



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

**GRADE THREE**

*Commonwealth of Virginia  
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## **Acknowledgments**

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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/](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
3.1		3.2		
3.2			3.3	
3.3			3.9	
3.4	3.1			
3.5				3.1
3.6	3.1			
3.7	3.11			
3.8				3.8
3.9	3.11			
3.10	3.7			
3.11		3.1		
3.12	3.2			
3.13				3.9
3.14		3.10		
3.15		3.12		

## Music Standard 3.1

The student will sing a repertoire of songs in tune with a clear tone quality.

1. Sing melodies within the range of an octave.
  2. Perform in a two-part music ensemble.
  3. Accompany singing with rhythm and/or melody instruments.
  4. Use music terminology to interpret a music selection.
- 

### 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 3.2*

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

### Vocabulary

*accompaniment, duet, ensemble, harmony, intonation, major scale, melody, octave, partner song, round, scale, solfege, tone*

### Materials

Recordings of music, classroom instruments, song book or other sheet music

### Instructional Strategies

#### *Music Standard 3.1*

- Explain the concept of a major scale. Lead students in singing a major scale, using solfege or a neutral syllable. Lead students in singing an octave leap. Demonstrate using the scale to practice singing in tune with a clear tone quality.
- Direct students in warm-ups and simple songs within the range of an octave to reinforce singing in tune with a clear tone quality.
- Teach half of the class song one of a “partner song” (two songs that share common harmonic progressions). Then teach the other half of the class song two. Have each group stand in a closed circle on opposite sides of the room and sing their songs simultaneously. As students become increasingly comfortable and successful, move the groups closer and closer together. Repeat the process with rounds and duets. This is an excellent way to accustom students to singing songs in parts.
- Guide the students in singing a familiar song. Teach an instrumental accompaniment, using classroom instruments. Direct part of the class in singing while others accompany. Then, switch the groups.
- Teach the class an arrangement of a popular patriotic song. Then, play two or more recordings of professionals performing the song. Instruct the class to compare the two recorded versions, using musical terminology to interpret the music.

#### *History and Social Science Standard 3.2*

- Introduce a West African story that is told through music. Lead students to discover that songs can be used to tell stories and pass down traditions. Guide students to accompany the song, using traditional African drumming.
- Select and play a piece of West African music. Instruct students to interpret the musical selection, using musical terminology.

## Music Standard 3.2

The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, and whole notes, using body percussion, melodic percussion instruments, or non-pitched percussion instruments.

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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 3.3*

The student will

- a) name and write fractions (including mixed numbers) represented by a model;
- b) model fractions (including mixed numbers) and write the fractions' names; and
- c) compare fractions having like and unlike denominators, using words and symbols ( $>$ ,  $<$ , or  $=$ ).

### Vocabulary

*beat, dotted half note, eighth note, four-four meter, four-four time, half note, measure, phrase, quarter note, quarter rest, rhythmic pattern, sixteenth note, two-four meter, two-four time, whole note*

### Materials

Pitched and non-pitched classroom instruments, recorded songs and other musical selections, flashcards of rhythmic patterns, manipulative materials for notating notes and rests

### Instructional Strategies

#### *Music Standard 3.2*

- Lead students in using body percussion and/or classroom instruments to perform a four-measure rhythmic pattern in two-four meter, ending on the first beat of the fifth measure. Repeat the exercise with a variety of rhythmic patterns. Model improvising rhythmically within the phrase, and then ask selected individual students to improvise.
- Use lyrics/word phrases to reinforce notated rhythms that students play on classroom instruments.
- Use flashcards to reinforce note recognition and rhythm reading.
- Direct students to use manipulatives or pencil and paper to notate rhythmic patterns.

#### *Mathematics Standard 3.3*

- Assist students in visualizing the length of a whole note and its division into four quarter notes by drawing a large whole note on the board and dividing it into four quadrants, using light, dotted lines. Tell the class that each of the four parts of the whole note *represents* or *equals* a quarter note. Draw a quarter note inside each quadrant. Then, have the class count “1-2-3-4” as you point to each quarter note, using a steady, slow beat. Emphasize that the *length of time* it took to point-count the four quarter notes is the *length of time* that the whole note lasts. Erase the quarter notes and dividing lines, and have the class repeat the counting as you point to the places where they were located. Draw a new whole note, and have the class point-count it. Repeat the exercise for a half note; then, repeat again for a dotted half note.
- Using flashcards or notes drawn on the board, direct students to speak the pulse of indicated whole notes, half notes, quarter notes, and eighth notes while listening to a musical selection. Extend the activity to include locomotor movement to show the value of each indicated note.

