



2020 Music Standards of Learning



Instructional Guide General Music Kindergarten – Grade Five

March 2025

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Richmond, Virginia 23218-2120
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Introduction

The Elementary General Music Instructional Guide, a companion document to the [2020 Music Standards of Learning](#), amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

Understanding the Strand

The [2020 Music Standards of Learning](#) are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout music instruction, regardless of the learning experience.

Standards

All Standards can be viewed by strand in the [Music Standards Progression Charts](#).

Concepts

This section outlines concepts that transcend grade levels and weave through the K through 12 program as appropriate at each level. Each numbered standard in grades K-12 relate to the corresponding concept. The concepts are listed in this section of the Instructional Guide for each strand.

Supporting Questions

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving efforts throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in using critical thinking to examine and explore multiple perspectives. These questions do not have definitive answers.

Skills in Practice

Skills in Practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***This is not meant to be an exhaustive list of applicable strategies.***

Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessment of learning throughout the year.

Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and in assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps; adjust for differentiation; solicit and provide quick actionable feedback; refine instructional practice; and involve students in decision making about their learning. Students can learn about their personal strengths and weaknesses and address their own development toward learning targets. Formative assessments may or not be graded and are generally low stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques in a definitive way at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
 - Communicate to students and parents how well a student has met a learning goal.
 - Measure and reflect on instructional effectiveness, adjusting if necessary.
 - Provide the teacher with data that will help guide future instruction.

Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Music Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Music Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for music teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the *2020 Fine Arts Standards of Learning*. Instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Music Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

Creative Process

Understanding the Strand

Students apply creative thinking to music when they flexibly use their skills and knowledge to create work with individual voices and visions. A creative process is not a specific formula for developing creative work. Instead, it follows a course of action to guide the development of original work. A creative process includes inquiry and questioning, researching, interpreting, generating, testing, and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process, product, and performance of making music.

Standards

[Creative Process – General Music Grades K-5](#)

Concepts

1. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.
2. Understand and apply a creative process to guide the development of ideas and musical works.

Supporting Questions

- How do musicians generate and develop ideas?
- How do musicians work?
- How do students develop creative ideas for music?
- What are steps of creative processes that musicians use?
- What is creativity?
- What is improvisation, and how is it used to support creativity?

Skills in Practice

- Ask students to improvise music in the moment using voice or instruments based on a variety of prompts.
- Ask students to create, remix, or arrange musical phrases.
- Break creative processes into various components and have students practice and discuss each as they develop original work.
- Create and perform music that goes along with the sequence of a story.
- Facilitate experiences where students improvise on pitched instruments and create original lyrics.
- Guide students to use engineering design principles (ask, imagine, plan, create, improve) to design an original instrument from recycled or found materials.
- Improvise melodically and rhythmically within a framework or over a basic accompaniment.
- Invite local musicians to share work and processes for creating it.
- Lead warm-ups, games, and creative exercises to spark invention, imagination, and flexible thinking.
- Provide opportunities for reflection on the work and the process in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements.
- Use a visual display board to engage in collaborative music composition.

Student Look-fors

- Applies artistic choices to demonstrate musical expression
- Composes or improvises music
- Describes steps of creative processes for improvising, arranging, and creating music
- Develops and tracks personal goals for music
- Documents musical work and creative processes
- Generates ideas for music individually and as a class
- Incorporates feedback to refine musical compositions, arrangements, and performances
- Reflects on the process of creating and performing music

Assessment Strategies

- After rehearsals, gather students in a circle for a reflection session.
- Ask students to reflect on video or audio recordings of skills, practice, and performance.
- Ask students to share their thinking or progress at the end of a class or work session in the form of an exit ticket.
- Ask questions for clarification and understanding of skill development in improvisation and original work.

- Engage students in using journals to organize thoughts and document ideas and reflections.
- Guide students to maintain a cumulative portfolio of work documenting processes and reflections.
- Provide clear criteria for the development of musical works to be used for formative and summative evaluation.

