



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

**GRADE EIGHT**

*Commonwealth of 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/](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	8.2			
MS.2	8.2			
MS.3		WHI.13		
MS.4	8.5			
MS.5		WHI.13		
MS.6		CE.14		
MS.7	8.2			
MS.8		CE.4		
MS.9				PS.8

## **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 8.2***

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) 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 multiple 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 eight measures in length, given an aural example.

#### ***English Standard 8.2***

- 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 8.2*

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

### Vocabulary

*alto, baritone, bass, canon, duet, harmony, ostinati, ostinato, round, score, soprano, syncopation, 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, utilizing a variety of rhythmic patterns and syncopated rhythms.
- Direct students to sing or play music literature from a variety of historical eras and genres.

#### *English Standard 8.2*

- Lead a class discussion exploring multi-part music in historic and modern settings. Ensure that students use grammatically correct language and musical vocabulary appropriate to audience, topic, and purpose.
- Provide opportunities for students to present and evaluate individual and group ostinato compositions.
- Divide the class into four groups, and have each group work cooperatively to prepare and present an oral presentation about the performance of twentieth-century popular music written in two or more parts. One group might focus on the performance of swing music during the Big Band era, while others could examine such topics as the performance of early rock and roll music, R&B/doo-wop music, and other forms of pop music. 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

#### *History and Social Science Standard WHI.13*

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying the economic foundations of the Italian Renaissance;
- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
- d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

### 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, classroom instruments

### Instructional Strategies

#### *Music Standard MS.3*

- Lead students to perform a variety of structured movements and dances (e.g., medieval and Renaissance 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 WHI.13*

- Facilitate student exploration of the form of music of the Italian Renaissance.
- Discuss and research with students the development of dance forms during the Renaissance.

## 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 8.5*

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

- a) Explain the use of symbols and figurative language.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
- d) Understand the author's use of conventional elements and characteristics within a variety of genres.
- e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- f) Compare and contrast authors' styles.
- g) Identify and ask questions that clarify various viewpoints.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- k) Identify cause-and-effect relationships.
- l) Use prior and background knowledge as a context for new learning.
- m) 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 four to eight measures, using a diatonic scale.
- Provide students with a four-to-eight-measure rhythm on which to improvise a melody, using a diatonic scale.
- Challenge students to create arrangements of provided diatonic melodies of four to eight measures, using computer-related technology.

***English Standard 8.5***

- 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**

#### ***History and Social Science Standard WHI.13***

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying the economic foundations of the Italian Renaissance;
- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
- d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

### **Vocabulary**

*musical form, musical genre, musical style, thematic material, Renaissance period*

### **Materials**

Excerpts of recorded music, classroom instruments

### **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 Renaissance-period musical sounds to identify and discuss their characteristics.
- Direct students in performing some musical selections from the Renaissance period.

#### ***History and Social Science Standard WHI.13***

- Provide students with listening examples of Italian Renaissance music and medieval music. Then, have students contrast the styles of the music from these two periods in music history.
- Lead students in a discussion of compositional elements and use of instruments during the Renaissance period.
- Guide students in investigating similarities between cultural and musical developments of the Renaissance period.

## 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 CE.14*

The student will demonstrate knowledge of personal finance and career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;
- d) examining the impact of technological change and globalization on career opportunities;
- e) describing the importance of education to lifelong personal finances;
- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

### Vocabulary

*career, genres, music industry, musical styles*

### Materials

Computers with Internet access

### Instructional Strategies

#### *Music Standard MS.6*

- Instruct students to research and present to the class aspects of a specific career in the music industry. Guide students to such career planning resources as the Virginia Department of Education's *Career Clusters in Virginia* site at [http://www.doe.virginia.gov/instruction/career\\_technical/career\\_clusters/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml) and the U.S. Department of Labor's *Occupational Outlook Handbook* at [www.bls.gov/oco/](http://www.bls.gov/oco/).
- Lead a discussion with students on the various roles of music in society and its 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 and how this experience may have changed over time.

#### *History and Social Science Standard CE.14*

- Guide students in identifying the talents, interests, and aspirations that might influence one to choose a career in music.
- Identify with students the skills, attitudes, and behaviors learned through music study and practice that can promote career success in any field.
- Direct students to research and present the education and skills that a selected career in music requires.
- Instruct students to examine the impact of technological change on careers in music.

## 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 8.2*

The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

### Vocabulary

*alto, amplitude, baritone, bass, composer, contralto, culture, elements of music, ensemble, frequency, genre, nontraditional sound, resonance, soprano, tenor, traditional sound, wavelength*

### Materials

Excerpts of recorded music, visuals of Western and international instrument families, traditional and nontraditional sound sources

### Instructional Strategies

#### *Music Standard MS.7*

- Direct students 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.
- Assist students in refining a rubric for evaluating the quality and effectiveness of music performances.
- Explore with students the mechanics and tone of the various families of musical instruments, including both Western and international instrumental families.
- Direct students to compare and contrast Western and international voice classification systems.

#### *English Standard 8.2*

- 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, using grammatically correct language and choosing vocabulary and tone appropriate to the audience, topic, and purpose.
- Have students select a genre 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 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

#### *History and Social Science Standard CE.4*

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

### Vocabulary

*aesthetics, audience, context, critique, etiquette, genres, judgment, musical style, venue*

### Materials

Video recordings 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.
- Instruct students to create an audience-etiquette chart that presents guidelines for use by younger and/or non-music students.
- Lead students in role-playing activities to explore and categorize appropriate and inappropriate behaviors within a musical ensemble. Repeat the activity with students role-playing appropriate and inappropriate behaviors of audience members at various types of music performances.

#### *History and Social Science Standard CE.4*

- Explore with students the similarities that exist between character traits beneficial to civic life and appropriate behavior for audience members attending music performances. Lead students to see that practicing courtesy and showing respect for the rights of others are common to both.
- Discuss with students the similarities that exist between character traits beneficial to civic life and appropriate behavior for participants in musical ensembles. Explore with students how such behavior goes beyond practicing courtesy and showing respect and extends into the area of exhibiting trustworthiness and shouldering responsibility.

## 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

#### *Science Standard PS.8*

The student will investigate and understand the characteristics of sound waves. Key concepts include

- a) wavelength, frequency, speed, amplitude, rarefaction, and compression;
- b) resonance;
- c) the nature of compression waves; and
- d) technological applications of sound.

### Vocabulary

*aesthetics, culture, dynamics, elements of music, mood, phrase, refrain, repetition, rhyme, sound wave, spirituals, verse, vibration*

### Materials

Excerpts of recorded music

### Instructional Strategies

#### *Music Standard MS.9*

- Have students describe 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 effect of cultural interactions and technological transfers on the development of music.
- Instruct students to chart the varying dynamics in a musical composition by using a line graph.
- Instruct students to research and write a paper on the relationship between music and some aspect of another discipline.

#### *Science Standard PS.8*

- Instruct students to examine the relationship between frequency and the pitch of a musical note. Have them also explain the relationship between amplitude and the volume of a musical sound.
- Challenge students to investigate the physical processes a musician uses to alter frequency and amplitude in the sound of their voice or an instrument.
- Discuss with students the concept of resonance and the how different performance spaces affect musical sound.