



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

GRADE ONE

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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

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Acknowledgments

The writing team that created *Music Standards of Learning: Instructional Strategies and Correlations* gratefully acknowledges and sincerely thanks Chesterfield County Public Schools for providing leadership and expertise in the development of this document. The team also thanks the Virginia Historical Society and the Science Museum of Virginia for their collaborative efforts to provide resources and information to assist educators in carrying out these instructional strategies for the benefit of K–8 students in Virginia.

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Introduction

These teacher-authored music instructional strategies for kindergarten through grade eight are based on the 2006 *Music Standards of Learning for Virginia Public Schools* and are correlated with the 2008 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *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 Web site 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 *Visual Arts Standards of Learning* reflect minimum visual arts 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.

Correlations with Core Academic Standards 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.

Strands

All standards presented in the *Music Standards of Learning* are organized under the following four strands:

Performance and Production

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 moving to music. Students will participate in all aspects of music production and demonstrate appropriate use of related materials, methods, and technologies.

Cultural Context and Music Theory

Students will understand music within the contexts of culture, music history, and music theory. They will study and practice music theory through music reading, notation, and sight-reading. They will use critical thinking skills to analyze the manner in which music is organized. Students will identify the distinctive style characteristics of the basic historical periods of music as well as recognize the compositional techniques employed in all genres of music. They will investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic

judgments about music as well as the other arts, and for evaluating the role of music in society. They will examine the interrelationships of current events, developing technologies, and music in society.

Judgment and Criticism

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

Aesthetics

Students will reflect on and respond to the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetic responses. By listening to and evaluating the works of musical artists, students will become aware of the contribution of music to the quality 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 experiences in singing, moving, listening, and playing instruments.
- Develop the ability to read and notate music.
- Create compositions that transcribe their thoughts and emotions into concrete musical forms of human expression.
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness of and responsibility for the safe and ethical 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 artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Vocabulary

Listed under each music standard are important vocabulary terms that relate to the standard. Students will use these terms in oral and written communication. These terms are not exclusive, and teachers are encouraged to introduce additional music and core academic vocabulary as needed.

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.

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, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, music teachers are encouraged to develop their own assessment instruments and to share them with other music educators.

Resources

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Historical Society, Richmond, www.vahistorical.org/
- Science Museum of Virginia, Richmond, www.smv.org/

Standards of Learning Correlation Chart

Music Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
1.1		1.3		
1.2			1.17	
1.3		1.2		
1.4				1.2
1.5			1.17	
1.6	1.3			
1.7	1.9			
1.8				1.1
1.9				1.1
1.10	1.1			
1.11		1.10		
1.12	1.2			

Music Standard 1.1

The student will sing a repertoire of songs and play instruments.

1. Sing songs that contain *sol*, *mi*, and *la* pitches.
 2. Sing a variety of songs individually and in groups.
 3. Play pitched and non-pitched instruments.
-

Strand

Performance and Production

Goals

The student will

- develop understanding of music through experiences in singing, moving, listening, and playing instruments;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Related Academic Standard of Learning

History and Social Science Standard 1.3

The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Vocabulary

chant, clap, echo, holiday, pat, patriotic, percussion, sing, snap, song, stomp

Materials

Patriotic songs and visuals, recordings or other accompaniment resources, pitched and non-pitched percussion instruments, icons to be used as pictorial symbols for music notation

Instructional Strategies

Music Standard 1.1

- Lead students in echoing *sol-mi-la* patterns.
- Teach students to play *sol-mi* melodies on pitched instruments.
- Instruct students to follow iconic representations of *so-mi-la* patterns.
- Select and teach a repertoire of age-appropriate songs.
- Direct students in accompanying singing with non-pitched instruments.

History and Social Science Standard 1.3

- Lead students in singing, using *sol*, *mi*, and *la* pitches, questions and answers associated with Presidents' Day, Columbus Day, and/or Independence Day.
- Select and develop a repertoire of patriotic songs associated with Presidents' Day, Columbus Day, and/or Independence Day.
- Collaborate with students to create chants from names and facts related to these national holidays.

