



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

**GRADE TWO**

*Commonwealth of Virginia  
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Richmond, Virginia 23218-2120  
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**Superintendent of Public Instruction**

Patricia I. Wright

**Assistant Superintendent for Instruction**

Linda M. Wallinger

**Office of Standards, Curriculum, and Instruction**

Mark R. Allan, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

**Edited, designed, and produced by the CTE Resource Center**

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Medical Park

2002 Bremo Road, Lower Level

Richmond, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Web site: [www.cteresource.org](http://www.cteresource.org)

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## **Acknowledgments**

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### **Project Director**

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

### **Project Consultant**

Suzanne Mallory-Parker  
Supervisor of Performing Arts  
Chesterfield County Public Schools

### **Resource Consultant**

William B. Obrochta  
Director of Education  
Virginia Historical Society

### **Resource Consultant**

Bruce B. Stevens  
Adjunct Instructor in Music  
University of Richmond

### **Writing Team**

Mary Anna Elser  
Virginia Beach Public Schools

Bonnie King  
Hopewell City Public Schools

Debra Kay Robinson Lindsay  
Fairfax County Public Schools

Lisa Overmyer  
Chesterfield County Public Schools

Carol Purcell  
Hanover County Public School

Alicia Cool Tobin  
Charlottesville City Public Schools

## 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/](http://www.doe.virginia.gov/instruction/fine_arts/music/strategies_correlations/) for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *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/](http://www.vahistorical.org/)
- Science Museum of Virginia, Richmond, [www.smv.org/](http://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
2.1	2.3			
2.2			2.3	
2.3	2.2			
2.4	2.5			
2.5			2.20	
2.6	2.6			
2.7				2.6
2.8			2.16	
2.9			2.2	
2.10		2.10		
2.11		2.12		

## Music Standard 2.1

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

1. Sing melodies within the range of a sixth.
  2. Sing a variety of songs individually and in groups.
  3. Play ostinato and single-chord accompaniments on classroom 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

#### *English Standard 2.3*

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

### Vocabulary

*accompaniment, call and response, melody, phrase*

### Materials

Children's books and poetry, pitched and non-pitched classroom instruments, recorded songs and other musical selections

### Instructional Strategies

#### *Music Standard 2.1*

- Provide materials for students to develop a repertoire of songs from varied styles and cultures.
- Model appropriate vocal techniques and matching pitches through the use of echo singing within the range of a sixth.
- Lead students in call-and-response songs in which they take turns singing individually or in small groups.
- Lead students in cooperative learning by dividing the class into small groups to develop an accompaniment for a chosen song. Have each group choose a rhythmic or melodic phrase from the song to use as an ostinato to be played on classroom instruments. Direct each group in accompanying the class as they sing the song.
- Use songs from the student repertoire as warm-up activities or as extended instrumental or movement activities.

#### *English Standard 2.3*

- Read or tell stories that include songs or instrumental melodies. Assign specific parts to students, and have them perform individually or in small groups as the story is told.
- Direct students to choose a song from their repertoire to lead the class in singing.
- Instruct each student to choose his/her favorite song from the class repertoire and use oral language to inform others why it is the favorite. Then, ask another student to summarize the information shared by the first student.

## Music Standard 2.2

**The student will perform and notate rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, and whole notes.**

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### 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 2.3*

The student will

- a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;
- b) write the fractions; and
- c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.

### Vocabulary

*beat, eighth note, half note, measure, note value, quarter note, quarter rest, rhythm, time signature, whole note*

### Materials

Drums, rhythm sticks, tone bells, small instruments, note-value flash cards, magnetic or Velcro notes and rests, large staff paper, music bingo cards, recordings of songs

### Instructional Strategies

#### *Music Standard 2.2*

- Using note-value cards, create various one-measure rhythmic patterns, and lead students in performing each pattern.
- Direct students to pat a steady beat with one foot while saying, clapping, or using small rhythm instruments (e.g., drums, rhythm sticks, tone bells) to perform the rhythms from the activity above.
- Play a bingo game using a variety of one-measure rhythmic patterns printed within the nine squares on the bingo card. Perform each rhythm out loud, and have students identify and mark which notated pattern matches the pattern heard. The first student to get three in a row (down, across, or diagonally) and yell “Bingo” wins.
- Challenge students to identify the number of beats each note or rest in a notated pattern receives.
- Direct a student to say his/her own name or favorite thing (e.g., kind of pizza, name of actor) in a rhythm to a steady beat. Have the class repeat it all together while keeping a steady beat. Then, have students use note values to notate the rhythmic pattern they just performed, and write below the notes the word(s) used to create the rhythm.