Content Connections

- **Kindergarten - Building Vocabulary: General Music K.2.a and English K.RV.1.B** - An important component to communication includes selecting words that are critical to the understanding of texts and experiences. Part of learning vocabulary is being aware of not knowing a word's meaning and questioning unknown words and meaning. Understanding questioning is also a part of the creative process including inquiry and questioning, researching, interpreting, generating, testing, and discussing ideas and solutions, refining original work, and reflecting on the process, product, and performance of making original music. Engage students in asking questions about unknown words related to musical ideas and skills to develop music vocabulary and word knowledge.
- **Grade One - Storytelling: General Music 1.1.c and English 1.RL.1.A** - Two important components of early literacy are oral comprehension and oral language. As students engage in telling and retelling of stories, their oral language and future literacy skills grow. Improvising and composing music to develop ideas allows students to use a creative process to generate ideas and refine work as a part of a creative community and reflect on the process and product. Improvise and create music to represent plot details sequentially through original melodic or rhythmic phrases.
- **Grade Two - Honoring Local and National Traditions: General Music 2.1.d and History and Social Science 2.3** - The History and Social Science standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States, including how communities honor local and national holidays. Instructional strategies may include facilitating experiences where students compose simple pentatonic melodies using traditional or iconic notation to honor or recognize designated Virginia holidays.
- **Grade Five – Comprehension: General Music 5.1.b and English 5.RL.1.B** - Comprehension involves understanding, interpreting, and making meaning from text and is essential for readers to connect prior knowledge with new information. Using the creative process to demonstrate comprehension through creative work allows for the development of individual voice and vision and provides opportunity for students to demonstrate understanding through creative thinking, originality, experimentation, and imagination. Instructional strategies may include composing short, original compositions or phrases to describe plots in stories that demonstrate a sequence of events in a story, including, initiating events, climax, and resolution. Compositions can be vocal, instrumental or percussive phrases and may include simple harmonies.

Instructional Supports

- [PBS Learning Media: Improvisation](#) - Explore media segments related to music improvisation.
- [PBS Learning Media: Musical Composition and Arrangement](#) - Explore media segments related to composition and arrangement.
- [The Kennedy Center: Inspiration!](#) - Discover how composers come up with fresh ideas as you learn all about musical inspiration.
- [The Kennedy Center: The Billy Taylor Trio: What Is Improvisation?](#) - This media segment by The Billy Taylor Trio discusses and demonstrates improvisation and invites students from the audience to the stage.
- [The Kennedy Center: The Terell Stafford Quintet \(Jazz Performance/Demonstration\)](#) - This media segment highlights trumpeter, Terell Stafford and his quintet demonstrate as they discuss the blues, improvisation, and ensemble playing and guide students in what to listen for in Jazz.
- [The Kennedy Center: We've Got the Blues](#) - Teaching artist Teagan Faran demonstrates how to create a two-sentence story full of emotion using the rhythm and music of the blues.

Critical Thinking and Communication

Understanding the Strand

Critical thinking, communication, and collaboration are inherent attributes in the creation, rehearsal, refinement, and performance of music. Students understand that critique is an integral part of an artistic learning environment. Students analyze, classify, and evaluate music, compare and contrast aspects of the art form, and develop a music vocabulary that allows them to recognize, describe, and justify personal responses, beliefs, and opinions regarding music. They recognize the value in evaluating diverse opinions and responses to music. They are responsive to the talents, interests, and cultural perspectives of others. Communication and collaboration, including both verbal and nonverbal cues, active listening, problem-solving, and performance agreement, are integral to the creation, rehearsal, refinement, and performance of music.

Standards

[Critical Thinking and Communication – General Music Grades K-5](#)

Concepts

3. Develop critical thinking skills in the analysis, interpretation, and evaluation of work of self and others.
4. Formulate, justify, and articulate personal responses and connections to music.
5. Develop, identify, and apply collaboration and communication skills for rehearsal and performance of music.

Supporting Questions

- How can you participate in a group to create and perform music?
- How do musicians communicate to their audience?
- How do we evaluate music?
- How do your personal experiences influence the way people listen to music?
- How does music communicate feelings and emotions?
- What criteria might we use to evaluate our musical performance?
- What does it mean to analyze music?
- What is music?
- What key vocabulary words help us discuss music with one another?

- Why might different people prefer certain types of music over others?

