



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

**KINDERGARTEN**

*Commonwealth of Virginia*  
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## **Acknowledgments**

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## Introduction

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

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

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

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

## Correlations with Core Academic Standards of Learning

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

## Strands

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

### *Performance and Production*

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

### *Cultural Context and Music Theory*

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

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

### ***Judgment and Criticism***

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

### ***Aesthetics***

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

### **Goals**

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

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

### **Vocabulary**

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

### **Materials**

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

### **Instructional Strategies**

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

### **Assessment**

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

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

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

## **Resources**

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

- Virginia Historical Society, Richmond, [www.vahistorical.org/](http://www.vahistorical.org/)
- Science Museum of Virginia, Richmond, [www.smv.org/](http://www.smv.org/)

## Standards of Learning Correlation Chart

Music Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
K.1		K.8		
K.2			K.16	
K.3		K.3		
K.4		K.3		
K.5	K.1			
K.6			K.4	
K.7				K.2
K.8				K.2
K.9				K.4
K.10	K.3			
K.11		K.8		
K.12	K.2			

## Music Standard K.1

The student will sing songs and play instruments.

1. Participate individually and in groups.
  2. Accompany songs and chants with body percussion and classroom instruments.
  3. Imitate two-pitch (*sol-mi*) patterns sung or played.
- 

### 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 K.8*

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom;
- g) participating successfully in group settings.

### Vocabulary

*echo, environmental, man-made, pitch, repeat, silence, sound*

### Materials

Non-pitched percussion instruments, pitched instruments, sound and visual patterns, sound sources

### Instructional Strategies

#### *Music Standard K.1*

- Guide students to compare and contrast sound and silence.
- Model identifying, describing, comparing, and contrasting environmental and man-made sounds.
- Lead students in echoing rhythmic patterns that contain sound and silence, using non-pitched percussion instruments or body percussion.
- Have students follow and perform rhythmic patterns that use iconic or nontraditional pictures and sounds (e.g., animals, machines, vocal sounds).
- Direct students in creating original patterns of rhythm, using body percussion and non-pitched percussion instruments.
- Coach students in echoing two-pitch (*sol-mi*) patterns sung or played, using voice and/or pitched instruments.

#### *History and Social Science Standard K.8*

- Guide students in singing directions and/or rules on *sol*, *mi*, and *la* pitches in place of speaking.
- Teach songs that encourage sharing, cooperation, and responsibility.
- Lead students in discovering how music can reflect the ideals about being a good citizen.
- Model and encourage students to practice honesty, responsibility, self-control, and kindness to others during music activities.

## Music Standard K.2

The student will perform rhythmic patterns that include sounds and silences.

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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

#### *Mathematics Standard K.16*

The student will identify, describe, and extend repeating patterns.

### Vocabulary

*beat, echo, freeze, pattern, pulse, steady*

### Materials

Classroom instruments

### Instructional Strategies

#### *Music Standard K.2*

- Direct students to echo simple two-bar rhythmic patterns, including quarter notes, eighth notes, and quarter rests, by clapping, patting, and stomping.
- Direct students to echo simple two-bar vocal patterns that include long and short sounds and rests.
- Guide students to create a two-bar rhythmic pattern that includes quarter notes, eighth notes, and quarter rests by clapping, patting, and stomping.
- Guide students in creating movements to eight-bar rhythmic patterns performed on non-pitched percussion instruments and to “freeze” when hearing rests.
- Instruct students to create movement to eight-bar melodic and rhythmic patterns performed on a keyboard or melodic percussion instrument and to “freeze” when hearing rests.

