



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

GRADE FOUR

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

Copyright © 2010

by the

Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
www.doe.virginia.gov

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

Superintendent of Public Instruction

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 Bremono Road, Lower Level

Richmond, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Web site: www.cteresource.org

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

NOTICE

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.

Table of Contents

Acknowledgments	iv
Introduction	v
Standards of Learning Correlation Chart.....	viii
Music Standard 4.1	1
Music Standard 4.2.....	3
Music Standard 4.3.....	5
Music Standard 4.4.....	6
Music Standard 4.5.....	7
Music Standard 4.6.....	8
Music Standard 4.7	9
Music Standard 4.8.....	10
Music Standard 4.9.....	11
Music Standard 4.10.....	12
Music Standard 4.11	13
Music Standard 4.12.....	14
Music Standard 4.13.....	16
Music Standard 4.14.....	18
Music Standard 4.15.....	20

Acknowledgments

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

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/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

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

Correlations with Core Academic Standards of Learning

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

Strands

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

Performance and Production

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

Cultural Context and Music Theory

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

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

Judgment and Criticism

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

Aesthetics

Students will reflect on and respond to the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetic responses. By listening to and evaluating the works of musical artists, students will become aware of the contribution of music to the quality of the human experience.

Goals

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

- Develop understanding of music through experiences in singing, moving, listening, and playing instruments.
- Develop the ability to read and notate music.
- Create compositions that transcribe their thoughts and emotions into concrete musical forms of human expression.
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge.
- Demonstrate the ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Vocabulary

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

Materials

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

Instructional Strategies

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

Assessment

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

document student learning by various methods, including structured and informal observations, interviews, projects and tasks, performances, and multiple-choice and short-answer tests.

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

Resources

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

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

Standards of Learning Correlation Chart

Music Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
4.1	4.1			
4.2	4.1			
4.3	4.1			
4.4	4.1			
4.5	4.1			
4.6	4.1			
4.7	4.9			
4.8		VS.1		
4.9	4.2			
4.10			4.11	
4.11			4.2	
4.12	4.2			
4.13		VS.1		
4.14	4.1			
4.15		VS.9		

Music Standard 4.1

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

1. Sing with expression, using indicated dynamics and phrasing.
 2. Sing in a group performing songs in simple harmony.
-

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 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

breath support, canon, diction, dynamics, harmony, partner song, phrasing, round, tone quality

Materials

Visuals of melody and harmony parts, visuals of various dynamic levels, visuals of phrasing techniques, audio or video recording and playback device, audio and/or video excerpts and playback devices, paper, pencils

Instructional Strategies

Music Standard 4.1

- Lead students in singing songs accurately and independently to reflect an understanding of tonal and rhythmic elements. Direct them in controlling their voices in order to produce accurate pitch and a clear tone quality. Coach them in performing expressively with appropriate dynamics and phrasing.
- Lead two student groups in singing a “partner song” (two songs that share common harmonic progressions).
- Challenge students to sing one part alone or with one or two others while others sing another part. Then, lead students in singing songs in three or four parts.
- Have students sing songs in parts from memory so they may concentrate on singing accurately and expressively, with appropriate dynamics and phrasing and with good tuning and tone quality.
- Provide students with audio and/or video examples of choral performances by outstanding groups that demonstrate highly expressive qualities, including wide-ranging dynamic levels and artistic phrasing.

English Standard 4.1

- Direct students in singing choral literature in harmony with varying dynamic levels, artistic phrasing, and other expressive qualities. Lead a class discussion about singing in harmony with expression, making sure students use effective oral communication skills, such as using evidence to support opinions and using grammatically correct language and specific vocabulary to communicate ideas.

- Use an audio or video device to record individual students and/or small groups demonstrating the performance of dynamics, phrasing, and/or harmony. Have the class evaluate and constructively critique each performance, making sure students use effective oral communication skills and remain positive in their critiques.

