



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

**GRADE FIVE**

*Commonwealth of Virginia  
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Richmond, 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
5.1	5.1			
5.2			5.2	
5.3	5.7			
5.4		VS.1		
5.5	5.1			
5.6	5.1			
5.7		VS.1		
5.8	5.4			
5.9				5.2
5.10			5.2	
5.11		USI.1		
5.12	5.2			
5.13				5.2

## Music Standard 5.1

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

1. Demonstrate beginning choral behaviors and skills in group singing.
  2. Participate in group singing involving two-part or three-part harmony.
  3. Develop age-appropriate ability in singing skills.
- 

### Strand

Performance and Production

### Goals

The student will

- 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 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;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

### Related Academic Standard of Learning

#### *English Standard 5.1*

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

### Vocabulary

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

### Materials

Audio and/or video recording and playback device, audio and/or video excerpts, vocabulary flash cards

### Instructional Strategies

#### *Music Standard 5.1*

- Lead students in singing songs accurately and independently to reflect an understanding of tonal and rhythmic elements.
- Guide students in controlling the voice in order to produce the desired musical quality to communicate expressive intent.
- Challenge students to sing one part alone or in a small group while others sing other independent parts.
- Lead students in singing expressively and accurately with correct pitch and appropriate phrasing and dynamics, including some songs from memory.
- Instruct students to sing songs in two, three, or four parts.
- Lead students in singing a “partner song” (two songs that share common harmonic progressions).
- Coach students in demonstrating various dynamic levels through vocal examples.
- Experience with students the vocal qualities of performances and performers through appropriate video recordings.

#### *English Standard 5.1*

- Facilitate a discussion with students to summarize a group musical activity.

- Provide students with listening examples of choral music to draw conclusions and share responses about the vocal qualities perceived.
- Challenge students to sing one part in a small group while others sing other independent parts. Have students in each group discuss the challenges of pitch and rhythm they encountered when singing. Direct each group to summarize their observations and present them in a report to the class.
- Use an audio or video recording device to record individual students or small groups performing correct dynamics, phrasing, and/or harmony. After evaluating the recordings, select several for the class to summarize and critique constructively in a class discussion.

## Music Standard 5.2

The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, 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.

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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;
- develop the ability to read and notate music;
- create compositions that transcribe 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;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

### Related Academic Standard of Learning

#### *Mathematics Standard 5.2*

The student will

- a) recognize and name fractions in their equivalent decimal form and vice versa; and
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

### Vocabulary

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

### Materials

Audio and/or video recording and playback device, audio and/or video excerpts, classroom instruments, staff paper, vocabulary flash cards

### Instructional Strategies

#### *Music Standard 5.2*

- Direct students to read and play rhythmic patterns from music notation, using pitched instruments, non-pitched instruments, body percussion sounds (clap, snap, tap, stomp), and/or voice.
- Lead students in reading, writing, and performing rhythmic patterns including sixteenth notes, single eighth notes and rests, paired eighth notes, quarter notes and rests, half notes and rests, dotted half notes, and whole notes and rests.
- Direct students to play classroom instruments to accompany familiar and unfamiliar songs, using appropriate rhythmic patterns.
- Lead students in reading and performing rhythm band music. Use an audio or video recording device to record the performances. After evaluating the recordings, select several for the class to critique constructively in a class discussion.
- Discuss with students how to determine a given note's rhythmic duration within a given time signature. For example, a quarter note has a duration of one beat in four-four time, whereas a quarter note has a duration of one-half beat in two-two time.
- Direct students to model the relative rhythmic values of sixteenth, eighth, quarter, half, and whole notes, using fractions, graphs, and/or pictorial representations.

#### *Mathematics Standard 5.2*

- Direct students to compare and contrast notes of various rhythmic durations with fractions and their equivalent decimals.

- Lead students in comparing various music time signatures with fractions, pointing out their similarities and differences. Make sure students understand clearly that time signatures are not the same as fractions—that the two numbers in a time signature do not represent the same things as the two numbers in a fraction.
- Have students practice ordering a given set of notes in terms of their rhythmic durations from least to greatest.