#### *Mathematics Standard K.16*

- Instruct students to listen to and feel the vibrations of their heart as it beats. Direct students to tap the rhythmic pattern of their heartbeat. Then, have them jump to the rhythmic pattern.
- Direct students to identify the patterns in the American flag. Then, have them perform a sound map based on the American flag, for example, saying “Doot” for the stars, making an extended low pitch “Shhh” for the white stripes, and making an extended mid-pitch “Whoa” for the red stripes. Using the flag as a sound map, instruct students to take turns performing with the stars and then the stripes. Lastly, guide students as they take turns directing the sound map.
- Direct students to audiate (mentally hear) the American flag as a sound map while pointing to stars and stripes.
- Direct students to identify patterns (e.g., stripes, plaids, designs) on clothing and environmental surroundings (e.g., geometric shapes). Use one of the identified patterns as a sound map to guide students in performing a rhythmic pattern that includes sounds and silences.

## **Music Standard K.3**

**The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.**

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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**

#### ***History and Social Science Standard K.3***

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

### **Vocabulary**

*above, behind, below, far, front, in front of, left, near, opposite, right*

### **Materials**

Recordings and/or other accompaniment resources

### **Instructional Strategies**

#### ***Music Standard K.3***

- Demonstrate and discuss the use of cues in singing.
- Demonstrate and direct students to create and perform answer phrases to performed question phrases.
- Teach students to sing a song(s) that include directional lyrics. Coach them in singing at the appropriate time following a vocal/instrumental introduction.
- Provide musical recordings, and direct students to listen for cues in the music to begin singing, playing, and/or moving. Discuss the use of an introduction in music.
- Direct students to follow directions in a provided song, including performing small and large movement, motions, or choreography.
- Direct students to practice echoing rhythmic patterns at the appropriate time, using non-pitched percussion instruments and/or body percussion.

#### ***History and Social Science Standard K.3***

- Provide and play a song(s) with lyrics that use positional words to describe motions of parts of the body. Direct students to react to the played song by following the positional words to imitate the motions.
- Lead the class to create a class song that speaks of areas or spaces within the classroom. Direct students to perform motions or choreography that depict the lyrics when the song is sung.
- Direct students to practice marching, walking, swaying, and “freezing” on cue. Then, have students form two lines and march and/or walk in different directions in response to the directions “near,” “far,” “left,” “right.”
- Direct students to reach, bend, stretch, and collapse to teacher provided prompts.
- Lead a class discussion about spatial opposites.

## Music Standard K.4

The student will respond to music with movement.

1. Match movement to rhythmic patterns.
  2. Employ large body movement.
  3. Employ locomotor and non-locomotor movements.
  4. Use movement to enhance music, stories, and poems.
  5. Perform dances and games from various cultures.
  6. Use the body to illustrate moods and contrasts in music.
- 

### 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 K.3*

The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

### Vocabulary

*above/below, behind/in front, circle dance, left/right, line dance, near/far*

### Materials

Locomotor and non-locomotor movement charts, locomotor and non-locomotor movement line and circle dances, locomotor and non-locomotor movement dramatizations, recordings or other accompaniment resources, video(s) of sample dances

### Instructional Strategies

#### *Music Standard K.4*

- Select and play musical excerpts to invoke moods in movement (e.g., fast, slow, happy, sad, scared, shy, proud, brave, sneaky). Direct students to create movement to the provided music.
- Demonstrate using scarves to create large and small movement to music. Direct students to use scarves to experiment with large body movement to music.
- Teach students “The Mexican Hat Dance,” “Old Brass Wagon,” and “Brother, Come and Dance with Me.” Have students respond to the music of each piece with locomotor movement (e.g., walking, running, jogging, skipping, marching, hopping, jumping, crawling, leaping), matching the movement to the rhythmic patterns.
- Perform on non-pitched percussion instruments, using duple and triple meter, and direct students to perform non-locomotor movement (e.g., stomping, patting, clapping, snapping, bending, twisting, moving individual parts of the body) that matches the rhythmic patterns played.

