



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

**GRADE SEVEN**

*Commonwealth of Virginia  
Department of Education  
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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

<b>Music Standards of Learning 2006</b>	<b>English Standards of Learning 2010</b>	<b>History and Social Science Standards of Learning 2008</b>	<b>Mathematics Standards of Learning 2009</b>	<b>Science Standards of Learning 2010</b>
MS.1	7.1			
MS.2	7.1			
MS.3	7.2			
MS.4	7.5			
MS.5	7.5			
MS.6			7.12	
MS.7	7.1			
MS.8				LS.7
MS.9		USII.1		

## **Music Standard MS.1**

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

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### **Strand**

Performance and Production

### **Goals**

The student will

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

### **Related Academic Standard of Learning**

#### ***English Standard 7.1***

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

### **Vocabulary**

*beat, chord, harmony, measure, melody, meter, notation, phrase, pitch, pulse, rhythm, syncopation, 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 complex notated rhythmic patterns (e.g., incorporating sixteenth notes, dotted eighth notes, various syncopated rhythms) in phrases of four to eight measures.
- 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 up to four measures in length, given an aural example.

#### ***English Standard 7.1***

- 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.

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### Strand

Performance and Production

### Goals

The student will

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

### Related Academic Standard of Learning

#### English Standard 7.1

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

### Vocabulary

*a cappella, alto, baritone, bass, canon, duet, harmony, monody, ostinati, ostinato, polyphony, round, score, soprano, tenor, trio*

### Materials

Classroom instruments, printed music, excerpts of recorded music

### Instructional Strategies

#### Music Standard MS.2

- Lead students in singing or playing music written in two or more parts.
- Conduct students in vocal and instrumental ostinati in multiple parts.
- Direct students to sing or play music literature from a variety of historical eras and genres.

#### English Standard 7.1

- Facilitate a class discussion to summarize a group musical activity involving singing and/or playing music written in two or more parts. Ensure that students use grammatically correct language and musical vocabulary appropriate to audience, topic, and purpose.
- Have students identify and define music vocabulary related to singing or playing music written in two or more parts.
- Divide the class into four groups, and have each group work cooperatively to prepare and present an oral presentation about the performance of classical music written in two or more parts. One group might focus on the early development out of monody of Western multi-part music and the ensuing history of polyphony in medieval times, while others could examine such topics as the performance of *a cappella* choral music of the sixteenth century, fugal keyboard music in the Baroque period, and chamber music by Classical period composers. If possible, have groups include listening examples of this music during their presentations to the class. Lead the class in asking probing questions to seek elaboration and clarification of ideas about the common thread of part-writing and performing in parts (e.g., balance among the various parts, tuning, blend, rhythmic coordination) in all these types of music and the demands on performers that multi-part music creates.

## **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**

#### ***English Standard 7.2***

The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

### **Vocabulary**

*Baroque period, choreography, Classical period, Contemporary period, dance, elements of music, improvisation, Medieval period, movement, musical form, Renaissance period, Romantic period*

### **Materials**

Excerpts of recorded music, video excerpts of dance and/or movement performances

### **Instructional Strategies**

#### ***Music Standard MS.3***

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

#### ***English Standard 7.2***

- Explore the use of nonverbal communication through the performance of structured and unstructured movement to music.
- Select and show videos of dance performances. Hold a discussion for students to evaluate and critique the effectiveness of the nonverbal communications in the performances.
- Challenge students to select and choreograph a piece of music, using body percussion and other physical responses to the music to express elements of the music.

## 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 7.5*

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

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- b) Compare and contrast various forms and genres of fictional text.
- c) Identify conventional elements and characteristics of a variety of genres.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- e) Make, confirm, and revise predictions.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify the author's organizational pattern.
- k) Identify cause-and-effect relationships.
- 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 diatonic scale.
- Provide students with a two-to-four-measure rhythm on which to improvise a melody, using a diatonic scale.
- Challenge students to create arrangements of provided diatonic melodies of two to four measures, using computer-related technology.

#### *English Standard 7.5*

- 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.**

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### **Strand**

Cultural Context and Music Theory

### **Goals**

The student will

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

### **Related Academic Standard of Learning**

#### ***English Standard 7.5***

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

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- b) Compare and contrast various forms and genres of fictional text.
- c) Identify conventional elements and characteristics of a variety of genres.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- e) Make, confirm, and revise predictions.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify the author's organizational pattern.
- k) Identify cause-and-effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.

### **Vocabulary**

*lyrics, musical form, musical genre, musical style, thematic material, World Music*

### **Materials**

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

### **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 World Music sounds to identify and discuss their characteristics.
- Direct students in performing some examples of World Music.