Music Standard 1.2

The student will perform rhythmic patterns.

1. Perform and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests.
 2. Demonstrate melodic rhythm.
-

Strand

Performance and Production

Goals

The student will

- develop understanding of music through experiences in singing, moving, listening, and playing instruments;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Vocabulary

clap, eighth note, pat, percussion instrument, quarter note, quarter rest, rhythmic language, rhythmic pattern, snap, stomp

Materials

Pitched and non-pitched percussion instruments, icons to be used as pictorial symbols for music notation, visuals of traditional rhythmic patterns using quarter notes, paired eighth notes, and quarter rests

Instructional Strategies

Music Standard 1.2

- Lead students in echoing rhythmic patterns, using non-pitched instruments and/or body percussion.
- Practice with students using a rhythmic language—e.g., “ta” for quarter note, “ti-ti” for paired eighth notes. Keep the words and syllables consistent.
- Provide opportunities for students to read and perform rhythmic patterns that use quarter notes, paired eighth notes, and quarter rests.
- Devise different methods for students to visualize simple four-beat patterns (e.g., using craft sticks, “people” notes, straws, cups, icons, pictures).
- Direct students to identify the rhythmic patterns performed by the teacher or classmate by using visual examples.
- Instruct students to identify rhythmic patterns that are alike and different.
- Provide opportunities for students to practice playing word rhythms on pitched and non-pitched percussion instruments.

Mathematics Standard 1.17

- Guide students in the discovery of rhythmic patterns of students’ names and the determination of which name rhythms are alike and which are different.
- Challenge students to identify the distribution pattern as classroom percussion instruments are distributed to the class.
- Instruct students to arrange geometric shapes or letters to show the pattern of like and unlike rhythmic phrases.

Music Standard 1.3

The student will respond to music with movement.

1. Perform line and circle dances.
 2. Perform dances and games from various cultures.
 3. Demonstrate locomotor and non-locomotor movements.
 4. Dramatize songs, stories, and poems.
-

Strand

Performance and Production

Goals

The student will

- develop understanding of music through experiences in singing, moving, listening, and playing instruments;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Related Academic Standard of Learning

History and Social Science Standard 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Vocabulary

circle dance, dramatize, line dance, locomotor, non-locomotor, poem, story

Materials

Recordings or other accompaniment resources, locomotor and non-locomotor movement charts

Instructional Strategies

Music Standard 1.3

- Direct students in playing a silent walking game in which they walk to the pulse or steady beat of music and stop when the music stops. Variations include matching specific movements to specific sounds (e.g., step right at the sound of the triangle, step left at the sound of the drum).
- Discuss and demonstrate with students the meanings of the word *locomotor* (e.g., moving your whole body from one place to another, such as walking, running, jogging, skipping, marching, hopping, jumping, or leaping) and the word *non-locomotor* (e.g., moving only a part of your body while staying in one place, such as stomping, patting, clapping, tapping, or snapping). Collaborate with students to make a locomotor chart that lists different ways to move around the room. Then, collaborate to make a non-locomotor chart that lists different ways to move part of the body while staying in one spot.
- Instruct students to use locomotor and non-locomotor movement to show section changes in songs.
- Provide opportunities for students to dramatize familiar songs, stories, and poems.
- Teach students line and circle dances, including dances and games from various cultures.

History and Social Science Standard 1.2

- Instruct students to march to the beat of patriotic songs.
- Select and teach students simple dances from colonial America.
- Lead a discussion with students to compare colonial and modern dances.
- Facilitate students playing a passing game while chanting information related to the contributions of American leaders.

Music Standard 1.4

The student will create music through a variety of experiences.

1. **Improvise, using classroom instruments, body percussion, and movement.**
 2. **Use the voice in speech and song.**
 3. **Create music to enhance songs, stories, and poems.**
 4. **Create melodies to familiar nursery rhymes or chants.**
-

Strand

Performance and Production

Goals

The student will

- develop understanding of music through experiences in singing, moving, listening, and playing instruments;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Related Academic Standard of Learning

Science Standard 1.2

The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

- a) objects may have straight, circular, and back-and-forth motions;
- b) objects may vibrate and produce sound; and
- c) pushes or pulls can change the movement of an object.