Skills in Practice

- Ask students to justify reasons they like a particular genre of music.
- Critique and analyze musical elements of rehearsal and performance using age-appropriate music terminology.
- Display rhythmic or melodic notation and allow students to analyze and evaluate notation for accuracy.
- Differentiate sounds of a variety of instruments and define their characteristics.
- Explicitly teach and uses music vocabulary.
- Engage students in discussion topics related to interpretation and evaluation of music.
- Facilitate discussion topics around personal opinions and preferences regarding music.
- Facilitate experiences in active listening of music.
- Guide students in labeling elements of music while they listen to various pieces.
- Listen to a piece of music and create a short story, poem, play, or piece of art related to the sequence of the music.
- Listen to music and associate it with an expression or emotive language and discuss how music can evoke emotional responses.
- Listen to a music excerpt three times and discuss with students after the first listen, ask students, "What did you hear?" After the second listen, ask students, "What does it make you think about?" After the third listen, ask, "What do you wonder about the piece of music?"
- Provide multiple opportunities for students to hear, read, and use music vocabulary in speaking and writing.
- Provide time for students to discuss their likes, interests, and experiences with peers and class.
- Provide question prompts, sentence stems, and vocabulary to support writing about and discussing music.
- Work with students to establish norms, procedures, and expectations related to how students communicate with and relate to one another in the music classroom, rehearsals, and performances.

Student Look-fors

- Collaborates with peers to achieve common goals
- Communicates through verbal and nonverbal cues
- Compares different types of music using appropriate vocabulary
- Demonstrates active listening skills
- Discusses and explains personal music preferences
- Engages in class discussions with personal insights

- Evaluates performances using established criteria
- Provides peer feedback
- Reflects on emotional responses to music
- Uses appropriate music vocabulary when speaking and writing about music

Assessment Strategies

- Evaluate how students are adjusting musical elements in performance as directed by conducting gestures and cues.
- Have students participate in small group peer sectionals to give and receive feedback and evaluate progress toward goals.
- Formatively assess engagement in robust discussions around supporting questions.
- Provide students with templates for feedback cards that have sentence starters like “I liked how you...,” “I think you could try...,” and “Your performance made me feel...”
- Use a pre-assessment in the form of an entrance ticket to gather information on students’ prior knowledge and skills related to music vocabulary and analysis.
- Use sentence frames or other graphic organizers to engage students in critical thinking, vocabulary acquisition, and age-appropriate music description, analysis, and evaluation.

Content Connections

- **Kindergarten - Collaboration and Communication: General Music K.5 and History and Social Sciences K.1.e** - Communication and collaboration are inherent attributes in the creation, rehearsal, refinement, and performance of knowledge. These skills allow students to recognize the value of evaluating diverse opinions and to be responsive of the talents, interests, and cultural perspectives of others. Communication and collaboration also include verbal and nonverbal cues, active listening, and problem-solving, and are an integral part of the creation, rehearsal, refinement, and performance of knowledge. Instructional strategies may include identifying and practicing citizenship in the classroom by taking turns, sharing, and working well with others through collaboration and communication through rehearsing and performing music.
- **Grade Two - Modes and Purposes for Writing: General Music 2.4 and English 2.W.1.C** - The ability to express an opinion is a skill needed to clearly articulate a position and demonstrate both what they think, and why they think it. In music, students develop the ability articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning diverse opinions and responses to music. Instructional strategies may include writing an opinion piece describing the student’s point of view (opinion) of how music evokes personal ideas and emotions including reasons and supporting details.

- **Grade Three - Point of View/Perspective: General Music 3.4 and English 3.W.1.D** - Developing critical thinking skills through the analysis, interpretation, and evaluation of the work allows students to justify and articulate personal responses, beliefs, and opinions to recognize the value in learning diverse opinions and responses. In Grade 3, students continue to use the writing process to plan, draft, revise, and edit writing in a variety of forms, including opinion pieces. Instructional strategies may include writing opinion pieces explaining personal motivations for making music supporting a point of view and reasons. Share personal writing with peers to better understand others' opinions and responses.
- **Grade Four - Vocabulary Development and Word Analysis: General Music 4.4 and English 4.RV.1.J** - In Grade 4, the development of vocabulary is an important aspect of critical thinking. It enhances communication and improves reading and writing skills. Using music terminology allows students to communicate effectively in the study and understanding of music and replicate composers' intentions in performing. Instructional strategies may include using interactive exercises and games, students explain personal preferences for music or music performances using newly learned grade level music terminology and vocabulary, providing meaningful context for learning and using new words.