#### *History and Social Science Standard K.3*

- Provide simple eight-beat patterns. Using positional words spoken to the rhythm of the patterns, with emphasis on the words *near/far, above/below, left/right, and behind/in front*, direct students to match large body movement to the provided patterns.
- Direct students to play a “Simon Says” game that uses positional words, including *near/far, above/below, left/right, and behind/in front*. Incorporate various musical selections, and have the students use their bodies to illustrate moods and contrasts in the music as they respond to the Simon Says statements.

## Music Standard K.5

The student will demonstrate the difference between a singing voice and a speaking voice.

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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 K.1*

The student will demonstrate growth in the use of oral language.

- a) Listen to a variety of literary forms, including stories and poems.
- b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word-order patterns.
- c) Participate in oral generation of language-experience narratives.
- d) Participate in creative dramatics.
- e) Use complete sentences that include subject, verb, and object.

### Vocabulary

*create, echo, high, low, pattern, poem, repeat, rhyme, rhyming, sing, soft, song, sound, speak, speaking, spoken*

### Materials

Songs with visuals, recordings or other accompaniment resources, icons as pictorial symbols for music notation

### Instructional Strategies

#### *Music Standard K.5*

- Demonstrate the contrast between a singing voice and a speaking voice, using words, phrases, and other vocal patterns.
- Have students practice echoing spoken and sung words, phrases, and other vocal patterns,
- Coach students in echoing high and low patterns. Repeat with loud and soft patterns. Guide students to create such contrasting patterns.
- Model speaking verses of a nursery rhyme and then singing the verses. Have students practice and demonstrate speaking and singing different nursery rhymes.
- Guide students in assigning sounds to patterns that are found in the everyday environment.

#### *English Standard K.1*

- Conduct the class in singing a well-known song that uses a rhyming pattern. Coach students in using their singing voice and not their speaking voice. Discuss the rhyming words, and ask students to name other words that rhyme.
- Provide opportunities for students to recite poems and to participate in stories that contain singing, recitation, and other sounds.
- Have students create or use creative dramatics to dialogue between an animal and a person, incorporating both singing and speaking voices in the dialogue.
- Lead students in a discussion to identify rhyming words. Speak a couplet, leaving out the final rhyming word, and have students fill it in with a rhyming word of their own choice. Repeat, using a singing voice.

## Music Standard K.6

The student will demonstrate steady beat.

1. Use body percussion, instruments, and movement.
  2. Use children’s literature, chant, and song.
- 

### 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

#### *Mathematics Standard K.4*

The student will

- a) count forward to 100 and backward from 10;
- b) identify one more than a number and one less than a number; and
- c) count by fives and tens to 100.

### Vocabulary

*beat, clap, echo, imagine, march, measure, measurement, pattern, steady, tap, tiptoe, walk*

### Materials

Songs with visuals, recordings or other accompaniment resources, icons as pictorial symbols for music notation

### Instructional Strategies

#### *Music Standard K.6*

- Demonstrate for students how to recreate the beat of steadily dripping water, using body percussion, instruments, and movement. Have students practice this. Repeat with a steady heartbeat at rest.
- Guide students in comparing the tempos of a steadily beating human heart when at rest, when walking, and when running.
- Guide students in walking, marching, and/or tiptoeing to a steady beat. When they have achieved this, remove the audible beat, and challenge them to keep the beat steady on their own.
- Guide students in making a steady beat, using non-pitched percussion instruments.
- Guide students in tapping a steady beat to a children’s poem, chant, and song.

#### *Mathematics Standard K.4*

- Guide students to echo clap a series of 6 steady claps, counting aloud as they clap. Have them extend the series to 8, 10, 15, and 20 claps, keeping the beat steady. Repeat the exercise, using stomping.
- Provide creative movement experiences to encourage counting forward to 30 and backward from 10 while demonstrating a steady beat.
- Have students practice counting aloud from 1 to 30 while tapping a steady beat. When they can do this independently, have them practice singing a favorite song to the same steady beat. When this is mastered, divide the class into two groups, and have one group count and tap while the other sings. Repeat with the two groups reversing their roles.

