



2020 Music Standards of Learning



Instructional Guide Choral Music

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Introduction

The Choral 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 - Choral Music Middle School](#)

[Creative Process - Choral Music High School](#)

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 original work in creating and performing music.

Supporting Questions

- How do musicians create original work in choral music?
- How do musicians generate and develop ideas?
- How do musicians develop and monitor goals?
- How do musicians develop compositional techniques?
- How do musicians document musical ideas?
- How do musicians create music as a means of individual expression?
- What are steps of creative processes that choral musicians use?

Skills in Practice

- Assist students in creating arrangements for duets, trios, or quartets by adapting the music to match the skill levels and knowledge of the ensemble members.
- Assist students in creating original works that incorporate feedback from peers, enabling them to reflect, revise, and perform their creations.
- Break down creative processes into various components, enabling students to practice and discuss each one while developing original work.
- Create opportunities for reflection on work and processes, such as small or large group critiques, exit tickets, video or audio reflections, self-assessments, or artist statements.
- Divide a short melodic phrase into a “question” and an “answer.” Lead the class in performing the “question” and have individuals take turns providing an “answer.” Scaffold this exercise to include improvisation techniques and creative interpretations of music.
- Encourage students to compose original music while allowing for peer feedback. Facilitate collaborative reflection and revisions to strengthen their final performances.
- Engage students in developing independent projects that enable them to work towards their individual goals.
- Establish clear parameters for improvisation, including form, tone, meter, and rhythm. This will allow students to take turns exploring their creative expressions within these frameworks.
- Facilitate experiences for students to improvise and create original lyrics and melodies.
- Facilitate warm-up activities, games, and creative exercises designed to inspire invention, imagination, and flexible thinking.
- Guide students in using music notation software or handwritten music notation to record their musical ideas.
- Introduce students to video editing software, digital audio workstations (DAWs), and music notation software for creating soundtracks for films. Guide them in selecting music that enhances the mood and storyline of their edited footage.
- Listen to and transcribe music from various artists known for their harmonic improvisation. Analyze and incorporate new improvisational techniques.
- Listen to common chord progressions in various keys (for example, I-IV-V, ii-V-I). Vocalize improvised melodies over the harmonic progression.
- Watch interviews or read biographies of professional musicians, encouraging students to reflect on their creative processes in relation to those of established musicians.

Student Look-fors

- Applies artistic choices to demonstrate musical expression
- Articulates and documents creative processes
- Composes rhythmic and melodic variations
- Develops and tracks personal goals for music
- Documents musical ideas using DAWs, digital or written music notation, or musical presentations
- Incorporates feedback to refine original music, lyrics, arrangements, and performances
- Refines music through inquiry-based questioning
- Reflects on the process of creating and performing music
- Uses self-evaluation to track progress

Assessment Strategies

- Conduct a reflection session with students after rehearsals to discuss their experiences.
- Collect exit tickets from students following rehearsals, where they share key insights, challenges faced and set goals for the next session.
- Encourage students to self-reflect by reviewing video or audio recordings of their skills, practice, and performances through journaling or exit tickets.
- Guide students to maintain a cumulative portfolio that documents their work, processes, and reflections.
- Pose questions to students to clarify and deepen their understanding of skill development in improvisation and original work.
- Provide clear criteria for developing musical works to guide formative and summative evaluations.
- Use journals as a tool for students to organize their thoughts, document ideas, and reflect on their learning experiences.

Content Connections

- **Demonstrating Creative Processes: High School Choral Music HCl.2.a and English 10.C.3.A** - Creative processes enable students to flexibly use their skills and knowledge to express individual voices. It involves inquiry, research, idea generation, testing, discussion, refinement, and reflection. A multimodal presentation can showcase this process, including demonstrations of music creation tools, idea development, performances at various stages, the final product, and reflections on the process and outcome.

Instructional Supports

- [Carnegie Hall: Speak Your Music](#) - In this video series, musicians share their creative process, values, and inspiration in creating original music.
- [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: American Voices](#) - In this performance, jazz vocalist, Michael Mayo demonstrates vocal improvisation and scat.
- [The Kennedy Center: Ellington Voices featuring Nnenna Freelon and Harolyn Blackwell](#) - This resource explores the music of Duke Ellington through improvisational jazz and “scatting,” a singing style where nonsense syllables are used instead of words.
- [The Kennedy Center: Inspiration!](#) - Discover how composers come up with fresh ideas as you learn all about musical inspiration.