Instructional Supports

- [National Association for Music Educators \(NAfME\): Critical Thinking](#) - This collection provides educators with research, articles, and publications demonstrating best practices in teaching critical thinking skills.
- [PBS Learning Media: Appreciation and Analysis of Musical Works](#) - Explore media segments related to music appreciation, music vocabulary and concepts, interpretation of music, and evaluation of music.
- [The Kennedy Center: Know Before You Go](#) - This lesson provides expectations of an audience member at different types of performances.
- [Thinking Routines from Harvard Project Zero](#) - Resources from Project Zero focusing on artful thinking and thinking routines.

History, Culture, and Citizenship

Understanding the Strand

Students hear and understand musical works from many time periods and places and respond to a variety of music and musical styles from diverse composers and performers. Students identify the values, roles, and reasons for the creation and performance of music from the perspective of many time periods, people, and places. Students develop a lifelong engagement with music as a performer, community member, supporter, and advocate. They understand and respect the ethical and legal considerations for engaging with music as a responsible citizen.

Standards

[History, Culture, and Citizenship – General Music Grades K-5](#)

Concepts

6. Understand the cultural and historical influences of music.
7. Understand music as a form of community engagement.
8. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

Supporting Questions

- How are music and culture connected?
- How can we see history in music?
- How does music show the time and place where it comes from?
- How do musicians relate to their audience during different performances and in different music settings?
- How have the ways we make, play, and listen to music changed over time?
- What are copyright and intellectual property, and why are they important?
- Where can we find good and trustworthy sources for learning about music?
- What is intellectual property when it comes to a musical idea or song?
- Where and when do people play music in my community?

Skills in Practice

- Assign a simple and fun research project where students can explore different genres of American music, such as folk, jazz, and pop. Provide age-appropriate resources like videos and children's books to help them learn about the history and evolution of these styles.
- Create engaging lessons that introduce students to various musical periods through storytelling and interactive activities. Use hands-on experiences, like playing rhythms or singing songs from those times, to help them connect to the historical context of the music.
- Curate a selection of songs representing various cultures for students to learn and perform. Choose pieces that are accessible for their skill level and encourage students to incorporate elements from different cultures, such as rhythms or instruments, into their performances.
- Encourage students to try out sounds and techniques from different musical genres during class. Use group discussions and share personal experiences to help them connect their understanding of music's history and influence on what they listen to today.
- Form small groups and assign each group a different country or culture to research. Provide simple resources like recordings and videos about music, instruments, and their cultural significance. Have students present their findings to the class through either a short presentation or a mini performance.
- Guide students in creating a large classroom timeline that features influential songs, musicians, and historical events related to music. Use colorful drawings and pictures to represent each event and encourage sharing stories about why these songs or events are important.
- Have students choose an instrument to learn about and create a simple poster. Encourage them to find out about its origins, famous musicians, and how it is used in different musical styles.
- Introduce the concept of copyright in a fun and age-appropriate way. Use simple examples, such as discussing why we shouldn't copy our friend's artwork or music without permission.
- Simplify discussions about music-related legal topics to focus on why it's important to ask before sharing music or videos online. Use relatable scenarios or stories to illustrate these points and make it engaging for the students.
- Organize family-friendly music-making activities where students can invite their parents or guardians. Plan simple music games or collaborative performances to encourage fun and teamwork among students and their families.
- Set up a shared folder or bulletin board for students to collect and share their favorite songs from around the world. Encourage them to bring in music from their own cultures or families. Host classroom discussions to highlight how these songs relate to different musical styles and traditions.