Vocabulary

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

Materials

Rhymes, chants, songs, stories, poems, classroom percussion instruments, steady-beat recordings and/or other accompaniment resources that feature steady beats

Instructional Strategies

Music Standard 1.4

- Provide opportunities for students to improvise steady-beat movement to music.
- Guide students in creating and performing rhythmic patterns, using non-pitched instruments and/or body percussion.
- Challenge students to create a melody on barred instruments, using a chant or rhyme.
- Challenge students to improvise appropriate movements for selected songs.
- Guide students in creating appropriate sound effects for stories or poems, using the voice or instruments.
- Explore with students ways to use the voice and body for expression while speaking or singing.

Science Standard 1.2

- Challenge students to find ways of playing instruments to produce a variety of sounds.
- Explore and discuss with students how various instruments produce sound.
- Guide students to discover the sound differences made by the amount of force and energy used when speaking, singing, or playing an instrument.
- Instruct students to dramatize a toy shop in which all the toys move to music when activated by the teacher.
- Assist students in making a list of objects that move back and forth or up and down, (e.g., clock pendulum, teeter-totter, swing, saw) and imitating that movement to steady-beat music.

Music Standard 1.5

The student will distinguish between melodic rhythm and steady beat, using sight and sound.

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Vocabulary

beat, melodic rhythm, non-pitched percussion instrument, pitched percussion instrument, pulse, rhythm, steady beat, word rhythm

Materials

Rhymes, chants, songs, classroom percussion instruments, steady-beat recordings and/or other accompaniment resources that feature steady beats, student-created word patterns

Instructional Strategies

Music Standard 1.5

- Discuss with students the meaning of “steady beat” as a pulse that continues through sound and silence. Discuss examples of sounds that have a steady beat (e.g., ticking clock, dripping faucet, ticking metronome, running washing machine, heart beat).
- Provide students with opportunities to practice steady-beat movement in various ways (e.g., walking, marching, patting, clapping, snapping, hopping, jumping, twisting, rocking). Direct students in playing steady-beat accompaniments on pitched and/or non-pitched percussion instruments.
- Discuss with students the meaning of the word *rhythm* as a pattern of long and short sounds.
- Direct students to identify word rhythms as one, two, or three sounds to the beat (e.g., *drum, flute, rattle, cymbal, triangle, xylophone*). Provide students with opportunities to practice word rhythms, using speech and body percussion. Direct student performances of word rhythms on pitched and non-pitched percussion instruments.
- Reinforce with students the concept of melodic rhythm through the use of word rhythms. Instruct students in distinguishing verbally between examples of steady beat and melodic rhythm. Instruct students to demonstrate the difference between steady beat and melodic rhythm, using specific performance.

Mathematics Standard 1.17

- Instruct students to draw pulse lines to show the steady-beat pattern of a nursery rhyme or song.
- Guide students in drawing picture patterns to represent rhythms (e.g., a large raindrop to show one sound to the beat and two small raindrops to show two sounds to the beat).
- Lead students in counting by twos while walking to a steady beat. Direct students to stand still and play the word rhythm of each number, using non-pitched percussion instruments. Repeat the exercise by leading students in counting by fives or tens.
- Assist students in creating coin patterns to speak and/or play on percussion instruments (e.g., penny–penny–penny–nickel; nickel–nickel–dime; nickel–dime–dime–quarter).

Music Standard 1.6

The student will recognize when music changes from one section to a contrasting section.

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

English Standard 1.3

The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.
- e) Give simple two-step oral directions.

Vocabulary

alike, composer, different, group, instrumental, phrase, same, section, singing, solo, speaking, vocal

Materials

Objects to touch, smell, and/or taste; musical examples with obvious contrasting sections; letters, shapes, or colored cards

Instructional Strategies

Music Standard 1.6

- Direct students to use the sense of touch, smell, or taste to identify and group objects.
- Discuss with students how composers use the idea of same and different to make their songs more interesting (e.g., changing the melody, contrasting vocal and instrumental sounds, contrasting different instrumental sounds, contrasting singing and speaking).
- Discuss with students which sections are the same and/or different in a selected song.
- Select and play a song. Instruct students to hold up different letters, shapes, or colored cards to show when the music changes from one section to a contrasting section.
- Guide students in selecting and performing movements to show different sections.