- Lead students in notating rhythms in two-four and four-four meters, using different combinations of whole notes, dotted half notes, half notes, quarter notes, quarter rests, single and paired eighth notes, and sixteenth notes. Have the class or groups of students perform the notated rhythms.
- Direct students to use classroom instruments to demonstrate the relationship of whole notes, half notes, quarter notes, eighth notes, and sixteenth notes.

## Music Standard 3.3

The student will notate and perform melodies from the treble staff, using traditional notation.

1. Use voice or melodic instruments.
  2. Use a wide range of tempos and dynamics.
  3. Recognize that music is divided into measures.
- 

### 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 3.9*

The student will estimate and use U.S. Customary and metric units to measure

- a) length to the nearest 1/2-inch, inch, foot, yard, centimeter, and meter;
- b) liquid volume in cups, pints, quarts, gallons, and liters;
- c) weight/mass in ounces, pounds, grams, and kilograms; and
- d) area and perimeter.

### Vocabulary

*allegro, andante, dynamic level, dynamics, eighth notes, flat, forte, grave, half note, half rest, largo, measure, mezzo, moderato, piano, quarter note, quarter rest, sharp, staff, tempo, time signature, treble clef, vivace, whole note*

### Materials

Staff paper (large and small), pitched classroom instruments, prepared worksheets and/or overheads

### Instructional Strategies

#### *Music Standard 3.3*

- Using the treble clef, music staff, and musical alphabet, spell words with music notation (e.g., spell BAG by placing each of three quarter notes on the appropriate lines or space on the treble staff). Have students identify the words spelled. Then, have students notate words in this manner specific on the treble staff.
- Direct students to play simple melodies written in music notation, using pitched classroom instruments. As a follow-up, have students sing the melody by singing the note names to the correct pitches.
- Guide students in discovering that when singing or playing an instrument, different tempos and dynamics require different kinds of body movements, such as different kinds of breathing. Demonstrate by singing or playing a familiar melody in different tempos and dynamics. Then, have students experience the variations in body movements that different tempos and dynamics require by performing the melody in different ways.
- Reinforce the relationship between the time signature and measures in music notation. Give students a piece of music notated without measures (without bar lines). As a class, work together to create the measures by drawing the bar lines in the correct places. Discuss the reasons why music notation is generally organized into measures.
- Lead the class in singing a familiar, simple melody. Give each student a pitched instrument on which to explore playing the melody. Guide the class in notating the melody, using traditional music notation.

#### *Mathematics Standard 3.9*

- Compare with students linear measurements in mathematics with note lengths and phrase lengths in music.

- Using weight/mass measurements, explain to students how different amounts of air pressure or arm weight can change the dynamic level when playing an instrument.

## Music Standard 3.4

The student will respond to music with movement.

1. Perform line and circle dances.
  2. Perform dances and games from various cultures.
  3. Dramatize songs, stories, and poems.
  4. 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 3.1*

The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

### Vocabulary

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

### Materials

Recorded songs and other musical selections, collections of children’s literature and poetry

### Instructional Strategies

#### *Music Standard 3.4*

- Guide students in developing a repertoire of folk dances from various cultures.
- Lead students in improvising movement to recorded music in different styles and from various cultures.
- Instruct students to match locomotor movement (walking, running, hopping, skipping, etc.) to rhythms in recorded or performed listening selections. Instruct students to alter the movement when the tempo, articulation, dynamics, or mood of the music changes so that the movement will continue to match the rhythms.
- Direct students to use cooperative learning strategies in creating simple choreography that uses movement and body percussion to dramatize songs, stories, and poems.

#### *English Standard 3.1*

- Facilitate cooperative learning strategies in small groups to plan and perform choreography to dramatize a poem or short story. Have each group explain to the class what they did and what they learned.
- Give verbal instructions for performing a line or circle dance, and have individual students summarize the instructions, asking questions as necessary. Choose individual students to give similar directions to a group of students, and have the members of the group demonstrate listening attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. Then, have the group demonstrate understanding by performing the dance, responding to the music with movement.
- Model for students the use of whole-sentence responses to questions.
- Facilitate student discussions to summarize and review classroom activities.