Music Standard 4.2

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

Strand

Performance and Production

Goals

The student will

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

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

dotted half note, eighth note, half note, half rest, paired eighth notes, quarter note, quarter rest, rhythm, rhythm band, sixteenth note, whole note, whole rest

Materials

Audio or video recording and playback devices, audio or video excerpts, classroom instruments, paper, pencils, staff paper, visuals of various rhythms

Instructional Strategies

Music Standard 4.2

- Direct students to read and perform rhythmic patterns, using body percussion or classroom instruments, to demonstrate an understanding of the note values listed in the standard.
- Dictate rhythmic patterns that use the note values in the standard, and lead students in notating the rhythms.
- Direct students in playing notated rhythmic patterns on classroom instruments to accompany familiar songs.

English Standard 4.1

- Explore with students through discussion the similarities and differences of varying rhythmic patterns within selected music. Challenge students to use appropriate music vocabulary when referring to the rhythmic patterns and notes.
- Put students into small groups, and challenge group members to seek ideas and opinions of others within their group to create rhythmic patterns to be played on classroom instruments.
- Lead a discussion with students on identifying rhythms within selected passages of appropriate rap songs or other contemporary songs. Encourage students to use effective oral communication skills during the discussion.

- Lead a small group of students in reading and performing rhythm band music. Have the class evaluate and constructively critique the performance, using evidence to support opinions and using grammatically correct language and specific vocabulary to communicate ideas.

Music Standard 4.3

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

1. Identify melodic movement as step, leap, or repeat.
 2. Use voice or 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 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

leap, melodic movement, repeat, staff, step, treble clef

Materials

Visuals of melodic steps, leaps, and repeats; visuals of melodies and rhythmic patterns; overhead projector; transparencies; markers; audio and/or video excerpts and playback devices, paper, pencils, staff paper

Instructional Strategies

Music Standard 4.3

- Demonstrate for students how musical notation represents both melodic movement (pitches) and durations (rhythms).
- Teach students to identify the letter names of the lines and spaces of the treble clef.
- Teach students to read, write, and perform diatonic scales on classroom instruments.
- Show students how to notate a four-measure melody and perform it on a recorder, another pitched classroom instrument, or with the voice.
- Explain to students melodic movement as a series of steps, leaps, and repeats. Have students identify the steps, leaps, and repeats in a notated melody. Have them sing the notated melody, using the words *step*, *leap*, and *repeat* as appropriate for each note.
- Model for students how to trace the melodic contour of a song and label the steps, leaps, and repeats. Assist students in creating melodic contour charts to appropriate songs.

English Standard 4.1

- Facilitate a class discussion to summarize a group musical activity.
- Challenge student groups to perform given melodic patterns on classroom instruments.

Music Standard 4.4

The student will respond to music with movement.

1. Perform choreographed and non-choreographed movements.
 2. Perform traditional folk dances.
 3. Use body percussion.
-

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 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

choreography, dance, movement

Materials

Audio or video recording and playback device, paper, pencils, visuals of various dances

Instructional Strategies

Music Standard 4.4

- Challenge students to create movements to varying styles of music to be performed individually, by a small group, or by the whole class.
- Assist students in creating dance movements to express musical elements or represent musical intent in specific music.
- Guide students in performing age-appropriate folk dances with recorded and/or sung accompaniment. Have students incorporate body percussion into the dances.
- Have students experience folk dances from various cultures through appropriate videos.
- Lead students in performing folk dances from various other cultures.

English Standard 4.1

- Video record a student dance, and lead students in viewing, evaluating, and constructively critiquing the performance. Make sure students use effective oral communication skills and remain positive in their critiques.
- Direct students to research and present orally information about a culture and a representative folk dance, using evidence to support opinions and grammatically correct language and specific vocabulary to communicate ideas.

Music Standard 4.5

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

Strand

Performance and Production

Goals

The student will

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

Related Academic Standard of Learning

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

contemporary, rhythm band, spiritual

Materials

Classroom instruments, audio and/or video excerpts and playback devices, overhead projector, transparencies, markers

Instructional Strategies

Music Standard 4.5

- Direct students to perform pieces of varying difficulties and styles with others in a rhythm band.
- Lead students in singing and/or playing in combination with other voices or instruments. Use a varied repertoire of songs in many styles, including folk, patriotic, contemporary, international, and spirituals.

