resources

Related Academic Standard of Learning

English Standard K.9

The student will demonstrate comprehension of fictional texts.

- a) Identify what an author does and what an illustrator does.
- b) Relate previous experiences to what is read.
- c) Use pictures to make predictions.
- d) Begin to ask and answer questions about what is read.
- e) Use story language in discussions and retellings.
- f) Retell familiar stories, using beginning, middle, and end.
- g) Discuss characters, setting, and events.

Instructional Strategies

- Display the illustrations of a story. Use the pictures to guide students in making predictions about sounds that might be heard throughout the story. Have students create a musical sound story based on the predictions, using voice, body percussion, and instruments to enhance the story.
- Have students listen to and create body percussion to enhance a fairy tale or other story. Have students retell the fairy tale or story, using the body percussion.

Music Standard K.9

The student will explore historical and cultural aspects of music by

1. listening to and recognizing patriotic and seasonal songs; and
 2. identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors).
-

Strand

Music History and Cultural Context

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate 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 K.9

- Discuss the meaning of the word *patriotic* as applied to music. Guide the class in discussion, using questions such as “Why do people sing songs about their country?” and “When would you hear patriotic music performed?”
- Have students watch a performance of a marching band in a parade or another patriotic experience. Have students discuss the performance.
- Have students march to a steady beat while listening to “The Stars and Stripes Forever” by John Philip Sousa. Provide video of instrumentalists for students to mimic while marching.
- Discuss changes in the four seasons, using visual representations. Have students listen to and sing seasonal songs.
- Discuss various activities/occurrences that take place in the four seasons. Provide seasonal music (e.g., “Sleigh Ride” by Leroy Anderson, “The Skater’s Waltz” by Emile Waldteufel, “Spring” from “The Four Seasons” by Antonio Vivaldi). Have students use creative movement to depict activities in various seasons.

Vocabulary

band, compose, composer, concert, conductor, holiday, instrument, instrumentalist, march, musician, parade, patriotic, season, sing, singer, song, steady beat

Materials

Recordings or other accompaniment resources, video of patriotic experience(s), visual representations of the four seasons

Related Academic Standard of Learning

History and Social Science Standard K.1

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

Instructional Strategies

- Have students discuss why holidays are important and how music plays a part in the celebrations.
- Have students listen to and perform holiday songs (e.g., Thanksgiving, President’s Day, Independence Day).
- Have students listen to “The Star-Spangled Banner.” Describe and discuss appropriate behavior when listening to the national anthem.

Related Academic Standard of Learning

History and Social Science Standard K.6

The student will match simple descriptions of work that people do with the names of those jobs.

Instructional Strategies

- Display visual representations of various music careers (e.g., microphone, baton, sheet music, instrument) one at a time. Have students turn to a partner and discuss what music career might involve the use of that item.
- Lead the class in a discussion about various music careers (e.g., singers, instrumentalists, conductors, composers).
- Have students choose their favorite music career and create a self-portrait portraying that position.

Music Standard K.10

The student will participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship.

Strand

Music History and Cultural Context

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- Demonstrate understanding of the relationship of music to history and culture.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Instructional Strategies

Music Standard K.10

- Discuss with students how to contribute to a group effort when singing songs as a group. Discuss what showing respect for self and others means. Point out that when singing songs as a group, it is like being on a team in which each member of the team depends on every other member to do the best they can. When everyone tries to do their best, they are showing respect for self and others.
- Have students sing in large and small groups. Help students monitor themselves when singing. Model and provide opportunities for students to share constructive comments about self, peer, and group performances.
- Lead students in echoing rhythmic patterns of sounds and silences, using nonpitched percussion instruments and body percussion (e.g., stomp, pat, clap, snap). Make sure each student experiences sharing instruments and taking turns.
- Direct students to accompany self and others, using nonpitched percussion instruments and body percussion (e.g., stomp, pat, clap, snap). Make sure each student experiences sharing instruments and taking turns.
- Have students demonstrate active listening skills by listening for a specific word or melodic idea in a song and raising a hand when the word or melodic idea is heard.

Vocabulary

clap, contribution, echo, pat, pattern, personal space, respect, snap, stomp, team

Materials

Songs and visuals, recordings or other accompaniment resources, nonpitched percussion instruments

Related Academic Standard of Learning

History and Social Science Standard K.8

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom;
- g) participating successfully in group settings.