## Music Standard 3.5

**The student will perform in a two-part ensemble, using pitched and non-pitched instruments.**

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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

#### *Science Standard 3.1*

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

- a) observations are made and are repeated to ensure accuracy;
- b) predictions are formulated using a variety of sources of information;
- c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
- d) natural events are sequenced chronologically;
- e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
- f) time is measured to the nearest minute using proper tools and techniques;
- g) questions are developed to formulate hypotheses;
- h) data are gathered, charted, graphed, and analyzed;
- i) unexpected or unusual quantitative data are recognized;
- j) inferences are made and conclusions are drawn;
- k) data are communicated;
- l) models are designed and built; and
- m) current applications are used to reinforce science concepts.

### Vocabulary

*ensemble, four-four time, non-pitched instruments, ostinato, pitched instruments, three-four time*

### Materials

Songs, pitched and non-pitched instruments

### Instructional Strategies

#### *Music Standard 3.5*

- Divide the class into two groups. Direct one group to keep a steady beat on non-pitched instruments while the second group plays a melody on pitched instruments.
- Instruct one-half of the class to work cooperatively to create a rhythmic pattern in four-four time and the other half to create a melody in four-four time. Then instruct the groups to play their musical creations simultaneously. Direct students to critique the resulting composition constructively. Repeat the activity with three-four time.
- Teach the class a song. Then, divide the class into two groups, and instruct one group to play two melodic patterns from the song on pitched instruments while the second group plays two rhythmic patterns from the song on non-pitched instruments.
- Teach the class a song. Then, divide the class into two groups, and instruct one group to sing the song while the other group plays an ostinato on pitched and non-pitched instruments.

***Science Standard 3.1***

- Instruct students to divide all the classroom instruments into two sets—pitched instruments and non-pitched instruments. Then, instruct students to divide each set into two subsets—large instruments and small instruments.
- Lead students to perform a song in a two-part ensemble. Instruct students to time the performance to the nearest minute.
- Lead students in a discussion to predict how different combinations of instruments will sound when played. Direct student to test their predictions by playing several of the predicted combinations. Conclude with a class discussion of the results.

## Music Standard 3.6

The student will perform I and V (V<sup>7</sup>) chords to accompany a two-chord melody, using classroom instruments.

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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 3.1*

The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

### Vocabulary

*accompaniment, broken chord, chord, dominant chord, harmony, key, melody, Roman numerals, tonic chord*

### Materials

Student music texts or collections of songs with lyrics and notation, pitched classroom instruments, signs to indicate I and V chords, highlighters

### Instructional Strategies

#### *Music Standard 3.6*

- Discuss the Roman numerals I and V and how they are used to indicate the tonic chord and the dominant chord in any key (the chords based on the first and fifth notes of the scale). Make signs for each student with the Roman numeral “I” on one side and “V” on the other side. Play I and V chords on a piano or other keyboard instrument. As chords are played, direct students to hold up their signs to indicate the chord.
- Direct students in creating and playing I and V chord accompaniments on pitched classroom instruments while singing melodies.
- Mark sheet music in different colors to help students identify I and V chords in a song.

#### *English Standard 3.1*

- Guide students to use cooperative learning strategies in small groups while performing.
- Choose individual students to give directions and conduct the group to perform accompaniments on classroom instruments, using I and V (V<sup>7</sup>) chords.
- Direct students to use whole-sentence responses to teacher or student prompts.
- Lead student discussions to summarize and/or review classroom music activities.

## Music Standard 3.7

The student will create music through a variety of experiences.

1. Create accompaniments and ostinatos for songs and chants.
  2. Create movement to illustrate meter and form.
  3. Create lyrics to familiar melodies.
  4. Create new verses to songs.
- 

### 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 3.11*

The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

### Vocabulary

*accompaniment, form, lyrics, meter, ostinato, verse*

### Materials

Classroom instruments, music selections

### Instructional Strategies

#### *Music Standard 3.7*

- Divide the class into four or five groups, and assign each group a specific instrument. Instruct each group to create a rhythmic or melodic pattern (ostinato) to accompany a selected song or chant. Have each group perform their pattern for the rest of the class. Then, have each group accompany the selected song or chant.
- Direct students to create a body-percussion pattern in which each beat of a specific meter is different (e.g., snap-clap-slap for three-four meter).
- Divide the class into three groups. Assign each group one section of a song in ABC form, and instruct each group to create movement to illustrate the meter and form of their section. Have the three groups perform their movements as the song is played.
- Instruct students to write new lyrics to a favorite song.
- Teach a song that tells a story. Before teaching the last verse of the song, instruct students to write their own last verse to finish the story. After choosing individual students to share their lyrics with the class, teach the students the actual last verse.

