



MUSIC STANDARDS OF LEARNING:
INSTRUCTIONAL STRATEGIES
AND CORRELATIONS

GRADE SIX

Commonwealth of Virginia
Department of Education
Richmond, Virginia

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Introduction

These teacher-authored music instructional strategies for kindergarten through grade eight are based on the 2006 *Music Standards of Learning for Virginia Public Schools* and are correlated with the 2008 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The music educators who developed these instructional strategies were selected based on their expertise in the field of music education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these music strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through music instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Music Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at www.doe.virginia.gov/instruction/fine_arts/music/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

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

Correlations with Core Academic Standards of Learning

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

Strands

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

Performance and Production

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

Cultural Context and Music Theory

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

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

Judgment and Criticism

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

Aesthetics

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

Goals

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

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

Vocabulary

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

Materials

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

Instructional Strategies

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

Assessment

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

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

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

Resources

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

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

Standards of Learning Correlation Chart

Music Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
MS.1	6.1			
MS.2	6.1			
MS.3		USI.1		
MS.4	6.5			
MS.5		USII.6		
MS.6		USII.6		
MS.7	6.2			
MS.8	6.1			
MS.9			6.2	

Music Standard MS.1

The student will read and perform rhythmic, melodic, and harmonic patterns.

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 6.1

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

Vocabulary

beat, chord, harmony, measure, melody, meter, notation, pitch, pulse, rhythm, tempo, tone

Materials

Excerpts of recorded music, examples of printed music, classroom instruments

Instructional Strategies

Music Standard MS.1

- Lead students in using body percussion to perform notated rhythmic patterns including 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.
- Instruct students to read and perform melodic and harmonic patterns, using traditional notation.
- Direct students to select the correct rhythmic, melodic, and/or harmonic pattern of one or two measures in length, given an aural example.

English Standard 6.1

- Facilitate a class discussion to summarize a group musical activity involving reading and performing rhythmic, melodic, and harmonic patterns.
- Have students summarize and evaluate orally individual and group performances of rhythmic, melodic, and harmonic patterns.

Music Standard MS.2

The student will sing and play music written in two or more parts.

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 6.1

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

Vocabulary

alto, baritone, bass, canon, duet, harmony, ostinati, ostinato, round, score, soprano, tenor, trio

Materials

Classroom instruments, printed music, excerpts of recorded music

Instructional Strategies

Music Standard MS.2

- Lead students in performing partner songs, rounds, and canons.
- Conduct students in simple vocal and instrumental ostinati in two or more parts.
- Direct students to sing or play music literature from a variety of historical eras and genres.

English Standard 6.1

- Facilitate a class discussion to summarize a group musical activity involving singing and/or playing music written in two or more parts.
- Have students summarize and evaluate orally individual and group performances of music written in two or more parts, analyzing the effectiveness of the interactions among the performance participants.

Music Standard MS.3

The student will participate in a variety of movement activities in the study of music.

1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
 2. Demonstrate elements of music, using body percussion and other physical responses.
-

Strand

Performance and Production

Goals

The student will

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

Related Academic Standard of Learning

History and Social Science Standard 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, choreography, Classical period, Contemporary period, dance form, elements of music, improvisation, Medieval period, movement, musical form, Renaissance period, Romantic period

Materials

Excerpts of recorded music, examples of printed music, classroom instruments, visual representations of musical periods and their respective composers

Instructional Strategies

Music Standard MS.3

- Lead students to perform a variety of simple movements and dances (e.g., square dances, folk dances) in the study of music.
- Direct students to perform structured dances with body percussion.
- Instruct students to develop and perform improvisational movement that expresses elements of music in a provided musical excerpt.

History and Social Science Standard USI.1

- Lead a class discussion of dances in United States history in the eighteenth and nineteenth centuries until 1865.
- Guide students to create a dance interpreting a significant historical event in United States history to 1865.

- Lead a class discussion of social dances in the first half of nineteenth-century America and the ways the music and movements reflected the events and life of the time. Explore whether this music and these dances have any connection to present-day life in the U.S.