#### ***English Standard 7.5***

- Initiate a discussion for students to draw comparisons between musical forms and literary forms.
- Provide the lyrics of a song, and lead a class discussion about the mood, meaning, and impact of word choice, imagery, and poetic devices found in the lyrics. Have students summarize the discussion in writing.
- Describe the effects of historic events on writers and musicians during the Romantic period. Have students write a paragraph summarizing this information.

## **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**

#### ***Mathematics Standard 7.12***

The student will represent relationships with tables, graphs, rules, and words.

### **Vocabulary**

*career, genres, music industry, musical styles*

### **Materials**

Journals, excerpts of recorded music, music software

### **Instructional Strategies**

#### ***Music Standard MS.6***

- Provide a list of selected music careers, and have each student select one that is of particular interest and research it, analyzing it in detail and preparing an oral report about it for the class.
- Lead a discussion with students on the various roles of music in the world and music’s impact on society.
- Instruct students to keep a daily journal documenting and reflecting on their personal music choices. After a month of journal entries, have students prepare and deliver an oral report on the influence of daily music experience in their personal lives.

#### ***Mathematics Standard 7.12***

- Facilitate student collection, analysis, display, and interpretation of data from a daily music-listening journal. Direct students to use a mathematical graphical method to display their data. Then, compile all the data from the class to display on a class wall chart, using a graphical method.
- Direct students to compare and contrast two careers in the music industry, using a graphing method to display data.
- Demonstrate the graphing method students may use to survey and analyze the listening choices of friends and family. Then, have students conduct and graph such a survey.

## 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 7.1*

The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

### Vocabulary

*alto, baritone, bass, composer, contralto, culture, elements of music, ensemble, nontraditional sounds, soprano, tenor, traditional sounds*

### Materials

Excerpts of recorded music, chart-making materials, visual representations of international music, instruments, and composers, traditional and nontraditional sound sources

### Instructional Strategies

#### *Music Standard MS.7*

- Guide students in using 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.
- Guide students to cooperatively create a listening chart that identifies traditional and nontraditional instruments and/or voice parts in live or recorded performances.
- Direct students to compare the music of two prominent composers from the same era and culture.

#### *English Standard 7.1*

- 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, communicating ideas and information in an organized and succinct manner 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.
- Have students select a living non-American composer and prepare and present an oral presentation about him/her, including a description of the traditional and/or nontraditional sound sources he/she may employ. If possible, have students include listening examples of music by this composer.

## 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

#### *Science Standard LS.7*

The student will investigate and understand that interactions exist among members of a population. Key concepts include

- a) competition, cooperation, social hierarchy, territorial imperative; and
- b) influence of behavior on a population.

### Vocabulary

*aesthetic, audience, behavior, context, critique, genre, judgment, musical style, venue*

### Materials

Live or recorded performances of music, video excerpts of performances by various choirs showing both appropriate and inappropriate participant behaviors, video excerpts of music-competition performances showing various competitor and 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.
- Lead students in developing guidelines regarding appropriate audience behavior during music performances and presentations by peers.

#### *Science Standard LS.7*

- Show video excerpts of performances by various choirs, and direct students to analyze the behavior of the singers, particularly in regard to showing respect for the contributions of self and others in the choir.
- Present video excerpts of music-competition performances, and discuss the appropriate or inappropriate responses and behaviors of the competitors as well as the audience.
- Explore with students the possible effects of critics' written review on performers after the opening night of a music performance.
- Encourage students to explore and discuss how music is used in society to affect behavior. Include how the behavior of some audience members at a concert could affect the rest of the audience members in a positive or negative way.

## Music Standard MS.9

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

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### Strand

Aesthetics

### Goals

The student will

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

### Related Academic Standard of Learning

#### *History and Social Science USII.1*

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

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- b) make connections between the past and the present;
- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;
- f) analyze and interpret maps that include major physical features;
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;
- 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

*aesthetic, augmentation, diminution, elements of music, meter, mood, phrase, refrain, repetition, rhyme, rhythm, verse*

### Materials

Excerpts of recorded music, selected literary works, music-writing technology

### Instructional Strategies

#### *Music Standard MS.9*

- Review with students the compositional similarities between poetry and music in regard to such things as meter, phrase, verse, refrain, rhythm, rhyme, repetition, and mood.
- Demonstrate and discuss the relationship between mathematics and music in terms of expressing note values as ratios.
- Investigate with students the effects of the elements of music (e.g., rhythm, harmony, melody, tonality) on human behavior and emotions.

#### *History and Social Science USII.1*

- Discuss with students why the music of Aaron Copland is said to reflect the American way of life.
- Initiate a discussion focusing on the popular music of a specific period in United States history from 1865 to the present and how this music reflected American life during the era in which it was composed.
- Direct students to research the origins of the lyrics and the music of an American folk song.