#### *English Standard 3.11*

- Instruct students to write their own lyrics to a familiar melody. Discuss how to organize the lyrics to fit the rhythmic patterns of the music. Also discuss rhyming patterns and phrases.
- Direct students to type their lyrics in a word processing program. If available, use a music writing program to combine music and lyrics.
- Lead a discussion on how lyrics should be suited to and understood by an intended audience.

## Music Standard 3.8

The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to identify which beats are strong and which beats are weak.

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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

#### *Science Standard 3.8*

The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include

- a) patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides;
- b) animal life cycles; and
- c) plant life cycles.

### Vocabulary

*accent, beat, meter, rhythm, strong beat, weak beat*

### Materials

Teacher-made charts showing quarter notes with accents, recorded songs and other musical selections, drums and other non-pitched classroom instruments, pitched classroom instruments, pencils or markers

### Instructional Strategies

#### *Music Standard 3.8*

- Create a rhythm chart with a series of quarter notes that have accents drawn under every other note: ♩. Direct students to count the quarter notes, beginning with a loud “ONE” for the accented note and saying “two” softly for the unaccented notes: “ONE – two – ONE – two.” Discuss the concept of accented and unaccented notes. Repeat the activity with a chart showing accents drawn under every third quarter note and having the students to count “ONE – two – three – ONE – two – three.” Transfer the counting to body percussion, with the students making a noticeably louder sound for each accented note than they make for the unaccented notes.
- Discuss the concept of strong and weak beats and the relationship of this concept to accented and unaccented notes. Direct students to use locomotor movement or body percussion to show the strong and weak beats in listening selections in which beats are grouped in twos or threes.
- Direct students to use drums or other classroom instruments to perform strong and weak beats in groups of two or three.
- Instruct individual students to conduct the group in singing songs in two-four and/or three-four time.

#### *Science Standard 3.8*

- Using cooperative learning strategies, direct groups of students to create a rhythmic score depicting a pattern found in nature. Have students use music notation to notate their score, grouping beats in twos or threes by drawing accents under the strong beats.
- Collaborate with students to depict of the life cycle of a plant, using pitched and non-pitched percussion instruments. Assign stages of the life cycle to individuals or groups of instruments. Use the life cycle chart as the score. Develop rhythms in twos or threes for specific stages within the cycle.

## **Music Standard 3.9**

**The student will identify ABC form.**

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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**

#### ***English Standard 3.11***

The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

### **Vocabulary**

*ABC form, musical elements, section*

### **Materials**

“A”, “B”, and “C” signs; crayons or markers; graphic organizers; geometric shapes; music

### **Instructional Strategies**

#### ***Music Standard 3.9***

- Play a song that had three contrasting sections, and guide students to identify the form of the song as ABC form. Facilitate a class discussion of each section’s characteristics.
- Teach the students a dance that uses a different style of movement for each section of a piece in ABC form.
- Play a song in ABC form, and have students draw a picture to illustrate each contrasting section.
- Make three signs—one labeled “A”, one labeled “B”, and one labeled “C.” Choose three students to hold the signs at the front of the class. Play a piece in ABC form, and as the music plays, direct the appropriate student hold up his/her sign. When the sign goes up, the group of students sitting in front of that sign stands up.
- Use a geometric shape to symbolize each section of a song that the students know how to sing (e.g., square for “A,” circle for “B,” triangle for “C”). Use the shapes to mix up the order of the sections, and direct students to sing each section in the order of the shapes.

#### ***English Standard 3.11***

- Instruct students to write three paragraphs, each describing one of the sections of a piece of music in ABC form. Have students explain the characteristics that make each section different from the others.
- Guide the students in writing a story or letter with three contrasting elements (e.g., three characters in the story or three ideas to share in a letter).
- Provide graphic organizers for students to analyze music in ABC form.