English Standard 1.3

- Facilitate question-and-answer conversations to engage students in discussion of the senses.
- Lead students in solo and choral speech activities, using appropriate voice levels for each.
- Provide students with music experiences that alternate speaking and singing, using appropriate voice levels for each.

Music Standard 1.7

The student will recognize and describe sudden changes in expressive qualities of music.

1. Demonstrate changes in dynamics vocally, instrumentally, or with movement.
 2. Demonstrate changes in tempo vocally, instrumentally, or with movement.
-

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

English Standard 1.9

The student will read and demonstrate comprehension of a variety of fictional texts.

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the main idea or theme.
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Vocabulary

accompaniment, aloud, conductor, fast, loud, quiet, slow, soft, sound effect, tempo, volume

Materials

Musical examples with sudden changes in dynamics, musical examples with obvious changes in tempo, percussion instruments, word cards showing the words *fast, slow, loud, soft, faster, slower, louder, and softer*

Instructional Strategies

Music Standard 1.7

- Demonstrate for students changes in dynamics vocally, instrumentally, and/or with movement.
- Demonstrate for students changes in tempo vocally, instrumentally, and/or with movement.
- Discuss with students examples of sudden changes in the dynamics of sounds in everyday life (e.g., the dynamic change caused by an alarm clock, phone, or siren suddenly breaking the silence; the dynamic change caused by these sounds suddenly stopping).
- Direct students to demonstrate recognition of loud and soft by using large and small body movements.
- Guide students in exploring loud and soft (quiet) instruments and in using them to create sound effects or accompaniment for a song or story.
- Direct students to sing or play percussion instruments increasingly louder or softer in a game to help a student locate an object hidden within the classroom.
- Demonstrate for students the use of movement to show the speed of a song.
- Select and play a song. Instruct students to hold up “fast” or “slow” word cards to respond to changes in the tempo as they hear them.
- Provide and play selected songs that have sudden changes in tempo. Allow students to take turns conducting tempo changes as each song is played.

English Standard 1.9

- Explain how the tempo (speed) and the volume (loudness) of a person’s reading aloud can affect the listener’s understanding. Demonstrate appropriate speed and volume when reading aloud. Provide guided practice for individual students as they read selected passages aloud. Have the rest of the class hold up “faster,” “slower,” “louder,” and/or “softer” cards as needed during the readings. Repeat this exercise frequently to help students form the habit of appropriate tempo and volume when reading aloud.
- Discuss how volume changes can be used when reading a story aloud. Demonstrate reading a story with volume changes, and discuss the parts of the story that were louder and those that were quieter. Provide opportunities for students to demonstrate expression appropriate for the text when reading aloud.
- Direct students in the performance of a musical production of a story selected from grade one literature.

Music Standard 1.8

The student will identify high pitches and low pitches.

1. Demonstrate different pitches vocally, instrumentally, and with movement.
 2. Distinguish between extreme contrasts of sound.
-

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

Science Standard 1.1

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

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Vocabulary

barred instrument, down, explore, imitate, pitch, up

Materials

Musical examples with obvious high and low contrasts, pitched percussion instruments such as the xylophone, *sol-mi* songs, props to help students visualize up and down (e.g., slide whistle, ball)

Instructional Strategies

Music Standard 1.8

- Discuss with students the meaning of the word *pitch* as high and low sounds. Distinguish this meaning from the other meaning that students probably know—throwing a ball.
- Select and play a song. Instruct students to raise and lower a hand to demonstrate when they hear mostly high pitches and when they hear mostly low pitches.
- Select and play a song. Instruct students to walk forward when the music is high and walk backward when the music is low.
- Select and play high and low pitches. Challenge students to demonstrate creative ways of moving high or low through space in response to high and low pitches.
- Guide students to sing *sol-mi* songs, using the words *high* and *low*.
- Guide students to imitate vocally the pitches of a slide whistle or the rise and fall of a ball tossed in an arched trajectory.
- Lead students to explore how high and low pitches are made, using pitched percussion instruments such as the xylophone. Demonstrate how the pitch gets higher as the xylophone bars get shorter.