Music Standard MS.4

The student will create music through a variety of experiences.

1. Discuss how a composer communicates ideas by manipulating elements of music.
 2. Improvise melodies, rhythms, and harmonies.
 3. Compose melodies, rhythms, and harmonies.
 4. Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology.
-

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 6.5

The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause-and-effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information in the text to draw conclusions and make inferences.
- g) Explain how character and plot development are used in a selection to support a central conflict or story line.
- h) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Vocabulary

arrangement, composer, diatonic scale, elements of music, improvisation, nontraditional sound source, pentatonic scale, traditional sound source

Materials

Staff paper, classroom pitched instruments, music software, computers, examples of notated melodies

Instructional Strategies

Music Standard MS.4

- Guide students in composing and notating a melody of two to four measures, using a pentatonic scale.
- Lead students in improvising a two-to-four-measure melody, using a pentatonic scale and selected rhythms.
- Challenge students to create arrangements of provided pentatonic melodies of two to four measures, using computer-related technology.

English Standard 6.5

- Guide students in comparing how composers create images and moods and communicate ideas by manipulating elements of music (e.g., rhythm, harmony, melody, tempo, timbre [tone color], dynamics, texture, form) with how authors create images and moods and communicate ideas by utilizing and managing

word choice, imagery, elements of narrative structure, and poetic devices such as rhyme, rhythm, repetition, line structure, and punctuation.

Music Standard MS.5

The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing.

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 USII.6

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Vocabulary

musical form, musical genre, musical style, thematic material, Western music

Materials

Excerpts of recorded music, examples of printed music, classroom instruments, visual representations of musical forms, visual representations of American musicians and events of the 1920s and 1930s

Instructional Strategies

Music Standard MS.5

- Have students listen to various excerpts of recorded music that have common thematic material but different forms and/or styles. Direct students to compare and contrast the different musical forms and/or styles of the played selections.
- Provide students with listening examples of various traditional Western musical sounds to identify and discuss their characteristics.
- Direct students in performing some musical selections from the 1920s and/or 1930s in the U.S.

History and Social Science Standard USII.6

- Provide listening examples of music from the 1920s and/or 1930s, particularly selections by Duke Ellington. Have students investigate common musical forms, styles, and genres of this time period in U.S. history through listening, discussing, writing, and performing.
- Discuss with students the correlations of American musical sounds, forms, styles, and genres with the social, economic, and technological changes that took place in the early twentieth century in the U.S.
- Assign students a written research project about an American musical genre of the 1920s and/or 1930s.

Music Standard MS.6

The student will investigate the role of music in society.

1. Identify career pathways in music.
 2. Identify the influence of daily music experience in one's personal life.
-

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 USII.6

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance;
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

Vocabulary

career, genres, music industry, musical style

Materials

Excerpts of recorded music, examples of printed music, music software, classroom instruments, visual representations of music careers, visual representations of specific historical musicians and events

Instructional Strategies

Music Standard MS.6

- Provide a list of selected career pathways in music, and have students investigate them and summarize their findings in a class discussion.
- Lead discussion with students on the roles of music in modern American society and music's impact on society.
- Assign students to keep a daily journal documenting and reflecting on their personal music choices.

History and Social Science Standard USII.6

- Investigate with students the role of music in America in the 1920s and 1930s.
- Explore with students the correlations of music with the social, economic, and technological changes of the early twentieth century in America.
- Have students compare and contrast music careers of the early twentieth century with current music careers.

Music Standard MS.7

The student will describe performances, live or recorded, using music terminology.