Student Look-fors

- Identifies characteristics of music from a variety of cultures
- Analyzes the significance of history and culture in musical pieces, styles, composers, and musical performances
- Appropriately cites music and media resources
- Describes how musicians, music advocates, and consumers of music impact the community
- Explains how musicians contribute to society and communities
- Identifies the similarities and differences between musical periods and styles
- Listens and responds to many different music styles and works
- Listens to, performs, and responds to many different musical styles and works
- Research specific historical eras in music, significant historical figures in music, and cultural influences
- Takes responsibility for music spaces and instruments

Assessment Strategies

- After exploring different music styles, have students complete a reflection sharing their favorite style and what they like about it. Assess for thoughtfulness and understanding.
- Engage in learning games related to historical and cultural contexts in music.
- Have students create a poster or a simple infographic that explains one concept they learned about copyright. Assess their understanding based on accuracy and communication.
- Have students present research in small groups. Assess their presentations using a simple rubric or checklist that looks at clarity, presentation skills, and knowledge.
- Have students write a short paragraph about what they learned related to music of a culture or historical period. Assess their writing for content and clarity.
- Keep a participation checklist of students' contributions during discussions and seek responses from students who don't normally participate.
- Students can create a visual timeline. Assess their timelines for accuracy in events, artistic presentation, and written descriptions.
- Use a peer feedback form to assess how well students presented and explained a music topic.

Content Connections

- **Grade Two - Celebrations and Traditions: General Music 2.6.a, 2.6.b and History and Social Science 2.6** - Students learn to identify the contributions of individuals and diverse cultures who have influenced American communities through customs and traditions. Understanding connections allow students to identify similarities and differences through exploring informational sources to understand civility and respect for others. Instructional strategies may include comparing and contrasting music of Ghana, Mali, and Songhai before and after European exploration to examine characteristic similarities and differences of musical elements, melody and harmonies, lyric context, or instruments; describing how the people of Ghana, Mali, and Songhai participate in music as a part of a community, and the similarities and differences to music within communities today.
- **Grade Three - Contributions of Others: General Music 3.6, 3.7 and History and Social Science 3.4.d, 3.5.d, 3.6.d, 3.7.d, 3.8.d** - Grade 3 students begin to understand the contributions of others who have diverse ethnic origins, customs, and traditions. Demonstrating respect for contributions builds strong communities and enhances collaboration among diverse groups. Instructional strategies may include learning about music and instruments of ancient Egypt, China, Greece, Rome, or Mali and use history and social science skills to identify similarities and differences; exploring how various instruments, music, and movement were used (celebration, tradition, etc.); and practice civility and respect of other cultures to better understand the contributions, viewpoints, and cultural beliefs.
- **Grade Four - Culture in Colonial Virginia: General Music 4.7, History and Social Science VS.4, and English 4.W.1.C, 4.C.1.A** - Culture in Colonial Virginia: Colonial Virginia reflected cultures of Indigenous people, European (English, Scot-Irish, German) immigrants, and Africans Culture is embodied and transmitted through and reflected in the arts. Instructional strategies may include comparing and contrasting, orally and in writing, the music of different cultures in colonial Virginia and examine the importance of music in each culture to better understand life and community of each group of people; use evidence, examples, facts, and details regarding the integral part of community music performed of different cultures of colonial Virginia.
- **Grade Four - Cultural Context, Customs, and Traditions: General Music 5.6.b, 5.7 and History and Social Science US1.4.a** - Understanding characteristics, trends of people, places, events, and artistic culture aids in the learning about change and continuity in history. Understanding artistic, cultural, and historical influences allows students to view the arts as an examination of everyday life of people at different times in history as primary and secondary sources. Instructional strategies may include identifying and exploring the contributions and influence of music, musical traditions, and customs of the Indigenous peoples and European explorers and their influence on the music of today using proper music terminology.

Instructional Supports

- [Appalachian Music and Virginia’s Mountain Towns](#) - The official tourism blog of The Commonwealth of Virginia, provides a brief history of Appalachian music in Southwest Virginia.
- [Carnegie Hall Education](#) - Drawn from programs created by the Hall’s Weill Music Institute, this collection offers digital programs and resources.
- [Kennedy Center Education](#) - A collection of articles, videos, podcasts, performances, and online field trips that allow students of all ages to explore and learn about music online.
- [Music of Our Mountains](#) - This project chronicles musical culture and ideas throughout Appalachia and beyond.
- [National Association for Music Educators \(NAfME\): An Overview of Copyright for Educators](#) - Resources on copyright for music educators.
- [PBS Learning Media: Society and History of Music](#) - Explore media segments related to music in society, music in world cultures, and history of music.
- [Smithsonian Folkways Program](#) - Smithsonian Folkways Recordings is the nonprofit record label of the Smithsonian Institution, the national museum of the United States. This site contains audio recordings and educational materials from the Smithsonian Center for Folklife and Cultural Heritage.
- [The Kennedy Center: A World of Music](#) - A musical tour of Europe through time, place, and people.
- [The Kennedy Center: The Star Spangled Banner](#) - Discover the history of the song.
- [Virginia Folklife Program](#) - The Virginia Folklife Program is the state center for the documentation, presentation, support, and celebration of Virginia’s rich cultural heritage.