- Demonstrate for students how to play up and down on barred instruments. Provide opportunities for students to practice making high and low pitches on barred instruments.

Science Standard 1.1

- Have students observe and discuss the physical characteristics that make high and low pitches (e.g., short bars vs. long bars, short strings vs. long strings, small vs. large size).
- Guide students to make an instrument by stretching a rubber band across an empty container. Demonstrate and discuss how the length of the rubber band and the amount of tension or stretching affects the pitch.
- Conduct with students an experiment using like bottles filled with water to various heights—i.e., each bottle will contain a different volume of water and a different volume of air from that in every other bottle. To facilitate discussion, number each bottle. Demonstrate striking the bottles to compare the various pitches they make. Have students identify the difference in pitch of each bottle. Clarify the relationship between the pitch a bottle makes and the volume of water and volume of air in it.
- Have students name different sounds heard during the school day (e.g., the ringing of a bell, the slamming of a door, the rumble of a truck outside). As each sound is named, direct students to identify whether it is a higher or a lower sound, based on their memory of how it sounds. The next time each identified sound is heard, ask students whether it is as they remembered it or whether it is higher or lower. Ask students to compare all these sounds and identify the one that was the loudest and the one that was the softest or quietest.

Music Standard 1.9

The student will identify pitched and non-pitched classroom instruments, using sight and sound.

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

Science Standard 1.1

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

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Vocabulary

categorize, explore, identify, metals, non-pitched percussion instruments, pantomime, pitched percussion instruments, skins, woods

Materials

Pitched and non-pitched instruments, instrument picture cards, word patterns as found in songs, chants, and phrases

Instructional Strategies

Music Standard 1.9

- Discuss with students the names and correct playing techniques of pitched and non-pitched classroom instruments. Have students explain why some are called “pitched” and others are called “non-pitched.”
- Provide students with opportunities to identify and practice playing classroom instruments.
- Select and play several classroom instruments hidden from the students’ view. Instruct students to hold up picture cards to identify each instrument by sound as it is played.
- Direct students to take turns pantomiming playing a classroom instrument as classmates try to identify it.
- Guide students in categorizing non-pitched classroom instruments into woods, metals, and skins.
- Direct performances of word patterns by non-pitched instrumental groups (woods, metals, or skins).

Science Standard 1.1

- Guide students in observing and discussing the differences in physical properties of various classroom instruments.
- Instruct students to predict the category of a newly introduced instrument based upon prior knowledge of similar instruments.

- Provide opportunities for students to experiment and discover how sound is produced from various classroom instruments.
- Challenge students to explore different ways to play classroom instruments.

Music Standard 1.10

The student will distinguish between accompanied and unaccompanied vocal music.

Strand

Cultural Context and Music Theory

Goals

The student will

- develop the ability to read and notate music;
- create compositions that transcribe thoughts and emotions into concrete musical forms of human expression;
- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge.

Related Academic Standard of Learning

English Standard 1.1

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

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Vocabulary

accompaniment, accompany, different, repeated, rhythmic pattern, same, steady beat, unaccompanied

Materials

Pitched and non-pitched percussion instruments; selected recordings; accompaniment resources such as keyboard, karaoke machine, and/or sound tracks

Instructional Strategies

Music Standard 1.10

- Lead students in singing a repertoire of songs with and without accompaniment.
- Direct students in playing a steady beat on pitches *do* and *sol* (the first and fifth scale tones) on barred instruments to accompany a pentatonic song (a melody using a five-tone scale: *do, re, mi, sol, la*).
- Lead students in performing a repeated rhythmic pattern on non-pitched instruments or body percussion to accompany singing.
- Guide students in creating a body-percussion pattern to accompany singing.
- Play two recordings of the same vocal music—one with accompaniment and one without. Discuss with the students the similarities and differences between the two performances.
- Discuss with students a variety of ways to make an accompaniment, using different resources (e.g., body percussion, voice, pitched percussion, orchestral instruments, keyboard instruments, digital rhythm tracks).