## Music Standard 5.3

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

1. Use voice or instruments.
  2. Use computer technology.
- 

### Strand

Performance and Production

### Goals

The student will

- 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 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;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

### Related Academic Standard of Learning

#### *English Standard 5.7*

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

### Vocabulary

*melodic movement, staff, treble clef*

### Materials

Overhead projector, transparencies, staff paper, computers with music-notation software, vocabulary flash cards, visuals of treble clef notes, visuals of treble clef melodies, recorders or other pitched instruments

### Instructional Strategies

#### *Music Standard 5.3*

- Demonstrate for students ways traditional music notation represents melodic direction and note durations.
- Teach students to identify the letter names of the lines and spaces in the treble clef.
- Teach students to read, write, and perform diatonic scales.
- Teach students to read and perform melodic notation for simple songs in major keys, using solfege.
- Explain to students how to notate a four-measure melody and perform it on a recorder, another pitched instrument, or with the voice.
- Demonstrate for students how Kodaly hand signals can represent traditional music notation.
- Instruct students in the use of computer technology to notate a melody on the treble staff.

#### *English Standard 5.7*

- Instruct students to write some brief song lyrics intended to entertain an audience—in this case, the class. Next, have each student compose and notate on the treble staff a melody for his/her song. After evaluating and selecting several of the songs, have groups of students perform the selected songs for the rest of the class.

- Direct students to write a paragraph explaining the ways traditional music notation represents melodic direction and note durations.

## Music Standard 5.4

The student will respond to music with movement.

1. Perform choreographed and non-choreographed movements.
  2. Perform dances and games from various cultures, including 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;
- develop the ability to read and notate music;
- create compositions that transcribe 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;
- 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 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

*choreography, dance, folk dance, movement*

### Materials

Audio and/or video recording and playback device, audio and/or video excerpts, computers, vocabulary flash cards, visual representations of various dances

### Instructional Strategies

#### *Music Standard 5.4*

- Challenge students to create movement to various styles of music to be performed individually, with a partner, in a small group, or as a whole class.
- Assist students in creating dance movements to express musical elements in a selected piece of music.
- Guide students through performances of age-appropriate folk dances with recorded and/or sung accompaniment.
- Direct students to perform choreographed dances with body percussion.
- Direct students to perform choreographed dances from various other cultures.

#### *History and Social Science Standard VS.1*

- Guide students in researching and performing dances and/or games from a selected non-American culture, including traditional folk dances.

- Assist students in researching several colonial Virginia dances, including the events and social beliefs of that time that influenced the different styles of dance. Have students perform the researched dances to appropriate music.

## Music Standard 5.5

The student will perform music of increasing difficulty in musical ensembles, using pitched and rhythm 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;
- develop the ability to read and notate music;
- create compositions that transcribe 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;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

### Related Academic Standard of Learning

#### *English Standard 5.1*

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

### Vocabulary

*accompaniment, ensemble, harmony, melody, ostinato, rhythm, rhythm band*

### Materials

Classroom instruments, staff paper, audio and/or video recording and playback device, chart paper, markers, overhead projector, transparencies, transparency markers, computers, vocabulary flash cards, visuals of various rhythmic patterns, visuals of various melodic patterns

### Instructional Strategies

#### *Music Standard 5.5*

- Direct students in rehearsing and performing pieces of varying difficulty and styles in a rhythm band.
- Teach students to perform melodies and harmonies on pitched instruments.
- Instruct students in how to play, in combination with other instrumental parts, various styles of songs, including folk songs, patriotic songs, contemporary songs, international songs, and spirituals.
- Direct students in rehearsing and performing on pitched instruments melodies, harmonies, and rhythmic accompaniments for various styles of songs.

#### *English Standard 5.1*

- Guide students in analyzing and discussing a song for its tone, perspective, voice, and style. Help students draw conclusions about the relationship of the music to the words.
- Facilitate a discussion with students to summarize and draw conclusions about a group activity of performing music of increasing difficulty in a musical ensemble, using pitched and rhythm instruments.
- Use an audio or video recording device to record student ensembles performing music of increasing difficulty, using pitched and rhythm instruments. After evaluating the recordings, have the class constructively critique some selected performances, commenting on each ensemble's phrasing and use of dynamics. Have students summarize each critique in writing.