Instructional Strategies

- Instruct students to listen quietly and patiently when a new song, melodic phrase, or rhythmic phrase is introduced. After students have modeled this behavior, discuss with students how this demonstrates being a good citizen (e.g., showing self-control, following rules, taking turns). Point out that it also shows respect for the contributions of others by contributing to a group effort of listening to music.
- Have students model for each other listening quietly when others are singing, playing, or speaking. Encourage students to demonstrate good citizenship by practicing appropriate listening etiquette.

- Engage students in constructive criticism discussions, using music terminology, about self and others' performances, making sure that they are guided by the concepts of being kind to others and exercising self-control.
- Teach students the orderly, safe, and appropriate method of retrieving, handling, and returning classroom instruments to the storage area. Have students demonstrate these behaviors and discuss how these behaviors show respect for what belongs to others—in this case, to their school.

Music Standard K.11

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

Strand

Music History and Cultural Context

Goals

- Develop understanding of music through musical experiences including singing, playing instruments, performing, composing, listening, and responding to music with movement.
- 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 K.11

- Teach students songs that relate to their studies in other fields of knowledge (e.g., the “ABC Song”), and discuss with them how the songs are connected to the things they are learning in other fields. Have students create songs that support their studies in other fields.
- Share with students stories that are also songs. Teach students the songs in selected stories.
- Have students recite and sing nursery rhymes.

Vocabulary

beat, chant, clap, create, improvise, pat, percussion, rhyme, snap, sound effect, steady, stomp

Materials

Rhymes, chants, songs, stories, poems, nonpitched percussion instruments, steady beat recordings or other accompaniment resources

Related Academic Standard of Learning

English Standard K.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Instructional Strategies

- Have students produce a variety of musical sounds (e.g., stomp, pat, clap, snap, human sounds, animal sounds) to depict action words or people, places, and things.
- Have students play various instruments to produce a variety of tone colors from one instrument. Have students discuss the similarity of varying one’s vocal tone color when speaking and varying the tone color of an instrument when playing music.
- Have students describe the sound of an instrument when played (e.g., loud/soft, fast/slow, high/low), using music terminology.

Music Standard K.12

The student will analyze music by

1. distinguishing among men’s, women’s, and children’s voices;
 2. identifying selected instruments visually and aurally;
 3. classifying sound sources as vocal, instrumental, or environmental; and
 4. recognizing basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.
-

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.
- 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 K.12

- Have students identify voice patterns and tonal quality of voices of peers and adults.
- Have students identify pitch and tonal differences among the voices of a child, a man, and a woman.
- Have students identify voices of various classmates by participating in a name-guessing activity. Select some students to move to the back of the room. Then, have the rest of the class close their eyes. Point to one of the students in the small group to indicate that he or she should speak. Have the class guess who spoke. Repeat the activity with the other students in the small group, letting some of the students who already spoke speak again. Have the class identify and describe the voices by distinguishing tone colors. Repeat the activity, using instruments.
- Model the use of nonpitched classroom instruments. As each instrument is played, have students practice saying its name and identifying how it is played (e.g., striking, rubbing, shaking, tapping). Instruct students to listen to each instrument while closing their eyes or facing in the opposite direction. Direct students to take turns using the provided instruments to practice making these sounds. Provide aural and visual stimuli to show how the size of an instrument influences its pitch.
- Model the use of pitched classroom instruments. As each instrument is played, have students practice saying its name and identifying how it is played (e.g., blowing, plucking, striking). Instruct students to listen to each instrument while closing their eyes or facing in the opposite direction. Direct students to take turns using the provided instruments to practice making these sounds. Provide aural and visual stimuli to show how the size of an instrument influences its pitch.
- Provide a small group of students with an assortment of pitched and nonpitched instruments. Have the students play the instruments one by one while the rest of the class faces the opposite direction. Have the class identify by sound each instrument as it is played.
- Play some slow, loud music for the class, and guide students in recognizing it as slow, not fast. Have students create movement to the music to express its slow nature. Repeat the activity with some slow, soft music. Discuss with the class the difference between the two examples of music, pointing out that although both of them are slow, they express very different things because of the different dynamics.
- Play some fast, loud music for the class, and guide students in recognizing it as fast, not slow. Guide students in creating movement to the music to express its fast nature. Repeat the activity with some fast, soft music. Discuss with the class the difference between the two examples of music, pointing out that although both of them are fast, they express very different things because of the different dynamics.