#### *Mathematics Standard 2.3*

- Display various one-measure rhythmic patterns made up of quarter notes and quarter rests. Instruct students to identify the fraction of each measure that is “taken up” or filled by the quarter notes. Next, display one-measure rhythmic patterns made up of other note values (i.e., paired eighth notes, half notes, and/or whole notes), and have students identify the fraction of each measure that is taken up by specified note values.
- Draw an empty measure with a time signature. Below the measure, write fractions that add up to the value of the whole measure. Have students write corresponding notes or rests above the fractions to fill the measure.

- Direct students to compare different note values by identifying the fraction of the larger note value that is represented by the smaller note value (e.g., a quarter note is one-fourth of a whole note; an eighth note is one-eighth of a whole note; an eighth note is one-half of a quarter note).

## Music Standard 2.3

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.
  5. Perform choreographed and non-choreographed movements.
- 

### 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

#### *English Standard 2.2*

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

### Vocabulary

*allegro, detached, dynamics, forte, largo, legato, piano, staccato, tempo*

### Materials

Recorded songs and other musical selections

### Instructional Strategies

#### *Music Standard 2.3*

- Provide materials for students to develop a repertoire of folk dances from various cultures.
- Guide students in improvising movement to recorded music in different styles and from different cultures.
- Instruct students in matching locomotor movements (e.g., walking, running, hopping skipping) to various listening selections, altering the movement when the tempo, dynamics, or mood of the music changes.
- Divide students into cooperative learning groups to create simple choreography for songs or instrumental music selections, using movement and/or body percussion.

#### *English Standard 2.2*

- Direct students to describe and discuss the movements they can imagine as they listen to a musical selection. Play the selection again, and have them demonstrate the described movements.
- Give students oral directions with no more than four steps to explain performing a simple dance. After reinforcing the four steps of the directions so that students remember them, have students perform the dance.
- Have individual students give the class clear oral directions for performing a four-beat rhythmic pattern, using body percussion. Have the class listen to the directions and follow them to perform the pattern.
- Divide students into cooperative learning groups to create movement to demonstrate musical antonyms (e.g., loud and soft, *piano* and *forte*, fast and slow, *allegro* and *largo*, smooth and detached, *legato* and *staccato*). Before performing, have each group explain to the class the meaning of the two terms, why they are antonyms, and how the movements they will perform demonstrate these concepts.

## Music Standard 2.4

The student will read lyrics containing more than one verse and including words divided into syllables.

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### 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

#### *English Standard 2.5*

The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words.

### Vocabulary

*lyrics, music notes, music staff, slur, syllables, verse*

### Materials

Sheet music or music books containing songs, highlighters in different colors, overhead projector, recordings of songs

### Instructional Strategies

#### *Music Standard 2.4*

- Choose several familiar songs whose printed words are divided into syllables. After having students sing the songs, display the printed music, and explain how to read the words that are divided into syllables. Have students practice reading such a text until they are comfortable with the process. Next, explain why the words are divided, demonstrating that each syllable is sung to either a different note or multiple notes. Point out the slurs that indicate singing one syllable to multiple notes.
- Direct students in singing a song that has more than one verse. Then, hand out copies of the song, and instruct students to distinguish the different verses by coloring each with a different colored highlighter. Lead students in reading each verse as a choral reading all together. Finally, have students sing each verse.
- Lead students to identify and read the music notation, staves, and lyrics of a song.

#### *English Standard 2.5*

- Direct students in exploring the rhythm of the syllables of their own names and writing the corresponding rhythmic notation. Choose a known melody, and match the students' names to the melody's rhythms to create a class song.
- Instruct students to follow lyrics as they sing a song. Lead them to discover multisyllabic words within the lyrics. Have them sing the multisyllabic words and notate their rhythms.
- Using a song with more than one verse, have the students use their knowledge of consonants, consonant blends, and consonant digraphs, as well as short, long, and r-controlled vowel patterns, to read the lyrics.