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 - Choral Music Middle School](#)

[Critical Thinking and Communication - Choral Music High School](#)

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 apply collaboration skills in rehearsal and participate in a group to create and perform music?
- How can you identify and describe the differences between styles of music?
- How do musicians communicate to their audience?
- How does music communicate feelings and emotions?
- How do musicians run an effective rehearsal using both verbal and nonverbal cues?
- How do personal experiences influence the way people listen to music?
- How do you create criteria for concert etiquette as a performer or audience member?

- How might personal experiences and current events shape individual responses to music or music preferences?
- What criteria might musicians use to evaluate musical performance?
- What does it mean to analyze music?
- What key vocabulary words help to discuss music with one another?
- What are the accepted criteria when evaluating choral music?

Skills in Practice

- Assign a project where students rearrange the notes of a well-known song to explore and create various emotional moods.
- Create opportunities for students to identify and develop communication skills to address issues during group work, rehearsals, performances, and lessons.
- Develop and discuss guidelines for both performers and audience members attending concerts.
- Encourage students to assess their performance in rehearsals and concerts, and to express their understanding of their contribution to the ensemble through discussion or writing.
- Encourage students to experiment with various musical elements to explore how they can evoke emotions like sadness, fear, anger, and happiness through music, thereby enhancing their expressive abilities.
- Encourage students to reflect on a selected piece of music, prompting them to analyze and express their thoughts on the composer’s intent using appropriate music terminology.
- Facilitate discussions where students articulate and justify their reactions to various pieces of music. Compare these reactions and explore how personal experiences and current events shape individual responses.
- Instruct students on how to assess both individual and group performances by creating and utilizing a clear set of criteria. Promote analysis and critique using appropriate musical terminology.
- Involve students in developing assessment rubrics based on their current music knowledge. After performances, assist them in using these rubrics to evaluate their work and participate in constructive discussions around evaluation criteria.
- Offer students various chances to listen, read, and use music vocabulary in both speaking and writing.
- Play a piece of music several times, encouraging critical listening. After each listen, facilitate discussions with guiding questions such as, “What did you hear?”, “What are your thoughts?”, and “What are you curious about?” to deepen understanding and reflection.
- Play different excerpts of the same piece, guiding students to identify and discuss the similarities and differences in the performers’ interpretations. Encourage them to use these insights to enhance their musical styles.

- Provide students with opportunities to assume leadership roles within the ensemble. Collaborate to define their responsibilities and encourage initiative.
- Provide question prompts, sentence stems, and vocabulary to support writing about and discussing music.
- Teach the specific vocabulary associated with choral music, ensuring that students understand the meanings of each term.
- Utilize critical thinking skills to research, develop, and produce media segments that educate listeners about various vocal musicians and musical topics.

Student Look-fors

- Analyzes musical works and performances critically
- Collaborates effectively as an ensemble
- 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

- After presentations or performances, have students reflect on their creative process and the outcomes of their work. Encourage them to evaluate both their individual contributions and ensemble skills.
- Engage in small group discussions to establish goals, provide and receive feedback, and assess progress toward those goals.
- Evaluate music using accepted criteria.
- Evaluate students' use of appropriate terminology in their written or verbal critiques of music performances.
- Evaluate students' ability to compare and contrast elements of choral music performances.
- Modify musical elements in a performance according to conducting gestures and cues.
- Provide a checklist or rubric to evaluate active listening skills during ensemble rehearsals and performances.

- Utilize pre-assessments such as entrance tickets, questioning, and discussions to collect information on students' prior knowledge and skills related to music vocabulary and analysis.
- Utilize sentence frames or graphic organizers to actively engage students in critical thinking, vocabulary acquisition, and age-appropriate music description, analysis, and evaluation.
- Utilize peer feedback cards to provide constructive critiques of vocal performances.

Content Connections

- **Developing Critical Thinking Skills and Perspective: High School Choral Music HCAD.3.a, HCAD.3.c and English 9.RI.3.A** - Analyzing and interpreting various works helps students develop critical thinking skills and articulate their beliefs. By comparing the same musical theme by different composers and using music terminology, students can evaluate the similarities and differences in interpretation, understanding how these affect the overall performance and reflect the composer's intent.
- **Shared Academic Vocabulary: Middle School Choral Music MCAD.4.a and English 8.RV.1** - Words do not exist in isolation; they are essential for students to express their knowledge across disciplines. Shared academic vocabulary enhances understanding and meaning in various contexts. In the arts, familiarity with academic language is crucial for analyzing and interpreting works. When vocabulary is applied in multiple subjects, students develop a deeper comprehension and can effectively use words in diverse settings. It is important to identify common vocabulary across arts and core subjects, encouraging students to use context clues to grasp meanings, define terms, and engage in discussions across subjects.

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.