English Standard 4.1

- Have students read the lyrics of several representative spirituals and interpret the meaning of the texts in terms of their cultural significance. Lead a class discussion about the texts in which students must use effective oral communication skills, such as seeking ideas and opinions of others, using evidence to support opinions, and using grammatically correct language and specific vocabulary to communicate ideas. Then, have students practice singing one of the spirituals in a two-part arrangement.
- Provide students with appropriate contemporary songs to perform in a two-part ensemble by singing and playing classroom instruments. Hold a class discussion about each song so that students can examine and analyze both the lyrics and the music.

Music Standard 4.6

The student will play I, IV, and V (or V⁷) chords to accompany a three-chord melody.

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 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

accompaniment, autoharp, chord, guitar, melody, piano, progression, steady beat, strum

Materials

Instruments capable of producing chords (e.g., piano, guitar, autoharp, bells), folk song sheet music showing melodic line and chord progressions, rhythm instruments, visuals of chord progressions

Instructional Strategies

Music Standard 4.6

- Instruct students in playing I, IV, and V (and/or V⁷) chords on various instruments.
- Direct students to play I, IV, and V (V⁷) chords to accompany simple folk songs.
- Lead students in reading and playing written notation of I, IV, and V (V⁷) chords.
- Challenge students to use I, IV, and V (V⁷) chords to accompany rhythm band instruments in simple songs.

English Standard 4.1

- Lead small groups of students to create a four-part rap song and accompany it with I, IV, and V (V⁷) chords. Have the groups perform their song for the class. Facilitate a class discussion to summarize this small-group musical activity.
- Direct a group of students to play I, IV, and V (V⁷) chords on pitched instruments to accompany a familiar song sung by the rest of the class.

Music Standard 4.7

The student will create music through a variety of experiences.

1. Improvise simple melodic and rhythmic accompaniments.
 2. Create melodic or rhythmic motives to enhance literature, using a variety of sound sources, including technology.
 3. 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

English Standard 4.9

The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words.

Vocabulary

accompaniment, form, improvise, melodic variation, meter, ostinato, pattern, pitch, rhythmic variation

Materials

Audio examples of melodic and rhythmic variations, audio recording and playback device, staff paper, pencils, traditional instruments, nontraditional instruments, electronic instruments, computers

Instructional Strategies

Music Standard 4.7

- Assist students in creating short musical pieces consisting of sounds from a variety of traditional and nontraditional sources, including technology. Have students use the created pieces to enhance literature.
- Challenge students to improvise a simple rhythmic accompaniment to a song.
- Lead students in improvising a melodic ostinato accompaniment to a song containing only a few basic harmonies. Have students vary the ostinato as required by the harmonic progression.
- Challenge students to improvise vocally and/or instrumentally at least one rhythmic and/or melodic variation on a familiar melody.
- Lead students in creating movement to illustrate meter and form.

English Standard 4.9

- Have students research a topic related to literature, such as the works of a poet or other author recently studied, using the resources of the media center. After having students collect, evaluate, and synthesize information about the author's works, assist them in creating a melodic or rhythmic motive to accompany the reading of one of the works.
- Direct students to collect, evaluate, and synthesize information about meter and form in music, using the resources of the media center. Then, have them create movement to illustrate meter and form.
- Lead students in evaluating their musical creation and improvisation activities.

Music Standard 4.8

The student will identify rondo form.

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 VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause-and-effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Vocabulary

contrast, form, introduction, phrase, refrain, repetition, rondo, theme

Materials

Audio examples of music in rondo form, paper, pencils, visual examples of rondo form

Instructional Strategies

Music Standard 4.8

- Teach students to identify rondo form both aurally and visually.
- Direct students to perform movements to demonstrate kinesthetically the many sections of a piece in rondo form.

History and Social Science Standard VS.1

- Guide students in researching musical pieces in rondo form that were created in different eras.
- Lead a discussion with students to compare and contrast musical pieces in rondo form from different eras.
- Explore with students the historical purposes and uses of musical pieces in rondo form from different eras.