## Music Standard 5.6

The student will create music through a variety of experiences.

1. Improvise melodies and rhythms of increasing complexity.
  2. Create movement to illustrate meter and form.
  3. Compose short melodic or rhythmic phrases within specified guidelines.
- 

### Strand

Performance and Production

### Goals

The student will

- 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 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;
- develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

### Related Academic Standard of Learning

#### *English Standard 5.1*

The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

### Vocabulary

*accompaniment, form, improvise, melodic, melodic variation, meter, mode, ostinato, pattern, pitch, rhythm, rhythmic variation, tempo, tonic pitch*

### Materials

Classroom instruments, staff paper, audio and/or video recording and playback device, audio and/or video excerpts, chart paper, markers, overhead projector, transparencies, transparency markers, computers, vocabulary flash cards, visuals of rhythmic patterns, visuals of melodic patterns, visuals of various musical forms, visuals of various musical meters

### Instructional Strategies

#### *Music Standard 5.6*

- Assist students in creating short pieces consisting of sounds from a variety of traditional instruments (e.g., tambourine, recorder, piano, voice), electronic instruments (e.g., keyboard, guitar), and/or nontraditional instruments (e.g., water-filled glasses, pieces of metal).
- Challenge students to improvise a simple rhythmic and/or melodic ostinato accompaniment in an appropriate meter and tempo, utilizing tonic pitches. Have students repeat this activity to increase the complexity of the rhythmic and/or melodic ostinato accompaniment.
- Assist students in improvising an ostinato that is related to a given melody in pitch, tempo, and rhythm.
- Assist students in improvising vocally at least one rhythmic and/or melodic variation on a familiar melody.
- Assist students in improvising instrumentally at least one rhythmic and melodic variation on a familiar melody.
- Guide students in creating movements to illustrate a given meter.
- Instruct students to create movement to illustrate a given form.

- Challenge students to create a short song and/or instrumental piece demonstrating various changes in mode and meter.
- Lead students in performing several rhythmic drumming patterns. Group students into cooperative learning groups to work together to create variations of the drumming patterns practiced in the whole class instruction.
- Perform with students various rhythmic drumming patterns as accompaniments to recorded melodic material.
- Have students view and discuss appropriate video excerpts of professional musicians improvising.

***English Standard 5.1***

- Divide the class into three groups, and assign each group to discuss the process of musical creation within the context of one of the following activities: (1) improvising melodies and rhythms of increasing complexity, (2) creating movements to illustrate meter and form, (3) composing short melodic or rhythmic phrases within specified guidelines. Instruct each group to solicit the participation of each member of the group, to organize the shared responses for presenting a report of the group's findings, and to summarize the information gathered. Finally, have each group report their summary to the class.
- Use an audio or video recording device to record student ensembles improvising melodies and rhythms of increasing complexity. After evaluating the recordings, have the class constructively critique some selected performances, commenting on various aspects. Have students summarize each critique in writing.
- Use an audio or video recording device to record individual students and small groups reciting poems and choral readings. After evaluating the recordings, have the class constructively critique selected performances and summarize the critiques.
- Have small groups of students create movement to illustrate meter and form of selected pieces of music. Then, have each group present their movements to the class. After each presentation, have the class identify and discuss the ways the movements serve to illustrate the meter and form of the music.

## **Music Standard 5.7**

### **The student will identify theme-and-variations 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;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- 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**

*bridge, coda, contrast, D.C. al fine, form, introduction, phrase, refrain, repetition, rondo, theme-and-variations form, verse*

#### **Materials**

Paper; pencils; music-terminology flash cards; audio examples of music in theme-and-variations form; audio examples of music in ABAB and rondo forms (optional), audio and/or video recording and playback device

#### **Instructional Strategies**

##### ***Music Standard 5.7***

- Assist students in creating a short song and/or instrumental piece demonstrating theme-and-variations form. Extend the activity to include ABAB and rondo forms, if desired.
- Teach students to identify theme-and-variations form aurally and visually.
- Instruct students to perform movements to demonstrate kinesthetically the sections in theme-and-variations form.