## **Music Standard K.7**

**The student will create music through a variety of experiences.**

- 1. Use classroom instruments, body percussion, or movement.**
  - 2. Use the voice in speech and song.**
  - 3. Dramatize songs, stories, and poems.**
- 

### **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**

#### ***Science Standard K.2***

The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include

- a) the five senses and corresponding sensing organs; and
- b) sensory descriptors used to describe common objects and phenomena.

### **Vocabulary**

*bumpy, compare, contrast, create, echo, flat, long, march, motion, movement, retell, rough, short, soft, smooth*

### **Materials**

Songs with visuals, recordings or other accompaniment resources, icons as pictorial symbols for music notation

### **Instructional Strategies**

#### ***Music Standard K.7***

- Lead students in walking to music and dancing simple steps. Compare with students the sensation and effect of each type of movement.
- Guide students to create beat patterns, using body percussion and classroom instruments.
- Provide opportunities for students to listen to and create movement for a fairy tale or story. Direct students to retell the fairy tale or story, using the created movement.
- Provide opportunities for students to practice and perform songs and poems, using voice and/or classroom instruments.
- Direct small groups of students in dramatizing songs and poems that are performed by the rest of the class. Have the actors use body percussion and movement.

#### ***Science Standard K.2***

- Lead students in comparing and contrasting the feel of various classroom instruments (e.g., flat, bumpy, hard, soft, rough, smooth, cold, warm, long, short). Provide an opportunity for students to experience identifying the instruments only by touch.
- Direct students in creating music, using voice, classroom instruments, and/or body percussion. Have half the class perform the music while the other half listens and watches. Then, have the listeners close their eyes and only listen as the music is repeated. Have the groups reverse roles. Discuss with students the difference between listening while watching and only listening. Ask whether using ears and eyes together when experiencing music is always better than using ears only.

## Music Standard K.8

**The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.**

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### Strand

Cultural Context and Music Theory

### Goals

The student will

- 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

#### *Science Standard K.2*

The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include

- a) the five senses and corresponding sensing organs; and
- b) sensory descriptors used to describe common objects and phenomena.

### Vocabulary

*alike, different, dynamics, fast, loud, silent, slow, soft, sound, tempo*

### Materials

Non-pitched percussion instruments, recordings or other accompaniment resources

### Instructional Strategies

#### *Music Standard K.8*

- Give students the opportunity to experience the difference in their heartbeat when walking and when running, or when walking and when skipping. Have them describe each as fast or slow.
- Engage students in experiencing sound changes by placing their hands over their ears and then removing them quickly. Have them describe the changes in selected sounds.
- Play some slow, loud music for the class, and guide students in recognizing it as slow, not fast. Guide students in creating movement to the music to express its slow nature. Repeat the activity with some slow, soft music. Discuss with the class the difference between the two examples of music, pointing out that although both of them are slow, they express very different things because of the different speeds or tempos.
- Next, play some fast, loud music for the class, and guide students in recognizing it as fast, not slow. Guide students in creating movement to the music to express its fast nature. Repeat the activity with some fast, soft music. Discuss with the class the difference between the two examples of music, pointing out that although both of them are fast, they express very different things because of the different speeds or tempos.
- Guide students to explore singing a song softly and then loudly. Discuss with students how the differences in dynamics affect the song. Discuss the expressive qualities of soft and loud in music.

#### *Science Standard K.2*

- Recreate and discuss various sounds heard during the day (e.g., sirens, school bells, playground noises, horns, talking, laughter, crying, thunder). After each sound, discuss with students whether it is long or short, lower pitched or higher pitched, soft or loud. Lead into a class discussion about a piece of music that has loud/soft, high/low, and fast/slow contrasts. Play the piece for the class and have them recognize and signal when the music is fast, slow, loud, soft, high, and low. Ask them to describe what the music is expressing when they hear each of these qualities—how it makes them feel. Finally, have them demonstrate the expressive qualities of the piece of music, using creative movement.