1. Develop criteria for evaluating music performances.
 2. Identify music of diverse cultures, including representative composers.
 3. Identify instruments, voice classifications (soprano, alto, tenor, bass), and a variety of performing ensembles aurally and visually.
 4. Use traditional and nontraditional sound sources.
-

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 6.2

The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

Vocabulary

alto, baritone, bass, composer, contralto, culture, elements of music, ensemble, nontraditional sound, soprano, traditional sound

Materials

Excerpts of recorded music; examples of printed music; classroom instruments; visual representations of international music, instruments, and composers; traditional and nontraditional sound sources

Instructional Strategies

Music Standard MS.7

- Teach students how to use music terminology—i.e., terminology pertaining to form, expression, instruments, melody, harmony, dynamics, timbre, rhythm, and tempo—to describe and discuss music performances.
- Guide students in selecting criteria and developing a rubric for evaluating the quality and effectiveness of music performances.
- Identify and discuss with students the music, instruments, and representative composers of diverse cultures.
- Direct students to investigate traditional and nontraditional sound sources.
- Guide students in identifying the four voice classifications (soprano, alto, tenor, bass) and a variety of performing ensembles aurally and visually.

English Standard 6.2

- Demonstrate making a constructive oral critique of a music performance, using grammatically correct language and relevant music terminology. Then, have students prepare and orally present such a critique, distinguishing between fact and opinion and using grammatically correct language and vocabulary appropriate to audience, topic, and purpose.
- Have students select a type of music from another culture and prepare and present an oral presentation about it, including a description of the traditional and nontraditional sources of sound it uses. If possible, have students include listening examples of this music.

Music Standard MS.8

The student will demonstrate appropriate performance behavior as a participant and/or listener.

- 1. Exhibit respect for the contributions of self and others within a music setting.**
 - 2. Demonstrate appropriate audience behavior for the context and style of music performed.**
-

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 6.1

The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

Vocabulary

aesthetics, audience, context, critique, judgment, genre, musical style, venue

Materials

Excerpts of recorded music, examples of printed music, classroom instruments, visual representations of performance venues, videos of live music performances showing various audience reactions and behaviors

Instructional Strategies

Music Standard MS.8

- Display visual representations of various types of music-performance venues, and discuss appropriate and inappropriate audience behaviors in each. Have students explain the reasons why certain behaviors are appropriate or inappropriate.
- Show video excerpts of various types of live music performances, and direct students to analyze audience reactions and behaviors in context.
- Model and discuss with students appropriate audience behavior during music performances by peers.

English Standard 6.1

- Guide students to demonstrate appropriate individual and group audience behavior when attending a live music performance. Facilitate a class follow-up discussion of the event in which students summarize and evaluate the group activity in terms of the appropriateness of their behavior and the behavior of the rest of the audience.
- Divide class into small groups. Direct members of each group to take turns leading discussions about appropriate audience behavior during various types of music performances. Provide students with a rubric to evaluate their own participation within their group during the discussion.

Music Standard MS.9

The student will identify and 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

Mathematics Standard 6.2

The student will

- a) investigate and describe fractions, decimals, and percents as ratios;
- b) identify a given fraction, decimal, or percent from a representation;
- c) demonstrate equivalent relationships among fractions, decimals, and percents; and
- d) compare and order fractions, decimals, and percents.

Vocabulary

aesthetics, African American spiritual, elements of music, meter signature, mood, note values, phrase, refrain, repetition, rhyme, sound wave, verse, vibration

Materials

Excerpts of recorded music; examples of printed music; classroom instruments; visual representations of note values, meter signatures, and fractions; visual representations of sound waves and music

Instructional Strategies

Music Standard MS.9

- Direct students to investigate how vibration creates sound and sound waves. Have students relate their findings to musical instruments, particularly stringed instruments such as the violin and the piano.
- Challenge students to discover the compositional similarities between poetry and music in regard to such things as meter, phrase, verse, refrain, rhythm, rhyme, repetition, and mood.
- Discuss with students the influence of African American spirituals in our nation's history.

Mathematics Standard 6.2

- Lead students to compare and contrast meter signatures with fractions. Make sure students understand clearly that meter signatures are not the same as fractions—that the two numbers in a meter signature do not represent the same things as the two numbers in a fraction and that the only similarity is the visual appearance of one number written above the other.
- Summarize the relationship between note values and fractions.
- Provide opportunities for students to describe the relationships between mathematics and music.