## **Music Standard 3.10**

**The student will recognize music symbols within a musical score and use music terminology to explain their functions.**

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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**

#### ***English Standard 3.7***

The student will demonstrate comprehension of information from a variety of print and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

### **Vocabulary**

*accent, bar line, bass clef, meter signature, repeat sign, score, staff, treble clef*

### **Materials**

Student music texts or collections of songs with lyrics and music notation, recorded songs and other musical selections, posters showing music symbols and terms, music notation software, pencils or markers, computers with Web access, computer printer, index cards, scissors, glue

### **Instructional Strategies**

#### ***Music Standard 3.10***

- Display charts and posters that include musical symbols and terms. Review the meanings of the displayed symbols, using musical terminology.
- Teach students to match music symbols with their names and functions.
- Guide students in using musical terms and symbols correctly when composing and notating music.
- Instruct students to draw or show music symbols in response to selected listening selections.
- Direct students to sing songs and play instruments, using notated music that includes music symbols. Challenge them to show their understanding of the music symbols by reflecting the meanings of the symbols in their performances.

#### ***English Standard 3.7***

- Assist students in researching the meaning of musical terms and music symbols in a variety of reference materials, including online resources.
- Have students make music-symbol flash cards by finding music symbols online, copying and pasting them into a word processing document, cutting out each example, and pasting the examples onto index cards.
- Guide students in using music notation software.

## Music Standard 3.11

The student will explore the music of world cultures through song, dance, and movement.

1. Study folk tales and musical settings of folk tales.
  2. Listen to examples of instruments not traditionally found in bands or orchestras.
  3. Interpret music through movement.
  4. Perform traditional dances.
- 

### 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

#### *History and Social Science Standard 3.1*

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

### Vocabulary

*folk song, folk tale, mood, musical style, tempo, timbre*

### Materials

Recordings of music and instruments from different cultures, pictures and videos of dances from different cultures, folk tale, classroom instruments, culturally specific instruments

### Instructional Strategies

#### *Music Standard 3.11*

- Play a variety of music featuring instruments from different countries and cultures. Explain the characteristics of the different instruments, and show pictures of them.
- Read aloud a folk tale from another culture, and discuss the similarities and differences between that folk tale and folk tales from the United States. Instruct the class to listen to an authentic instrumental accompaniment of the folk tale.
- Play music from another culture, and have the students interpret the music through movement. Discuss how movement can reflect the style, mood, tempo, and meaning of the piece of music. If possible, show a video of traditional movement or dances belonging to that culture.
- Teach students a traditional dance from another culture. Show students pictures or a video of the dance performed by members of that culture. Correlate the purpose of the attire with the culture.
- Play musical examples of instruments from the same instrument family, choosing instruments from the traditional band or orchestral instrument families or from instrument families of other cultures. Discuss the similarities and differences in how the instruments are held and played and in their timbres. Repeat the activity with instruments from other families.

#### *History and Social Science Standard 3.1*

- Discuss with the students how music from ancient Greece and Rome influenced our western music of today.
- Discuss the origin and history of the Olympic Games in Greece, including how music and dance have been a part of the opening and closing ceremonies of the Olympic Games from the beginning. Have students view a short video excerpt of the opening of the 2004 Summer Olympic Games in Athens, Greece. Discuss with students how the music, dance, and costumes reflect the history of the games and Greece.

## **Music Standard 3.12**

**The student will identify the four orchestral families (woodwind, string, brass, percussion), 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**

#### ***English Standard 3.2***

The student will present brief oral reports, using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

### **Vocabulary**

*brass family, orchestra, percussion family, string family, woodwind family*

### **Materials**

Student music texts, posters of the orchestra families with pictures of the instruments, recorded orchestral music selections, videos (VHS or DVD) of orchestral performances showing close-ups of instruments being played

### **Instructional Strategies**

#### ***Music Standard 3.12***

- Display posters and/or other visuals of the four families of orchestral instruments.
- Provide listening selections that clearly feature the four orchestral families, highlighting the sounds of individual instruments from each. As each instrument is heard, point to its picture on the displayed poster.
- Show students a video of an orchestral performance, noting the name and sound of each instrument as it is shown. After viewing, have students write a description of the appearance and tone of each featured instrument—what it looks like and what it sounds like. Have students categorize the featured instruments according to the four orchestral families.
- Lead students in playing games in which they respond to the sound or picture of an instrument to advance or receive a token.
- Arrange opportunities for students to attend live performances. After the performance, have students discuss the four orchestral families.

#### ***English Standard 3.2***

- Encourage students to participate in oral discussions about the four orchestral families.
- Assign each student an instrument to research. Guide a question-and-answer session in which classmates ask each student several questions about his/her instrument.

## Music Standard 3.13

The student will demonstrate the melodic shape (contour) of a musical phrase, using music terminology to describe how pitches may move upward, downward, or stay the same.