Music Standard 4.9

The student will recognize dynamic markings and interpret them in performance.

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 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

accompaniment, crescendo, decrescendo, dynamic markings, dynamics, notate, percussion

Materials

Staff paper, pencils, audio examples of music illustrating varying dynamic levels, classroom percussion and melody instruments, audio and/or video recording and playback device, visuals of various dynamic levels

Instructional Strategies

Music Standard 4.9

- Lead students in recognizing and explaining dynamic markings in musical scores.
- Demonstrate to students the various dynamic levels, using classroom instruments.
- Assist students in demonstrating the proper interpretation of dynamic markings in performance.
- Have students listen to musical examples in order to analyze the dynamics.
- Guide students in creating a simple percussion accompaniment (using, for example, rhythm sticks, finger cymbals, triangles, and hand drums) to a recorded piece of music in which they apply crescendo and decrescendo to accompany the dynamic changes of the music.

English Standard 4.2

- Select individual students (or ask for volunteers) to make brief oral presentations about dynamic markings and their interpretation, using subject-related information and vocabulary. Have the rest of the class listen to and take notes on the information presented. Have students use their notes to write several paragraphs about dynamic markings and their interpretation, organizing the information for clarity.

Music Standard 4.10

The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.

Strand

Cultural Context and Music Theory

Goals

The student will

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

Related Academic Standard of Learning

Mathematics Standard 4.11

The student will

- a) investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
- b) recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.

Vocabulary

brass family, brass instruments, non-orchestral instruments, percussion family, percussion instruments, string family, stringed instruments, woodwind family, woodwind instruments

Materials

Posters and/or other pictures of Western instruments, posters and/or other pictures of international instruments, encyclopedias, magazines, newspapers, construction paper, cardboard, scissors, glue, tape, paint, markers, paper, pencils

Instructional Strategies

Music Standard 4.10

- Lead students to organize posters or other pictures of Western instruments into their respective families (woodwind, string, brass, percussion), and discuss the characteristics of each family along with the similarities and differences within each family and among the families.
- Provide students with listening examples featuring Western instruments, and have them identify the instruments and families heard.
- Provide students with listening examples of instruments from various other cultures, and have them classify these instruments as woodwind, string, brass, or percussion.
- Encourage students to draw and color pictures of Western instruments and instruments from other cultures.

Mathematics Standard 4.11

- Assist students in analyzing the orchestral families of instruments by comparing and contrasting the sizes and shapes of the instruments in each family. Have students use the size and shape of each instrument to predict, compare, and contrast its sound with the sounds of the other instruments in the family.
- Provide students with pictures of instrument to trace or draw. Then, demonstrate how to draw the geometric figures that are the basis for the design of each instrument.
- Lead students in identifying the congruent features of the instruments in each family.
- Direct students to choose a Western instrument and match it to a somewhat congruent instrument from another culture. Prompt students to explain the similarities and differences.
- Guide students to create models of instruments, using paper cutouts of selected geometric figures.

Music Standard 4.11

The student will identify the functions of the top and bottom numbers of meter signatures involving 2, 3, or 4 beats.

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 4.2

The student will

- a) compare and order fractions and mixed numbers;
- b) represent equivalent fractions; and
- c) identify the division statement that represents a fraction.

Vocabulary

beats, common time, eighth note, half note, measure, meter, meter signature, quarter note, whole note

Materials

Paper, pencils, staff paper, examples of meter signatures, audio examples of music in various meters, activities and/or games designed to identify meter signatures, visuals of various meter signatures and notes

Instructional Strategies

Music Standard 4.11

- Teach students to identify the simple meters $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{2}$, $\frac{3}{2}$, and $\frac{4}{2}$, and have them explain the meanings of the top and bottom numbers in these meter signatures, applying the understanding that the top number indicates the number of beats in a measure, and the bottom number indicates the note value that gets one beat.
- Demonstrate to students how to read and notate music in simple meters.
- Challenge students to identify, conduct, play instruments, and/or use body percussion to music in simple meters.
- Lead students in recognizing and performing rhythms in simple meters.