Innovation in the Arts

Understanding the Strand

Innovation thrives by cultivating authentic connections between fields of knowledge. Students in music courses focus on music’s role in the rapidly changing world and explore the newest tools, instruments, media, and processes in music through demonstrations, experiences, and experimentation that merge traditional forms of musical expression with emerging technologies and innovative techniques. Students are future-ready for evolving opportunities and advancements in music. They explore opportunities to connect fine arts experiences, content, and skills to college preparation, college and career opportunities, and to an expanding range of career prospects in the field of music.

Standards

[Innovation in the Arts – General Music Grades K-5](#)

Concepts

9. Connect music content and skills to career options, college opportunities, and workplace.
10. Understand and explore the impact of current and emerging technologies, media, and processes in music.
11. Identify and cultivate authentic connections between other fine arts and fields of knowledge to develop problem-solving skills.

Supporting Questions

- How has technology changed the way people listen to music?
- How has technology changed the way that musicians work collaboratively?
- How is music connected to what I am learning in other subjects?
- How do you integrate music into other areas to enhance learning?
- What are career opportunities related to music?
- What technologies have helped people create new types of music?

Skills in Practice

- Ask students to use music technology to design a ringtone.
- Demonstrate or enable students use a digital audio workstation (DAW) to create, edit, and present music.
- Demonstrate how to use digital source material or media to create a composition using loops, patterns, recordings, etc.
- Encourage students to share their knowledge and findings by selecting a music-related career, researching it, and presenting it to their classmates.
- Explore performing and non-performing careers in the music field.
- Lead students through a history of recording technology, from early acoustical recordings to current technology.
- Lead students to create a composition by laying individual lines of "musical code" (rhythmic and melodic notation) on the ground. Add directional arrows and symbols to direct students to the following "code line," creating compositions of various lengths.
- Notate a melody using music notation software and perform it vocally or on pitched instruments.
- Organize a creative activity where students can explore different sounds using technology and incorporate them into original music pieces.
- Stimulate students' curiosity by formulating questions for interviews with professional musicians or arts industry leaders.
- Using an arts-integrated approach, create activities that connect other fields of knowledge or art forms to music, equitably meeting the standards in both areas.

Student Look-fors

- Creates, arranges, or enhances music compositions using current technology
- Demonstrates practical problem-solving skills for music activities and processes
- Discusses how methods of creating and recording music change over time
- Engages in discussions around ways that technological developments and enhancements influence the way people listen to, share, record, perform, and create music
- Explores, investigates, or researches music-related careers and roles such as performer, composer, songwriter, or producer
- Makes connections between music skills and content with other subject areas
- Uses current technologies to engage in creative processes

Assessment Strategies

- Ask students to explain how they created their music using technology verbally or in writing.
- Create a simple rubric together that outlines what success looks like when creating music with technology.
- Have students list and discuss the music skills they've learned in class and how these can relate to jobs in music and other fields.
- Lead a class activity where students compare music skills to concepts in math, like rhythm to fractions or decimals.
- Start a lesson with an entrance ticket where students share something they know about digital music tools or how they use them.