## Music Standard 2.5

The student will create music through a variety of experiences.

1. Create lyrics to familiar melodies.
  2. Create new verses to songs.
  3. Create accompaniments and ostinatos.
  4. Create music to enhance songs, stories, and poems.
  5. Create movement to illustrate meter and form.
- 

### 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 2.20*

The student will identify, create, and extend a wide variety of patterns.

### Vocabulary

*beat, body percussion, composer, conductor, contrast, form, lyrics, meter, ostinato, repetition, verse*

### Materials

Songs with lyrics and music notation, children’s books and poetry, pitched and non-pitched classroom instruments, paper, markers

### Instructional Strategies

#### *Music Standard 2.5*

- Instruct students to use classroom instruments, body percussion, and their voices to create sound effects to enhance stories or poems.
- Direct students to demonstrate repetition and contrast by using body percussion and/or movement to illustrate form and meter in musical selections.
- Challenge students to work individually or in small groups to write lyrics for familiar melodies and/or additional verses for familiar songs.
- Direct students to create ostinato accompaniments for songs, using rhythmic or melodic phrases.
- Facilitate student creation of movement to enhance or dramatize songs and/or familiar children’s stories.

#### *Mathematics Standard 2.20*

- Assign shapes to illustrate the form of a musical selection, using the same shape for repeated sections and different shapes for contrasting sections. Discuss the pattern created by the repetitions and contrasts.
- Divide students into small groups, and assign a shape or letter to each group. Direct each group to create a four-beat rhythmic pattern to be represented by the shape or letter and to perform the pattern, using body percussion.
- Direct students to create individually an eight-beat rhythmic pattern. Instruct students to demonstrate their patterns by using body percussion. Have students extend their pattern to 16 beats by performing it and immediately repeating it without “loosing a beat.”

## Music Standard 2.6

The student will recognize form in music.

1. Identify like and unlike melodic phrases.
  2. Identify and perform music in AB and ABA forms.
  3. Identify the beginning and end of phrases.
- 

### 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 2.6*

The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.
- d) Reread and self-correct.

### Vocabulary

*AB form, ABA form, alike, coda, dynamics, fermata, introduction, phrases, slur, tie*

### Materials

Signs for “A,” “B,” “Alike,” and “Different”; recordings of songs; sheet music or music books; story; poem

### Instructional Strategies

#### *Music Standard 2.6*

- Play a piece of music with like phrases, and ask students what makes the phrases alike. Then, play a piece with phrases that are different, and ask what makes them different. Write answers on board so that students have a song bank to use when listening.
- Give the students cards with the word *Alike* on them and other cards with the word *Different*. Play several songs with alike phrases and several with different phrases, and have students hold up the correct sign.
- Teach students a dance with certain movements for the A section and very different movements for the B section. Choose a piece in which two sections contrast greatly so students can demonstrate the different movements. Point out that this is a good example of AB form in music.
- Give half the class signs that say “A” and the other half signs saying “B.” Play or sing a song in AB or ABA form. Guide the students to hold up their signs when their section is sounding and put them down when their section ends.
- Direct students to use large movement “paint a rainbow in the air” that starts with the beginning of a phrase and ends at the conclusion of the phrase.

#### *English Standard 2.6*

- Explain to students that musical phrases often match sentence structure in that they both end when the thought *sounds* complete. Instruct students to read and sing the text of a familiar song to observe the ends of sentences in the text and the ends of corresponding musical phrases. Then play the song without the words, and have students raise their hands when each musical phrase ends.
- Have a student read a story aloud, and play music in the background to reflect its sentence structures. Lead a discussion about this process, including the similarities between story structure and musical form.
- Read a poem or story to the students. Instruct them to use music symbols (e.g., dynamic markings, fermata, slurs, ties) to depict the structure of the poem or story.

## Music Standard 2.7

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

1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
  2. Use music terminology to describe changes.
- 

### 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 2.6*

The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include

- a) identification of common storms and other weather phenomena;
- b) the uses and importance of measuring, recording, and interpreting weather data; and
- c) the uses and importance of tracking weather data over time.