## Music Standard K.9

The student will identify classroom instruments by sight and sound.

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### Strand

Cultural Context and Music Theory

### Goals

The student will

- 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

#### *Science Standard K.4*

The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

- a) colors of objects;
- b) shapes and forms of objects;
- c) textures and feel of objects;
- d) relative sizes and weights of objects; and
- e) relative positions and speed of objects.

### Vocabulary

*hard, heavy, large, larger, light, percussion, shape, small, smaller, soft, thick, thin*

### Materials

Classroom instruments

### Instructional Strategies

#### *Music Standard K.9*

- Model the use of non-pitched classroom instruments. As each instrument is played, have students practice saying its name and identifying how it is played—i.e., by striking, rubbing, shaking, tapping, etc. Instruct students to listen to each instrument while closing their eyes or facing in the opposite direction. Direct students to take turns using the provided instruments to practice making these sounds.
- Model the use of pitched classroom instruments. As each instrument is played, have students practice saying its name and identifying how it is played—i.e., by blowing, plucking, striking, etc. Instruct students to listen to each instrument while closing their eyes or facing in the opposite direction. Direct students to take turns using the provided instruments to practice making these sounds. Provide aural and visual stimuli to show how the size of an instrument influences its pitch.
- Give a small group of students an assortment of pitched and non-pitched instruments. Have the students play the instruments one by one while the rest of the class faces the opposite direction. Have the class identify by sound each instrument as it is played.

#### *Science Standard K.4*

- Provide experiences for students to explore classroom instruments. Discuss how materials used to make instruments, as well as their other physical properties, affect the sounds they make. Lead a class discussion about the different materials used to make each instrument, as well as their other physical properties, including such terms as *flexible/stiff, straight/curved, rough/smooth, hard/soft, big/little, large/small, heavy/light, wide/thin, and long/short*.
- Encourage students to use different playing methods to make sounds on classroom instruments. Discuss with students how sound is affected by the way a classroom instrument is played.

## Music Standard K.10

The student will distinguish between tone colors.

1. Identify voices and instruments.
  2. Identify men's, women's, and children's voices.
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### Strand

Cultural Context and Music Theory

### Goals

The student will

- 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 K.3*

The student will build oral communication skills.

- a) Express ideas in complete sentences and express needs through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

### Vocabulary

Instrument names (teacher chosen), *pitch, sing, sound, speak, voice*

### Materials

Classroom instruments, audio recording of voices of men, women, and children

### Instructional Strategies

#### *Music Standard K.10*

- Provide students the opportunity to identify specific voices of various classmates by participating in a name-guessing game. Select eight or nine students to move to the back of the room, and rehearse them in speaking clearly and slowly a prepared sentence. Then, have the rest of the class cover and/or close their eyes. Point to one of the students in the small group to indicate that he or she should speak the rehearsed sentence. Have the class guess who spoke. Repeat the game with the other students in the small group, letting some of the students who already spoke speak again. Have the class identify the voices by distinguishing tone colors.
- Repeat the activity above with various familiar classroom instruments, having the class identify the instruments by distinguishing their tonal qualities.
- Provide students the opportunity to identify the pitch differences between a man's voice and a woman's voice. Then, have students identify the pitch differences among the voices of a child, a man, and a woman.
- Teach students how to identify voice patterns and tonal quality of voices by listening to teachers and classmates.

#### *English Standard K.3*

- Create activities that enable students to participate in group and individual singing and speaking. Discuss with students the differences in tone color of the voices of selected students when singing and speaking.
- Model participation in question and answer singing and speaking games. Direct students to participate in these singing and speaking games to detect differing tone colors among the various voices.
- Model classroom conversation by waiting for a turn, raising a hand for permission to speak, and staying on topic. Provide opportunities for several students to take turns telling about an event or happening in their lives that they enjoyed and then one that made them sad. Discuss vocal tone colors of men's, women's, and

children's voices and the different tone colors of each student's voice when describing a happy and a sad personal event or happening.