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 - Choral Music Middle School](#)
[History, Culture, and Citizenship - Choral Music High School](#)

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 can musicians combine elements from different musical eras to create original compositions?
- How can vocal musicians collaborate with community stakeholders to promote and support local events?
- How does music influence and represent cultural identity in various communities?
- How does the musical style reflect the time and place of its origin?
- How do influences of society inspire the creation of new music genres?
- How do musicians connect with their audience during live performances in various venues?
- How has music changed in response to new technology and cultural shifts?
- What significant milestones have marked the evolution of various musical genres throughout history?
- Where can we find trustworthy resources to enhance our understanding of music and its cultural significance?

- Why are copyright and intellectual property important for musicians and the music industry?

Skills in Practice

- Assign a research project in which students investigate the evolution of a specific music genre.
- Assign students to research local music venues and the genres they prefer.
- Create a structured analysis of different musical time periods using interactive lessons and activities.
- Create opportunities for students to collaborate in finding and contributing choral musical samples from around the world to a shared database.
- Curate a repertoire that is influenced by a variety of cultures.
- Encourage students to engage with the material by performing pieces that have historical context and analyzing how historical events may have shaped the music.
- Encourage students to explore musical concepts, sounds, and techniques across various genres and time periods. Facilitate personal reflections and group discussions to help them articulate their understanding of the historical context and its influence on contemporary music.
- Encourage students to explore music from various countries and cultures in small groups. Provide resources and guide them to research the music, instruments, and cultural significance.
- Engage students in discussions about the importance of copyright and the intellectual property rights of songwriters, composers, and arrangers. Organize workshops with guest speakers from the music industry to provide real-world relevance to the discussion.
- Facilitate discussions on music-related legal topics such as copyright, public domain, fair use, and Creative Commons. Use case studies and real-world scenarios to encourage critical thinking about the acceptable use of song lyrics, recordings, music, reproducing materials, and sampling.
- Gather students to create a collaborative interactive timeline highlighting influential compositions, composers, and significant historical events. Encourage discussions that connect these historical elements to other subjects.
- Organize interactive workshops that invite parents and community members to engage in music-making activities. Promote collaboration, teamwork, and communication between students and the wider community.
- Practice appropriate citation and crediting of original musical samples. Using a shared document or online folder, students can create original compositions by referencing class samples and appropriately citing the originators of the samples used.
- Investigate patriotic songs and traditional music that reflect the history and values of a society.

Student Look-fors

- Analyzes the characteristics of music from a variety of cultures
- Analyzes the significance of history and culture in musical works, styles, composers, and musical performances
- Appropriately cites music and media resources
- Complies with copyright laws concerning licensing, covers, sampling music, fair use, and digital piracy
- Describes how musicians, music advocates, and consumers of music impact the community
- Discusses reasons why people create, perform, and engage in music and the significance of music for individuals and society
- Engages in discussions about cultural themes
- Identifies the cultural influences present in musical works
- Identifies the similarities and differences between musical periods and styles
- Demonstrates knowledge of historical periods in music
- Listens to, performs, and responds to a variety of musical styles and works
- Conducts research specific historical music eras, significant figures, and cultural influences

Assessment Strategies

- After exploring different music styles, students complete a reflection where they share their favorite style and what they like about it.
- Compare and contrast the cultural influences and historical periods represented in the vocal music literature.
- Create a visual timeline and assess accuracy in events, artistic presentation, and written descriptions of a musical genre.
- Create checklists for adherence to copyright and intellectual property.
- Create a multimedia presentation to demonstrate knowledge of choral music and composers.
- Demonstrate and discuss characteristic musical elements from various cultures and historical periods.
- Discuss and develop criteria for choosing music literature for performance and advocacy within the community.
- Have students create a poster or a simple infographic that explains a concept learned about copyright and assess understanding based on accuracy and communication.
- Have students present research related to historical and cultural themes in music in small groups and assess using a simple rubric or checklist that defines clarity, presentation skills, and knowledge.
- Have students write a short paragraph analyzing what they learned about the music of a culture or historical period. Assess their writing for content and clarity.

- Maintain a participation checklist of students’ contributions during discussions to encourage all students to contribute to the discourse, ensuring that diverse voices and viewpoints are represented.
- Use a peer feedback form to assess how well students presented and explained a music topic.
- Use exit tickets to assess learning related to historical and cultural concepts discussed in class.
- Write program notes explaining the history and cultural background of performance pieces.