Content Connections

- **Grade Three - College, Career, and Workplace Readiness: General Music 3.9 and English 3.C.3.A** - Skills learned in the arts provide learners with opportunities to develop critical thinking, collaboration, and problem-solving skills. College and career ready students are able support their thinking, opinions, and ideas through multimodal presentations in order to demonstrate knowledge across various modes to reflect requirements and communication for any career or workplace. Instructional strategies may include creating simple presentations identifying a variety of careers in music, theatre, dance, or visual art using multimodal tools to enhance the presentation. Modeling and working with all students will ensure all components of creating a presentation are organized and concise in manner while student provide evidence to support their main ideas and personal motivations for making music.
- **Grade Four - Innovation: General Music 4.11 and History and Social Science VS.13.b** - Innovation thrives by cultivating authentic connections between fields of knowledge and music. Merging traditional forms of music expression and experiences with innovative techniques will cultivate connections to other fine arts and fields of knowledge to develop problem-solving skills. Instructional strategies may include examining the process of recording music prior to, during, and after the Bristol recording sessions and the recording industry. Then exploring the connection of recording technology to its impact on the advancement of music production and distribution of music globally.
- **Grade Five - Collaborative Discussions: General Music 5.9 and English 5.C.1.A** - The ability to work collaboratively develops skills needed for college and career readiness, and the 21st Century Workplace. Research various music careers of interest, the pathway to success in that area, and defend the importance of the career in society. Socratic seminar to demonstrate knowledge communication skills to other student responses, to others in a respectful manner, clarifying ideas, and using evidence or examples to support opinions.

Instructional Supports

- [Carnegie Hall: Music Educators Toolbox](#) - Grade specific education resources that address music fundamentals.
- [Example Careers in Music](#) - This document provides examples of careers in and related to music.
- [Music Education and Workplace Readiness Skills](#) - Virginia's music instructional programs reinforce [Virginia's 22 Workplace Readiness Skills](#). These skills are organized around three core areas that promote opportunities and reinforce student understanding of Virginia's workplace readiness skills: Personal qualities and abilities, interpersonal skills, and professional competencies.
- [PBS Learning Media: Musical Forms](#) - Engage with media related to musical styles.
- [PBS Learning Media: Performance of Music](#) - Explore media resources related to musical performance.
- [The Kennedy Center: Guide to the Orchestra](#) - This guide introduces the orchestra, instruments, music, and additional resources by the National Symphony Orchestra.
- [The Kennedy Center: Terence Blanchard: A Discussion and Trumpet Masterclass](#) - Composer and trumpet player Terence Blanchard discussed the importance of practice, warm-up, and fundamentals and works with three young trumpet students during this media masterclass.
- [The U.S. Army Band: Education Outreach](#) - This collection of educational videos is intended for teachers, students, and parents for finding quality educational tools and content for instrument playing techniques, cleaning, and care by the U.S. Army Band.
- [Virginia 5Cs and Music Education](#) - The *Music Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Music SOL document and re-organized to demonstrate alignment to the 5 Cs.
- [Virginia Symphony Orchestra \(VSO\): Music Learning Lab](#) – This video series is for middle and high school students who have been playing their instruments for a few years. Hear the hidden secrets from VSO musicians on how to improve your playing technique to master your instrument.

Technique and Application

Understanding the Strand

Students develop and apply the technical skills necessary to express their musical ideas and engage deeply with music. Standards in this strand describe the essential skills necessary at each level to promote high quality instruction for every music student in the Commonwealth. Through sequential study and practice, students develop the physical, conceptual, intellectual, intuitive, and artistic skills necessary for success in music.

Standards

[Technique and Application – General Music Grades K-5](#)

Concepts

12. Develop the technical skills and artistic knowledge necessary for understanding elements of music and ways they are used for artistic performance and creative expression.
13. Develop vocal skills for individual and ensemble performance.
14. Develop instrumental skills for individual and ensemble performance.
15. Identify and perform rhythmic patterns.
16. Demonstrate understanding of meter.
17. Respond to music with movement.

Supporting Questions

- What makes a performance successful?
- How does your technique help communicate your artistic intentions?
- What is music literacy and how do you develop it?
- What is rhythm?
- What is melody?
- What are elements of expression?
- What practices are helpful to develop listening skills?