Mathematics Standard 4.2

- Teach students to distinguish between meter signatures on the one hand, and fractions and division concepts of mathematics on the other. Stress that the top and bottom numbers of a meter signature mean very different things than the top and bottom numbers of a fraction, and that the only similarity is the appearance of one number written above another. Demonstrate this difference by comparing the meanings of the numbers in the fraction $\frac{3}{4}$ with the meanings of the numbers in the meter signature $\frac{3}{4}$.
- Guide students in comparing meter signatures, using concrete materials and manipulatives.

Music Standard 4.12

The student will distinguish between major and minor tonality.

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 4.2

The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

Vocabulary

ballad, flat, folk song, major key, minor key, mood, scale, sharp, tonality

Materials

Audio examples of music in major and minor tonalities, pitched instruments, visuals of major and minor scales

Instructional Strategies

Music Standard 4.12

- Guide students in singing two folk songs—one in major tonality and one in minor. Direct students to discuss the mood of each song, and guide them in relating the mood to the tonality as well as to the words. This activity works best if the keys are *parallel* (e.g., C major and C minor, or F major and F minor).
- Provide students with the lyrics of several folk songs in major tonality and the lyrics of several folk songs in minor tonality. Direct students to predict whether the songs will be in major or minor tonality, based on the words. Then, play the songs, and have students identify whether each is in major or minor tonality. Discuss the characteristics of each piece of music.
- Discuss and explore with students the similarities and differences between major and minor tonalities through listening examples.
- Teach students to identify a major scale and a minor scale visually and aurally.
- Lead students in performing major and minor melodies on pitched instruments. Direct students to identify the notes used in each tonality.

English Standard 4.2

- Have a group of students research two folk songs with contrasting moods, one in major tonality and one in minor. Provide them with audio of each song. Guide them to compare the lyrics and the moods of the selected songs, using Venn diagrams and commenting on ways tonality affects mood in each song. Have the groups create and present an oral report on their findings, using subject-related information and vocabulary, while the other students listen and take notes. Have students organize the information for clarity and hand in their notes for assessment.
- Guide students in researching several poems to identify mood characteristics. Have each student choose one poem to present to the class and identify a piece of music in major or minor tonality to accompany the presentation. After each presentation, direct each student to explain his/her choice of music and how the music relates to the meaning of the poem.

- Lead a class discussion to create and read aloud a short play. Direct students to “perform” their parts by using various vocal expressions (e.g., sad, mad, happy, funny), making sure to choose the best vocal expression to match the words. Accompany the performance with appropriate music in either major or minor tonality.

Music Standard 4.13

The student will use music terminology to describe various styles of music.

1. Place musical examples into broad categories of style.
 2. Recognize a composer and a music composition from each of four different periods of music history.
-

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 VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) determine cause-and-effect relationships;
- c) compare and contrast historical events;
- d) draw conclusions and make generalizations;
- e) make connections between past and present;
- f) sequence events in Virginia history;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Vocabulary

Baroque period, blues, Classical period, composer, contemporary, dynamics, expression, folk, form, gospel, instrumentation, jazz, rhythm, Romantic period, spiritual, style, tempo

Materials

Audio examples of music in various styles; visuals of styles, composers, musical periods, and musical examples

Instructional Strategies

Music Standard 4.13

- Describe and discuss with students various elements of music that contribute to musical style, e.g., form, expression, instrumentation, melody, harmony, dynamics, tone color, rhythm, tempo. Summarize each of four different periods of music history in relations to these stylistic elements.
- Lead a class discussion about different styles of music (e.g., spirituals, jazz, blues, gospel, classical, folk, contemporary) and their characteristics. Select and play examples of various styles of music. Guide a discussion of how the musical examples are similar and different. Play the examples again, and direct students to identify the style of each.
- Discuss and demonstrate examples of music from four different periods of music history (e.g., Baroque, Classical, Romantic, 20th Century). Following this discussion and demonstration, challenge students to identify the historical period of various musical selections as they are played.
- Select and display portraits or photographs of various famous composers. Direct each student to select one of the composers to research and share their findings with the class, including the period of music in which he/she worked and the style of music for which he/she is most famous.