##### ***History and Social Science Standard VS.1***

- Select some Civil War era songs that are in theme-and-variations form. Direct students to examine the songs and identify the form of each. Assist students in drawing conclusions and making generalizations about the songs.
- Instruct students to research songs from Virginia history that are composed in theme and variations form.
- Provide students with a song from Virginia history that is composed in theme-and-variations form, and lead a discussion to analyze the variations, draw conclusions, and make generalizations.

## Music Standard 5.8

The student will use music terminology to describe music performances and compositions.

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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;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- 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 5.4*

The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

### Vocabulary

*dynamics, form, harmony, meter, performance, rhythm, tempo, texture, tone color*

### Materials

Audio and/or video recording and playback device, percussion and melody instruments, vocabulary flash cards, excerpts of recorded student performances, computers

### Instructional Strategies

#### *Music Standard 5.8*

- Guide students as they listen to and discuss musical elements, such as tempo, meter, rhythm, harmony, tone color, form, texture, and dynamics, of a selected piece.
- Direct students to develop criteria for evaluating musical elements in performances and compositions.
- Instruct students to use detailed criteria for evaluating how the different musical elements affect the quality of the selected musical performance or composition.
- Lead students in identifying and analyzing differences in musical elements within contrasting musical performances and compositions.
- Explain to students how to establish criteria for evaluating self performances and those of others.

#### *English Standard 5.4*

- Lead students in using context to clarify meaning of unfamiliar words in song lyrics. Have students use music terminology to describe songs after the meaning of all unfamiliar words is clear.
- Instruct students to use a dictionary, glossary, thesaurus, and other word-reference materials to learn and study music terminology.

## **Music Standard 5.9**

**The student will identify instruments from various music ensembles, including instruments from other cultures, 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;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- 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 5.2***

The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include

- a) compression waves;
- b) vibration, compression, wavelength, frequency, amplitude;
- c) the ability of different media (solids, liquids, and gases) to transmit sound; and
- d) uses and applications of sound waves.

### **Vocabulary**

*brass instruments and family, non-orchestral instruments, percussion instruments and family, stringed instruments and family, woodwind instruments and family*

### **Materials**

Pictures of Western instruments and non-Western instruments, encyclopedias, magazines, newspapers, construction paper, cardboard, scissors, glue, tape, paint, markers, computers, vocabulary flash cards

### **Instructional Strategies**

#### ***Music Standard 5.9***

- Lead students in grouping pictures of Western instruments into their respective families (brass, percussion, string, woodwind), and discuss the characteristics of each family. Point out the similarities and differences within each family and between families.
- Provide students with listening examples of Western instruments, and have students identify the instruments and families by their sounds.
- Provide students with listening examples of instruments from various international cultures, and have students classify these instruments as brass, percussion, strings, or woodwinds.
- Guide students in researching an instrument from another culture, and have students build a model of the instrument.
- Encourage students to draw and color pictures of Western and non-Western instruments.

#### ***Science Standard 5.2***

- Play various instruments (or recordings of instruments) for students. As each is played, show students the instrument (or a picture of the instrument) and a picture of the sound wave it produces (use an oscilloscope, if available). Have students compare and contrast the different sound waves and describe how these different patterns relate to the different sounds of the instruments.
- Demonstrate to students the different frequencies produced by available string instruments when the vibrating length of a string is changed.
- Lead students in comparing and contrasting different musical instruments and the frequencies they produce.

## Music Standard 5.10

The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.

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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;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- 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 5.2

The student will

- a) recognize and name fractions in their equivalent decimal form and vice versa; and
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

### Vocabulary

*beats, duple meter, measure, meter, meter signature, note values, triple meter*

### Materials

Staff paper, vocabulary flash cards, visual of meter signatures, audio examples of music in varying meters, activities/games designed to identify meter signatures, computers

### Instructional Strategies

#### Music Standard 5.10

- Teach students to identify duple and triple meters and to *feel* the difference between them, using body percussion.
- Teach students to identify the meanings of the top and bottom numbers in meter signatures, stressing that meter signatures are *not* fractions.
- Instruct students to identify, conduct, play instruments, and/or use body percussion to music in duple and triple meters.
- Teach students to recognize and perform simple rhythms in duple and triple meters.