Skills in Practice

- Clearly communicate concert expectations such as dress attire, performance and audience etiquette, and movement logistics and transitions.
- Demonstrate knowledge of tempo changes throughout a piece of music using both movement and verbal explanations to reflect the music.
- Encourage students to echo teacher-led call-and-response melodies to help them learn and recognize familiar songs using solfège and/or Kodály hand signals, while applying learned material to sightreading when recognizing intervals and patterns.
- Encourage students to sing or play expressively, applying their understanding of expressive elements such as tempo, dynamics, phrasing, balance, and blend.
- Engage students in call-and-response activities, prompting them to echo phrases in groups or individually.
- Engage students in warmup activities and proper technique to prevent injury.
- Establishes procedures for keeping the music classroom clean and organized to prevent unsafe situations.
- Explicitly teach musical skills, musicianship, ensemble skills, and music literacy skills with skill and confidence.
- Facilitate an exercise where students divide a short melodic phrase into a "question" and "answer," allowing both students and the teacher to take turns performing sections.
- Facilitate student choreography for music to encourage creative expression during performances.
- Guide students as they explore various ways to move with music, both individually and as an ensemble, promoting creative expression through gestures, patterns, rhythms, and moods.
- Model and reinforces proper posture and positioning.
- Instruct students to play compositions featuring different rhythm patterns and meters.
- Provide explicit instruction on vocal, physical, breathing, or instrumental techniques to prepare students for the day's learning experience.
- Play an audio clip of a specific instrument and guide students to match the sound to their music bingo cards, marking or covering until they achieve BINGO.
- Promote students' understanding of musical concepts through practical applications and creative methods.
- Teach writing a melody on the staff and performing it on recorder, other pitched instruments, and with their voices.
- Recognize students for growth and improvement.
- Utilize praise to build confidence and motivation.

Student Look-fors

- Demonstrates a variety of rhythms, meters, articulations, dynamics, and other elements of music
- Demonstrates musicianship and ensemble skills at an appropriate level
- Demonstrates proper posture, instrument position, hand and finger positions
- Demonstrates sight-reading at appropriate skill level
- Echoes melodic and rhythmic patterns with accuracy
- Identifies grade appropriate musical symbols, notation, and abbreviations of expressive qualities
- Identifies notes, clefs, and music elements
- Improves playing or singing technique through repetition and practice
- Notates and performs scales at appropriate performance level
- Performs rhythmic passages using a counting system
- Sings and says notes they are playing on their instrument

Assessment Strategies

- Actively listen to student musical skills, noting progress and where re-teaching is required.
- After performances, hold a class discussion where students can share their thoughts about what they learned. Encourage them to use descriptive terms and share feelings about the music and movements.
- Create colorful posters or charts that outline learning objectives related to performance skills. Use images and icons to represent each objective. This helps young learners visualize what they are working toward.
- Develop a student-friendly rubric that uses smiley faces, stars, or thumbs up/down to evaluate students' understanding of specific skills.
- Encourage students to build a digital portfolio where they can include pictures, drawings, audio/video clips of themselves performing, and stickers or stamps representing their progress over time.
- Introduce playful assessments like music games or mini competitions focused on new techniques and skills. For instance, use musical chairs with a twist where students perform a technique each time the music stops.
- Teach students to give written or verbal feedback using a "Compliment Sandwich" approach—starting with something positive, followed by a suggestion for improvement, and ending with another positive note.
- Utilize apps or online platforms where students can record their performances and receive instant feedback from peers and the teacher.

Content Connections

- **Kindergarten – Choral Speaking and Singing: General Music K.13 and English K.C.2.C** - Choral speaking involves students responding in unison. This increases student engagement and participation. Additionally, chorally speaking and/or reading builds student oral language skills and, if chorally reading, supports students in accessing grade level text. Instructional strategies may include engaging students in choral speaking and singing of stories, songs, and rhymes with repeated patterns, using expressive vocal qualities.
- **Grade Five - Organizing Information: Music 5.12, 5.13, 5.15 and English 5.C.3.A** - Technical skills and procedures are necessary for a safe and consistent learning environment and demonstration of music literacy. Using multimodal presentations to demonstrate processes will allow student viewing the media interactive presentations to better understand and emulate proper technique and procedures outside of the classroom. Instructional strategies may include creating a series of planned, interactive multimedia recordings for younger students describing and demonstrating technical skills and artistic elements necessary for success in music.

Instructional Supports

- [Carnegie Hall: Music Educators Toolbox](#) - Grade specific education resources that address music fundamentals.
- [Music Learning Lab - Virginia Symphony Orchestra](#) - Join the musicians of the Virginia Symphony Orchestra to learn about the instruments of the orchestra. This collection of videos introduces children to the instruments, how sound is created, and how they are used within the symphony.