## Music Standard K.11

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

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

### Strand

Judgment and Criticism

### Goals

The student will

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

### Related Academic Standard of Learning

#### *History and Social Science Standard K.8*

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom;
- g) participating successfully in group settings.

### Vocabulary

*clap, contribution, echo, pat, pattern, respect, snap, stomp, team*

### Materials

Songs and visuals, recordings or other accompaniment resources, non-pitched percussion instruments, icons as pictorial symbols for music notation

### Instructional Strategies

#### *Music Standard K.11*

- Discuss with students how to contribute to a group effort when singing songs as a group. Discuss what showing respect for self and others means. Point out that when singing songs as a group, it is like being on a team in which each member of the team depends on every other member to do the best they can. When everyone tries to do their best, they are showing respect for self and others.
- Provide opportunities for students to sing in large and small groups. Help students monitor themselves when singing. Model, instruct, and encourage constructive comments about self, peer, and group performances.
- Lead students in echoing rhythmic patterns, including quarter notes, paired eighth notes, and quarter rests, using non-pitched percussion instruments and body percussion (e.g., stomp, pat, clap, snap). Make sure each student experiences sharing instruments and taking turns.
- Direct students to accompany self and others, using non-pitched percussion instruments and body percussion (e.g., stomp, pat, clap, snap). Make sure each student experiences sharing instruments and taking turns.
- Instruct students contribute to a group effort of listening to music by listening for a specific word or melodic idea in a song and signaling when they hear it by raising their hand.

#### *History and Social Science Standard K.8*

- Instruct students to listen quietly and patiently when you introduce a new song, melodic phrase, or rhythmic phrase. After having students model this behavior, discuss how this demonstrates being a good citizen (self-control, following rules, taking turns). Point out that it also shows respect for the contributions of others by contributing to a group effort of listening to music.

- Have students model for each other listening quietly when others are singing, playing, or speaking. Encourage students to demonstrate good citizenship by practicing listening etiquette.
- Engage students in constructive criticism discussions about self and others' performances, making sure that they are guided by the most important concepts of being kind to others and exercising self-control.
- Teach students the orderly, safe, and acceptable method of retrieving, handling, and returning classroom instruments to the storage area. Discuss how this shows respect for what belongs to others—in this case, to their school.

## Music Standard K.12

The student will recognize 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

#### *English Standard K.2*

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

### Vocabulary

*beat, chant, clap, create, improvise, pat, percussion, rhyme, snap, stomp, sound effect, steady*

### Materials

Rhymes, chants, songs, stories, poems, non-pitched percussion instruments, steady beat recordings or other accompaniment resources

### Instructional Strategies

#### *Music Standard K.12*

- Collaborate with the classroom teacher to provide meaningful music activities to support student learning in other disciplines. For example, teach students songs that relate to their study of other disciplines (e.g., the “ABC Song”), and discuss with them how the songs are connected to the other things they are learning. Another possibility is to lead students in creating songs that support their study in other disciplines.
- Share with students stories that are also songs. Teach students the songs in selected stories.
- Teach students to recite and sing nursery rhymes.

#### *English Standard K.2*

- Provide opportunities for students to explore ways to produce a variety of musical sounds (e.g., stomp, pat, clap, snap, human sounds, animal sounds) to depict action words or people, places, and things.
- Provide experiences for students to explore more than one way of playing various instruments to produce a variety of tone colors from one instrument. Discuss with students how varying ones vocal tone color when speaking the English language and varying the tone color of an instrument when playing music are similar.
- Provide experiences for students to discover and discuss the differences caused by the amount of force and energy used when speaking, singing, or playing an instrument. Discuss with students how speaking, singing, and playing an instrument are related to the study of English. Also, explain how learning musical rhythms is related to the study of mathematics.