History and Social Science Standard VS.1

- Play several songs that were popular during the Civil War, and discuss how the style of the music relates to the lyrics and to the various moods of the war.
- Play several spirituals, and analyze the lyrics and the music with the students. Identify whether the lyrics contain secret messages and tell stories of the hardships during that period in history. Analyze the elements of the music that contribute to the style—i.e., elements that make the music identifiable as a spiritual. Direct students in singing several spirituals.
- Play several American Indian songs or chants that connect events surrounding the colonists of Jamestown and Virginia Indians during that period in history. Analyze the elements of the music that contribute to the style—i.e., elements that make the music identifiable as an American Indian song. Direct students in singing several American Indian songs or chants and accompanying the singing on classroom instruments.

Music Standard 4.14

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

English Standard 4.1

The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

Vocabulary

band, choir, chorus, concert, descant, orchestra, ostinato, performance, rehearsal

Materials

Musical examples of vocal, orchestral, and band performances; classroom instruments; visuals of melodies and rhythm patterns; video/DVD excerpts of performing groups

Instructional Strategies

Music Standard 4.14

- Direct students in playing melodies and accompaniments from a varied repertoire of music, including instrumental music, vocal music, rounds, descants, and ostinatos. Instruct students in ways to contribute to the group effort of making music by sharing, taking turns, and endeavoring to play their parts in the ensemble to the best of their abilities.
- Discuss how choral group members show respect for the contributions of self and others when singing in a choir, equating a choir to a sports team in which members play their parts on the team to the best of their abilities in order to make the best contribution they can to the total group effort of making music. Also, explain to students how to establish criteria for evaluating performances by others, making sure they understand how to offer constructive criticism to peers while remaining positive and encouraging. Next, divide the class in half, forming two choral groups. Lead one group in singing a familiar song, and have the other group listen, watch, and judge the group members on their *efforts to contribute* to the group effort. Then, have the two groups switch roles. Repeat the activity until all students are accustomed to contributing to the group effort of making music and to exhibiting respect for the contributions of self and others.

English Standard 4.1

- Assist students in developing their own criteria for appropriate listening behaviors in various musical settings. Then, have groups of students create skits demonstrating appropriate listening behaviors in several musical

settings, such as classroom listening and attendance at live concerts. Instruct students in ways to use effective oral communication skills when working with peers and presenting the skits to class.

Music Standard 4.15

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

Strand

Aesthetics

Goals

The student will

- demonstrate understanding of the relationship of music to history and culture;
- make connections between music and other fields of knowledge;
- demonstrate the ability to apply aesthetic criteria for making artistic choices.

Related Academic Standard of Learning

History and Social Science Standard VS.9

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Vocabulary

balance, form, meter, pattern, pitch, rhyme, rhythm, sound wave, texture, tone color, vibration

Materials

Examples of literature, artwork, and poetry to compare and contrast; classroom rhythm and string instruments; audio examples of African American spirituals and American Indian songs

Instructional Strategies

Music Standard 4.15

- Review with students how to compare characteristics such as pattern, texture, meter, form, and color in music (particularly songs), literature (particularly poetry), and the visual arts.
- Analyze with 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 analyzing the relationships between meters and note values in music and fractions and division concepts in mathematics. Make sure students understand how they are similar and how they are different.
- Review with students the value and importance of African American spirituals and Native American songs in America's history.
- Discuss with students various careers in music that connect music with other disciplines.

History and Social Science Standard VS.9

- Guide students as they listen to and research songs from Virginia during the early twentieth century. Have students identify examples of lyrics that describe social and political events of the place and time, such as the shifting from a rural, agricultural society to a more urban, industrialized society. Instruct students to make a class chart that displays their findings. Play representative songs, and discuss the music of the songs and how this music was also an important part of life in Virginia during this period in history.
- Direct students to research the song *We Shall Overcome*, and lead a class discussion about its meaning and its place in history. List reasons why *We Shall Overcome* was considered the anthem of the Civil Rights Movement. If possible, provide audio of the song for the class to learn to sing.