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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

#### Science Standard 3.9

The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

- a) there are many sources of water on Earth;
- b) the energy from the sun drives the water cycle;
- c) the water cycle involves several processes;
- d) water is essential for living things; and
- e) water on Earth is limited and needs to be conserved.

### Vocabulary

*downward, melodic contour, phrase, upward*

### Materials

Music, crayons and/or markers

### Instructional Strategies

#### Music Standard 3.13

- Guide students in singing a song using the word *up* when the notes are moving upward, *down* when they move downward, and *same* when they repeat. Have each student move a hand to demonstrate the direction of movement.
- Instruct students to play connect-the-dots with the note heads in a piece of music. Have them use the color blue to connect two or more notes that move upward, red to connect notes moving downward, and green to connect the notes that are staying the same (repeating).
- Direct students to sing a phrase from a song. As they sing, have them trace the melodic contour in the air with their hands. Then, have them draw it on paper.
- Draw five different melodic contour lines on the board, and number them 1 through 5. Then, play or sing a phrase that corresponds to one of the contour lines, and challenge students to identify the line that matches the phrase they hear. Repeat the process with two or three of the other phrases. If students have difficulty with understanding this activity, review the concepts of notes in a melody moving up, down, or staying the same.

#### Science Standard 3.9

- Guide students to write a song, using the water cycle as its theme. Assist them to design the melodic contour to match the direction the water is moving in the water cycle (e.g., water evaporates up, so notes should move up; precipitation falls down to the ground, so notes should move down).

## Music Standard 3.14

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.
- 

### 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 3.10*

The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

### Vocabulary

*audience, copyright law, etiquette, spirit of the law*

### Materials

Resources (including Internet) about copyright laws, pencils or markers

### Instructional Strategies

#### *Music Standard 3.14*

- Provide opportunities for student musical performance in the school and community. Discuss how such performances can be a display of good citizenship.
- Direct students to sing and play instruments in activities that involve taking turns and sharing.
- Insist on appropriate audience etiquette in the classroom as well as at assembly programs and concerts. Instruct students to write a list of guidelines to follow in such situations.
- Direct students in constructively evaluating and critiquing musical performances they witness. Instruct them in ways to offer constructive criticism to peers while remaining positive and encouraging.

#### *History and Social Science Standard 3.10*

- Lead a class discussion in which the students compare an orchestra to the government. Ask the following questions: “What if everyone were to play whatever he or she wanted? What if everyone took his or her own tempo? How will everyone know what to do or how to act? Who is leader?”
- Explore with students the copyright laws and the protection of intellectual property, focusing on the reasons why such laws exist—their purposes. Discuss the meaning of “the spirit of the law.”

## **Music Standard 3.15**

**The student will describe 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 3.12***

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

### **Vocabulary**

*diversity, musical genres*

### **Materials**

Music, stories, poems

### **Instructional Strategies**

#### ***Music Standard 3.15***

- Discuss with students how to compare characteristics such as pattern, texture, meter, form, and color in music (particularly songs), literature (particularly poetry), and visual arts.
- Describe to students ways in which the principles and subject matter of other disciplines are interrelated with those of music (e.g., vibration and pitch: science; note values and meter: mathematics; musical periods and styles: history and social science; choral reading and singing songs: English and foreign languages).
- Guide students in describing how simple meters and note values relate to fractions and division concepts of mathematics.
- Lead students in a discussion of the value and importance of African American spirituals and Native American songs in our nation's history.
- Lead a discussion on how music is integrated into the lives of modern Americans. Talk about music in media and other aspects of our culture. Discuss the relationships between music and other disciplines.
- Discuss with students various careers in music that connect music with other disciplines.

#### ***History and Social Science Standard 3.12***

- Introduce a repertoire of songs and listening selections that reflect the diverse ethnic origins, customs, and traditions of Americans, including musical selections from different genres (e.g., classical orchestral music selection, opera aria, chamber music movement, musical theater song, jazz band selection, blues song, mariachi band selection, etc.). Discuss how these very different kinds of music reflect the diverse ethnic origins, customs, and traditions of Americans, yet they can be part of the lives of all Americans, to be appreciated and enjoyed by all.
- Direct students to listen to music and perform dances that reflect the ethnic diversity of America.
- Discuss with students the right to free speech and how this right affects music.
- Instruct students to survey the class to discover different cultural backgrounds. Have them make a chart to show the different cultures represented in the class. Lead students in studying music from each of the cultures listed.