English Standard 1.1

- Provide students with opportunities to sing songs and/or reciting rhymes with and without instrumental accompaniment.
- Encourage students to use complete sentences to describe the differences in sound between two performances of the same song, one with accompaniment and one without. Discuss the differences in the expressive qualities of these two performances.
- Play short examples of accompanied and unaccompanied vocal music, and direct students to identify each, expressing their responses in complete sentences.
- Discuss with students their experiences singing with a karaoke machine. Direct students to recount the experience in logical order, using complete sentences.

Music Standard 1.11

The student will exhibit respect for the contribution of self and others in a music setting.

1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
-

Strand

Judgment and Criticism

Goals

The student will

- demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies;
- demonstrate the ability to apply aesthetic criteria for making artistic choices.

Related Academic Standard of Learning

History and Social Science Standard 1.10

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one's own actions;
- e) valuing honesty and truthfulness in oneself and others;
- f) participating in classroom decision making through voting.

Vocabulary

applause, attitude, honesty, participate, partner, patience, responsible, responsibility, self-control, sharing, sportsmanship, truthfulness

Materials

Classroom instruments

Instructional Strategies

Music Standard 1.11

- Encourage students to participate actively in large and small group musical activities.
- Lead a discussion with students about the factors that make a good performance.
- Discuss with students proper listening skills, and demonstrate appropriate applause.
- Provide opportunities for students to express constructive comments for improvement of a performance.
- Prompt students to verbally thank a team member for serving as a partner.
- Train students to wait patiently while taking turns in a group musical activity.
- Reinforce with students reasons for carefully handling musical instruments, and instruct students in the proper handling of each instrument.

History and Social Science Standard 1.10

- Select and teach students songs that encourage good character traits.
- Encourage students to compliment the best efforts of others in a music setting.
- Discuss with students how to react when other students are selected or honored in a music setting.
- Direct students to verbally admit inappropriate behavior choices and to demonstrate an effort to exhibit appropriate behavior in a music setting.
- Teach students to use courtesy words like *please* and *thank you* on a regular basis without prompting in a music setting.
- Train students to put musical instruments in their proper storage space in an orderly manner.

Music Standard 1.12

The student will identify the relationships between music and other disciplines.

Strand

Aesthetics

Goals

The student will

- 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 artistic choices.

Related Academic Standard of Learning

English Standard 1.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.
- d) Use vocabulary from other content areas.

Vocabulary

alike, compare, create, high, low, memorize, musical production, notation, rhythm, self-expression, symbol

Materials

Classroom instruments; selected literature; selected facts, terminology, and/or other information related to various subject areas

Instructional Strategies

Music Standard 1.12

- Discuss with students places where music is heard outside the music classroom (e.g., home, church, football field, dance studio, movie theater, concert hall, community celebration).
- Teach students songs to assist their memorization of facts from other subject areas.
- Lead a discussion comparing music and language to help students discover how they are similar:
 - Both use symbols for sound: written music uses notes to form music notation, while written language uses letters to form words.
 - Both are read from left to right.
 - Both communicate meaning.
 - Both have rhythm.
 - Both are used for self-expression.
- Assist students in creating word chants, using terms from other subject areas. Then, have students transfer rhythmic patterns of the chants to pitched and/or non-pitched instruments.
- Direct a musical production based on selected literature or a historical event.
- Guide students in explorations to discover why some sounds are high and some are low.

English Standard 1.2

- Lead a guessing game in which students listen for clues, ask for clarification and explanation of words and ideas, and follow simple two-step oral directions in order to identify a relationship between music and another discipline.
- Devise with students a list of words to describe selected music or musical instruments.
- Provide opportunities for students to follow two-step directions (e.g., walk to the beat of the music and freeze like a statue when the music stops).
- Teach the names of musical instruments, and explain the origins of the words.
- Teach musical terms appropriate to the grade level.