### Vocabulary

*crescendo, decrescendo, diminuendo, dynamics, forte, piano, ritardando, tempo*

### Materials

Recorded songs and other musical selections, pitched and non-pitched classroom instruments

### Instructional Strategies

#### *Music Standard 2.7*

- Provide songs and listening selections that include sudden and gradual changes in tempo and dynamics.
- Teach students folk dances that incorporate sudden and gradual tempo and movement changes.
- Direct students to discuss and describe music, using musical terminology for tempo and dynamics.
- Guide students in using music symbols to indicate dynamic and tempo changes in music.
- Have students play a “dynamics game” in which one student hunts for a hidden object. Classmates give clues by clapping, singing, or playing classroom instruments louder as the student gets closer to the object and softer as the student gets farther away from it.

#### *Science Standard 2.6*

- Direct students to listen to, discuss, and dramatize musical selections that depict storms, wind, rain, the seasons, flowing rivers, the sea, and other aspects of nature. Have students listen for expressive qualities and changes in tempo and dynamics.
- Lead students in using classroom instruments, body percussion, or voices to create a musical thunderstorm. Create a score, using weather pictures to indicate where sounds should enter and where they should stop. Incorporate musical symbols for dynamics and tempo changes.

## Music Standard 2.8

**The student will identify selected orchestral and folk instruments, using sight and sound.**

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### 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 2.16*

The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).

### Vocabulary

*folk instrument, instrument family, orchestral instrument, timbre, tone*

### Materials

Pictures or videos of orchestral and folk instruments, recorded examples of orchestral and folk instruments, three-dimensional concrete figures

### Instructional Strategies

#### *Music Standard 2.8*

- Lead students in playing a matching game that uses pictures of instruments and instrument names on separate cards.
- Lead a class discussion about the different families of instruments and how their sounds are produced. Play listening examples of instruments from different families, and discuss how the timbres are different because of their different methods of tone production. Then, play listening examples of instruments from the same family, and discuss how their timbres are similar because of their method of tone production.
- Show students a video, or have guest instrumentalists perform for the students so they can see and hear instruments being played.
- Guide students in a discussion about the different orchestral and folk instrument families, identifying the tone and timbre of the instruments and the similar characteristics that define each family.
- Play recorded examples of selected orchestral and folk instruments. Ask students to describe the sounds and identify the instruments by their sounds.

#### *Mathematics Standard 2.16*

- Using three-dimensional figures, instruct students to describe the shapes of various musical instruments and sort them according to their basic shapes.
- Challenge students to explain how the size and three-dimensional shape of an instrument affect its tone production and timbre.
- Direct students to create an original musical instrument by combining three-dimensional shapes.

## Music Standard 2.9

The student will identify melodic patterns that move upward, downward, and remain the same.

1. Use the voice, instruments, and movement.
  2. Use music terminology.
  3. Use the seven letters of the music alphabet.
- 

### 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 2.2

The student will

- a) identify the ordinal positions first through twentieth, using an ordered set of objects; and
- b) write the ordinal numbers.

### Vocabulary

*melody, pitch, solfege*

### Materials

Solfege chart, flash cards with letter names of the notes A through G, pitched classroom instruments (e.g., tubes, bells, tone chimes)

### Instructional Strategies

#### Music Standard 2.9

- Direct students to identify by sound and sight melodic patterns that move upward, downward, and remain the same. Instruct students to imitate/illustrate the melodic patterns with movement.
- Using Kodaly hand signals and charts, instruct individual students to lead the class in student-created melodies that move up, down, or remain the same.
- Design a game in which students discover that the first seven letters of the alphabet are used repetitively to name the notes of the scale. For example, each student is given a card with one of the letters, A through G, and asked to find his/her spot in a continuous scale, remembering that A must follow G. Check for accuracy by singing the names of the notes while playing the pitches on the piano or other instrument.
- Find a familiar melody that uses all seven pitches of the musical alphabet (e.g., *Three Blind Mice*, which uses the seven pitches plus the octave above the tonic). Divide the class into groups of students, with one student per pitch of the melody. Give each student in the first group a pitched classroom instrument from a set. Instruct them to play the melody by following your direction as you point to the letters of the musical alphabet in the rhythm of the melody. Use a slow tempo at first. Emphasize that they must play their note only once *immediately* when you point to their pitch. Allow each group to have a go, increasing the tempo for each group. Then, repeat the activity with an unfamiliar melody.
- Guide students in singing familiar songs and identifying when their voices are moving up, down, or remaining the same. Have students show this motion with their hands.