Content Connections

- **Rights and Responsibilities in Music: High School Choral Music and GOVT.5.b, GOVT.5.f, GOVT.5.g** - Engaging with music includes the responsibility to obey laws and policies around copyright and intellectual property, among other legal concerns. Interview professionals in the music field to understand the rights and responsibilities of citizens in music related careers.
- **Exploring Mythological Creatures Through Music and Literature: Middle School Choral Music MCAD.6.a, MCAD 6.b and Grade 8 History and Social Sciences 14.a, Grade 8 History and Social Sciences 14.b** - The culmination of music, mythology, and literature offer insights into human history and cultural identity. By exploring how and why musicians use particular sounds to represent mythological creatures, we gain a deeper appreciation for the societal values and challenges. Mythological creatures often serve as symbols of experiences, emotions, and explanations of values and fears. Musicians draw inspiration from mythological creatures using elements such as melody, harmony, rhythm, and instrumentation to describe characteristics and narratives. Comparing and contrasting mythological creatures, and the music that represents them, from various cultures reveals common threads highlighting cultural identity, beliefs, and traditions of groups or regions.

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.
- [NAfME: Basics of Copyright for Music Educators](#) - Resources on copyright from the National Association for Music Education.

- [NAfME: Copyright Permissions for Performance](#) - This resource from the National Association for Music Education and the National Federation of High Schools provides guidance and examples for identifying and securing permissions for a performance of musical works.
- [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 - Choral Music Middle School](#)
[Innovation in the Arts - Choral Music High School](#)

Concepts

9. Connect music content and skills to career options, college opportunities, and the 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 can music be incorporated into other subjects to enhance learning?
- How do existing elements combine to create unique sounds and styles in vocal music?
- How has technology transformed the way people listen to music?
- How has technology transformed the work process for musicians?
- How have emerging technologies affected the music industry?
- How is music related to other subjects?
- What career pathways are available in the field of music?
- What technologies have enabled people to create new types of music?

- How are technology tools used to create, compose, produce, share, and enhance musical works?

Skills in Practice

- Arrange visits to music companies, performing halls, or college music departments.
- Compose a melody using music notation software and perform it vocally or on pitched instruments.
- Demonstrate or enable students to use a digital audio workstation (DAW) or music software to create, edit, and present music.
- Demonstrate how to use digital source material or media to create a composition using loops, patterns, multitrack recording, 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.
- Guide students in creating an interactive timeline that showcases influential instruments, technological innovations, and relevant historical figures.
- Have students use recording software to demonstrate unison and harmonic vocal lines in music.
- Lead students through a history of vocal recording 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.
- Organize a creative activity where students can explore different vocal sounds using technology and incorporate them into original music pieces.
- Stimulate students' curiosity by formulating questions for interviews with professional musicians or leaders in the arts industry.
- 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 and maintains a portfolio that documents growth, development, and the attainment of relevant skills and experiences over time
- Composes, arranges, or enhances music using current technology
- Demonstrates practical problem-solving skills in music activities and rehearsal processes

- Discusses how methods of creating and recording music have evolved over time
- Displays original ideas that go beyond traditional styles and techniques
- Engages in discussions to explore and examine how technological advancements influence the ways people listen to, share, record, perform, and create music
- Explores, investigates, or conducts research various music-related careers and roles, such as performer, composer, songwriter, or producer
- Investigates the connections between music skills and content in other subject areas
- Utilizes current technologies to engage in creative processes

Assessment Strategies

- Ask students to explain how music is created using technology, either verbally, in writing, or through a demonstration.
- Complete an entrance ticket to share something about digital music tools or how they are used. Conclude with an exit ticket to summarize new learning.
- Create a simple rubric that outlines what success looks like when creating music with technology.
- Create a multimedia presentation to showcase understanding of concepts.
- Create a comprehensive performance program that include notes and descriptions of concert music, utilizing appropriate technology.
- Explain and illustrate how new sounds and music are created and composed using available technology.

Content Connections

- **Research Skills: High School Choral Music HCAD.9 and English/Research 11.R.1.A and 11.R.1.b** - Through music study, students develop workplace readiness skills. These skills open up various career paths both in and outside music, such as music education, creation, and industry. Students can research career options related to music by reading, formulating questions, and focusing on topics of interest. They can investigate music career pathways and write a description of their qualifications, showcasing the skills needed for success. Sharing this work with peers or potential employers will provide valuable feedback.