#### Mathematics Standard 5.2

- Explain the relationship of meter signatures to fractions and mathematical division concepts. Tell students that meter signatures and fractions are two different things that express opposite concepts, and that the only similarity between them is that they *look* similar, with one number written above another. Demonstrate the distinction with several examples: e.g., the fraction  $\frac{2}{4}$  expresses “two out of a whole of four,” and the fraction  $\frac{3}{8}$  expresses “three out of a whole of eight.” Ask students the meaning of several more fractions. Now, emphasize that meter signatures express something entirely different. The meter signature  $\frac{2}{4}$  expresses “two quarter notes in each measure,” and the meter signature  $\frac{3}{8}$  expresses “three eighth notes in each measure.” Help students comprehend that a fraction expresses *a portion of a whole*, whereas a meter signature expresses the opposite—the *definition of a whole measure*.
- Discuss with students how to identify a given note’s rhythmic value in a given time signature. For example, an eighth note has the value of  $\frac{1}{2}$  beat in  $\frac{4}{4}$  time.
- Lead students in comparing various music time signatures with fractions.

## Music Standard 5.11

The student will place music examples into broad categories of style.

1. Use music terminology to compare and contrast a variety of music styles.
  2. Explore how vocal style contributes to the quality and enjoyment of musical performances.
  3. Explore and perform a variety of musical styles.
  4. Identify notable characteristics of the music of world cultures.
  5. Identify a composer and one musical composition from each of four different periods of music history.
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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;
- exercise critical thinking skills by investigating and analyzing all facets of the music discipline;
- 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 USI.1*

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

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### Vocabulary

*Baroque period, blues, classical music, Classical period, composer, contemporary, dynamics, expression, folk, form, gospel, historical periods, jazz, rock, Romantic period, spiritual, style, twentieth century*

### Materials

Musical examples in various styles; musical examples by selected composers; visuals of composers; vocabulary flash cards; computers

### Instructional Strategies

#### *Music Standard 5.11*

- Encourage students to describe and discuss musical styles, using music terminology appropriately (e.g., the terms *piece, song, form, expression, instruments, melody, dynamics, tone color, rhythm, tempo*). Instruct students in the proper application of the terms *piece* and *song*, stressing that all songs are pieces, but that many pieces are not songs. Explain why this is so, and, if necessary, show this graphically with a Venn diagram.
- Assist students in identifying the historical period (e.g., Baroque, Classical, Romantic, twentieth century, contemporary) of various musical selections.

- Guide students as they listen to, perform, and/or discuss music of various styles (e.g., classical, gospel, jazz, blues, folk, spirituals, rock, contemporary).
- Guide students as they listen to and categorize musical selections according to their stylistic characteristics.
- Lead students in identifying several famous composers by their pictures, and discuss their lives.
- Direct students to categorize composers according to the historical periods in which they lived.
- Guide students as they listen to melodic phrases or longer excerpts from various musical selections and attempt to identify the composer of each based on the style of the pieces.

***History and Social Science Standard USI.1***

- Guide students in listening to and/or singing songs popular among soldiers during the Civil War, using music terminology to discuss the style of the music, and interpreting the lyrics from the historical perspective of the time.
- Instruct students to research songs from United States history and make stylistic connections among them.
- Guide students to listen to and/or sing spirituals. Follow with a class discussion evaluating the hidden messages and stories within the spirituals. Have students summarize the style of the music of several spirituals.
- Guide students to listen to and/or sing American Indian songs, connecting events during that period in history and discussing the style of the music.
- Lead students to compare and contrast the music of an American composer from the Classical period with the music of a European composer from the Classical period.