Vocabulary

dynamics, environment, fast, hard, heavy, large, larger, light, loud, percussion, pitch, shape, sing, slow, small, smaller, soft, sound, speak, tempo, thick, thin, voice, teacher-selected instrument names

Materials

Classroom instruments, audio recording of voices of men, women, and children

Related Academic Standard of Learning

English Standard K.3

The student will build oral communication skills.

- a) Express ideas in complete sentences and express needs through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

Instructional Strategies

- Have students participate in group and individual singing and speaking activities. Discuss with students the differences in tone color of the voices when singing and speaking.
- Have students participate in class discussion by waiting for a turn, raising a hand for permission to speak, and staying on topic. Provide opportunities for students to take turns telling about an event in their lives that they enjoyed and then one that made them sad. Discuss the different tone colors of each student's voice when describing a happy and a sad personal event.

Related Academic Standard of Learning

Science Standard K.4

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

Instructional Strategies

- Provide experiences for students to explore classroom instruments. Discuss with students how the materials used to make instruments, as well as their other physical properties, affect the sounds they make. Include in the discussion terms such as *straight/curved*, *rough/smooth*, *hard/soft*, *large/small*, *heavy/light*, and *long/short*.
- Have students use various methods to make sounds on classroom instruments. Discuss with students how the sound of an instrument is affected by the way the sound is created.

Music Standard K.13

The student will express personal feelings evoked by a musical experience.

Strand

Aesthetics

Goals

- 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 K.13

- Have students listen to a music selection and then share what they like and do not like about the music. Ask them to explain why, using music terminology.
- Provide students with visual representations of emotions/feelings (e.g., smiley face, other emoji). Have students listen to a music selection and circle the visual representation that best matches their feelings. Have students explain their choice.
- Have students listen to a music selection and illustrate how the music makes them feel.
- Have students listen to a music selection and describe how the music makes them feel.

Vocabulary

express, feeling, listen, mood, perform, performance

Materials

Recordings or other accompaniment resources, visual representations of emotions/feelings, art-making materials

Related Academic Standard of Learning

English Standard K.3

The student will build oral communication skills.

- a) Express ideas in complete sentences and express needs through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

Instructional Strategies

- Have students sing a song or play instruments. Have students respond to the prompt, “When I perform this music, I feel...”
- Divide the class into pairs and instruct pairs to stand with their backs to each other. Select and play a music excerpt with expressive features. Pause the music, and have students turn around and share the feelings evoked by the music with their partners, using facial expressions and words. Repeat with other music selections.

Music Standard K.14

The student will communicate personal response to expressive features of music through movement.

Strand

Aesthetics

Goals

- 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 K.14

- Play music excerpts with obvious expressive features (e.g., fast, slow, happy, sad, scared, shy, proud, brave, sneaky) to evoke a personal response through movement. Direct students to create movement to the provided music.
- Demonstrate the use of movement accessories (e.g., scarves, ribbon sticks) to create large and small movements to music. Direct students to use movement accessories to portray the expressive features of a music selection.
- Have students listen to a music excerpt and demonstrate using different parts of the body to move to the expressive features of the music. Have students take turns leading the class in responding to expressive features of the music through movement.
- Play expressive music excerpts. Lead the students in a “freeze” dance in which they depict the expressive features of the music through movement until the music stops and “freeze” is called. Repeat as time permits.

Vocabulary

dance, fast, freeze, high, loud, low, mood, move, personal space, slow, soft, speed

Materials

Music-listening selections, recordings or other accompaniment resources, movement accessories

Related Academic Standard of Learning

Science Standard K.2

The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include

- a) the five senses and corresponding sensing organs; and
- b) sensory descriptors used to describe common objects and phenomena.

Instructional Strategies

- Display an image of a person. Have students identify the five senses and their locations on the image. Lead students in identifying the senses that are used while listening and moving to music.
- Play an excerpt of a march or other toe-tapping music selection. Lead students in a discussion of what they hear in the music, including what characteristics of the music make them want to move. Examine how the students react or respond to the music by discussing their personal movements.