#### Mathematics Standard 2.2

- Direct students to create a “scale song,” using the ordinal words *first* through *eighth*, with the word *first* belonging to the first note of the scale, and so on. Have students begin by singing up and down the scale, counting forwards and backwards with the ordinal words.
- Use ordinal words to arrange students or instruments in positions or rows.
- Sing ordinal words to give a series of directions. Have selected students imitate this process.

- Lead students to use ordinal words in discussing music previously studied.

## Music Standard 2.10

The student will exhibit respect for the contributions 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.
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### 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 2.10*

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

### Vocabulary

*blend, citizen, community, contribute, cooperation, ensemble, property, self-discipline*

### Materials

Recordings of music, classroom instruments

### Instructional Strategies

#### *Music Standard 2.10*

- Direct the students to sing together as an ensemble. Remind them to work together as a team, listen to each other as they sing, and try to blend into the group sound. Discuss the meaning of the word *ensemble*, comparing and contrasting it to the meaning of the word *team*.
- Play a piece of music or song for the students. Remind them that working together to listen means that they are sitting with quiet bodies and voices, “actively listening” to the music.
- Create and present a musical activity in which students are required to share an instrument and take turns.
- Teach the students a dance during which they must work together to be successful.
- Teach the students an ensemble piece in which all students play instruments simultaneously to create a group performance.

#### *History and Social Science Standard 2.10*

- Collaborate with students to create and list their own music activity rules, using the qualities of good citizenship as the guideline.
- Lead the class in a discussion of how they could use music to help improve their school and community.
- Direct students to discuss the importance of respecting and protecting the property of others, especially the music room equipment belonging to the school. Encourage students to demonstrate self-discipline, and discuss ways to incorporate self-discipline in music class.

## Music Standard 2.11

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

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### 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

#### *History and Social Science Standard 2.12*

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

### Vocabulary

*classical music, dynamics, folk music, jazz, lyrics, meter, musical play, opera, orchestra, phrasing, poem, rhythm, tempo*

### Materials

Recorded songs and musical selections, children's books and poetry, pitched and non-pitched classroom instruments

### Instructional Strategies

#### *Music Standard 2.11*

- Assist students in creating a new set of lyrics to a familiar song, using terms from another discipline/subject area. Have the class sing the song with accompaniment by pitched and/or non-pitched instruments. Repeat the activity with terms from yet another subject area.
- Teach students a song related to a literature selection that they are studying. Discuss how the song helps to bring the story alive and make it more memorable.
- Teach students a song related to a historical event that the students are studying. Then, utilize the song and the historical event to develop a short musical play for the students to perform.
- Have students compare a poem they have read during English study with a song of similar nature, exploring the similarities between the poem and the song's lyrics. Then, discuss the relationship between music and poetry—i.e., musical elements like meter, rhythm, tempo, phrasing, and dynamics that are also part of poetry when it is read aloud. Have students practice reading a short poem aloud, focusing on meter, rhythm, tempo, phrasing, and dynamics. Then, have them sing it to a familiar melody, focusing on the same elements—meter, rhythm, tempo, phrasing, and dynamics.

#### *History and Social Science Standard 2.12*

- Direct students to listen to musical selections that reflect the ethnic diversity of the United States. Discuss music brought to the United States by immigrants from selected other countries, and help students identify the relationship between these musical selections and other disciplines, such as history, language arts, science, and/or mathematics.
- Use culturally diverse musical selections to enable students to enhance poems and stories that illustrate the diversity found in American culture. Discuss with students how to identify the relationship between these musical selections and the cultures that inspired them.
- Instruct students to read about and listen to music of American composers and performers of music in different musical genres, from classical to folk, jazz to rock. Discuss how the ethnic backgrounds of these persons probably influenced their musical styles.