## Music Standard 5.12

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

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

Judgment and Criticism

### Goals

The student will

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

### Related Academic Standard of Learning

#### *English Standard 5.2*

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

### Vocabulary

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

### Materials

Musical examples of vocal, orchestral, and band performances; audio and/or video recording and playback device; vocabulary flash cards; visuals of melodies and rhythmic patterns; rhythm band instruments; audio and/or video excerpts of performing groups

### Instructional Strategies

#### *Music Standard 5.12*

- Assist students in developing criteria for appropriate concert behaviors in various musical settings.
- Have students use classroom instruments to play melodies and accompaniments from a varied repertoire of music, including instrumental, vocal, rounds, descants, and ostinatos. Remind students that sharing, taking turns, and demonstrating good citizenship in other ways are important goals.
- Lead students in singing and/or performing in a choral or rhythm band ensemble. Emphasize that the contribution of each individual to the effort of the group or team is of great importance, just like it is on a sports team. Have students discuss how they might use the contributions of each individual to enhance the group effort.
- Explain to students how to establish standards for a successful musical performance, and discuss with students how to establish criteria for evaluating performances of self and others based on the established standards. Have students view and/or listen to a recorded performance of a student ensemble, and then have them critique it, based on their musical knowledge, the established standards for successful performance, and the established criteria for evaluating performances.

***English Standard 5.2***

- Instruct students that in this activity, they will be demonstrating respect for the contributions of self and others in a music setting by contributing fully and to the best of their ability to a choral performance. Have students memorize and rehearse a short song, emphasizing the importance of using effective nonverbal communication skills, including
  - maintaining eye contact with the director
  - using facial expressions that support and dramatize the meaning of the words
  - using posture appropriate for the communication setting.

Then, divide the class into groups, and direct each group in performing the song for the rest of the class.

Encourage the listeners to take notes on each performance, rating how well the members of each group use the listed nonverbal communication skills. Finally, lead a class discussion of the performances, citing examples of the most effective use of the nonverbal communication skills and how these exhibited respect for the contributions of self and others in a music setting.

- Challenge students to create a skit demonstrating appropriate and inappropriate concert behaviors in various musical settings, such as classroom listening and listening to live concerts.

## Music Standard 5.13

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

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### Strand

Aesthetics

### Goal

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

#### *Science Standard 5.2*

The student will investigate and understand how sound is created and transmitted, and how it is used. Key concepts include

- a) compression waves;
- b) vibration, compression, wavelength, frequency, amplitude;
- c) the ability of different media (solids, liquids, and gases) to transmit sound; and
- d) uses and applications of sound waves.

### Vocabulary

*balance, form, meter, pattern, pitch, sound waves, texture, time signature, tone color, vibration*

### Materials

Examples of artwork and poetry; rhythm instruments for demonstrating vibration, pitch, tone, and tone color; string instruments for demonstrating vibration, length, and pitch; vocabulary flash cards; audio examples of African American spirituals and American Indian songs; audio and/or video excerpts; audio and/or video recording and playback device; tuning fork.

### Instructional Strategies

#### *Music Standard 5.13*

- Discuss with students how to compare and contrast characteristics such as pattern, texture, line, meter, form, balance, and color in music (particularly songs), literature (particularly poetry), and visual arts.
- Instruct students to identify and explain relationships between aspects of music and aspects of other disciplines (e.g., vibration, pitch, sound volume: science; note values and meter: mathematics; musical periods and styles: history and social science; choral reading and singing songs: English and foreign languages).
- Discuss with students various careers in music that connect music with other disciplines.

#### *Science Standard 5.2*

- Assist students in designing and making a musical instrument, using recycled materials brought to school. Materials could be such things as cardboard, metal, or plastic tubes; wooden boxes; scrap wood; old guitar strings; flower pots; plastic cups; fishing line; and aluminum pie pans. When completed, have students explain to the class the scientific principle underlying the instruments' production of sound. Then, have students try different ways of changing or improving the sound and have selected students present their new and improved instruments to the class.
- Lead students in identifying how vibration creates sound in a drum, guitar, piano, flute, clarinet, and/or oboe. Have students analyze the scientific principles behind each instrument, including both the production of the sound and the transmission/magnification of the sound.
- Lead students in identifying how length and pitch are related. Using a ruler on the side of a table, the strings on a guitar, and/or a rubber band stretched across a box, demonstrate that changing the length changes the pitch. Explain this in scientific terms of frequency and wavelength.
- Demonstrate the transmission of sound through a solid by striking a tuning fork and placing its base on a table. Then, try various other types of surfaces to see which transmit sound most and least. Include the back of

a guitar or violin or the soundboard of a piano, if available. Record the results in a chart on the board. Discuss with students why some solids transmit sound better than others, and have students make a list of the qualities of the solids that transmit sound best.