Instructional Supports

- [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: Application of Technology to Music](#) - This collection of media segments highlights music technologies.
- [PBS Learning Media: The Music Profession](#) - Explore media collections related to careers in music and music resources.
- [The Kennedy Center: Arts Integration](#) - A selection of articles covering current approaches to arts integration in the classroom, inclusion, rigor, social-emotional learning, and adopting an arts integration approach at the school and district level.
- [The Kennedy Center: Connections: How Music Connects with Language, Math and Science](#) – This resource series explores connections to math, science, and language.
- [The Kennedy Center: Music in the Military](#) - Explore the diverse roles and careers of musicians in the Armed Forces.
- [The Kennedy Center: The Music of Sound](#) - This audio series explores different types of sound and music and how they enhance films and commercials.
- [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.

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 - Choral Music Middle School](#)
[Technique and Application - Choral Music High School](#)

Concepts

12. Develop technical skills and artistic knowledge necessary for understanding elements of music and ways they are used for artistic performance and creative expression.
13. Develop foundational scale understanding through performing, notating, improvising, creating, and audiating.
14. Develop personal and ensemble routines, procedures, expectations, and etiquette to ensure a safe and consistent learning environment.
15. Demonstrate technical skills and abilities within the genre or style of music both individually and within an ensemble.
16. Demonstrate musicianship and ensemble communication skills.

Supporting Questions

- How are musical elements like rhythm, dynamics, and phrasing essential in creating a successful performance, and how do they interact with each other?
- How do musicians and ensembles develop their skills and proficiency through deliberate practice and repetition?
- How do various musical genres and styles influence musicians to adapt their techniques and expressions?
- How does an understanding of vocal technique and ability enhance musicality?
- How does individual practice affect the success of an ensemble?
- How does music literacy foster individual growth and enhance the success of an ensemble?

- What essential skills are necessary for success of a choral performance?
- What is music literacy, and how do musicians acquire it?
- What role does music theory play in enhancing interpretative choices during a performance?

Skills in Practice

- Apply vocal technique, learned intervals, and melodic patterns to sight-reading exercises and score reading.
- Communicate concert expectations, including dress attire, performance and audience etiquette, 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 syllables and/or Kodály hand signals.
- Encourage students to sing expressively, applying their understanding of expressive elements such as tempo, dynamics, phrasing, balance, and blend.
- Engage students in call-and-response activities, where they echo phrases in groups or individually.
- Engage students in warm-up activities and proper techniques 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 clearly and confidently.
- 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 in 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.
- Integrate aural and rhythmic dictation exercises into instruction.
- Model and reinforce proper posture and positioning.
- Provide explicit instruction on vocal, physical, breathing, or choral techniques to prepare students for the day's learning experience.
- Promote students' understanding of musical concepts through practical applications and creative methods.
- Read, write, and perform using a rhythmic counting system.
- Recognize students for growth and improvement.
- Use hand signals, solfège syllables, and patterns for interval training, scales, sight-reading, and music theory.
- Write a melody using notation or notation software on the staff for voice.

Student Look-fors

- Collaborates with peers to develop choreography for performances that convey and express musical themes
- Demonstrates a variety of rhythms, meters, articulations, dynamics, and other musical elements
- Demonstrates musicianship and ensemble skills at an appropriate level
- Demonstrates proper and appropriate tone production
- Demonstrates proper vocal techniques such as alignment, breathing, space, consonants, and vowels
- Demonstrates accurate reading and performing of rhythmic notation
- Demonstrates sight-reading at appropriate skill level
- Echoes melodic and rhythmic patterns with accuracy
- Identifies notes, clefs, and other music elements
- Improves singing technique through repetition and practice
- Listens and blends with other vocalists singing the same part and balance across sections
- Maintains proper singing posture throughout rehearsal and performance
- Sings expressively using proper tempo, dynamics, phrasing, balance, and blend
- Sings using solfège syllables and/or hand signals

Assessment Strategies

- Actively listen to student musical skills, noting progress and identifying areas where additional instruction is needed.
- After performances, facilitate a class discussion or gather responses where students share insights about what they have learned.
- Collaborate with peers to create choreography for a performance that conveys and communicates musical expression.
- Create a portfolio that showcases the improvement of singing and performance skills. This could include audio or video recordings of performances, self-reflections, rubrics, and written feedback from sight-singing exercises or assignments.
- Create criteria for assessing personal musicianship skills in an ensemble. Focus on blend, intonation, dynamics, articulation, expression, and responsiveness to conducting cues.
- Demonstrate accurate rhythmic reading through speaking, writing, and singing.
- Establish clear criteria in the formative assessment of music literacy.
- Incorporate engaging assessments, such as music games or mini competitions, centered on new rhythmic and melodic concepts, as well as techniques.

- Provide feedback to peers, either written or spoken, using appropriate music terminology related to specific skills or fundamentals.
- Provide formative assessments that focus on skill development when teaching new vocal techniques and skills.
- Utilize apps or online platforms that allow students to record their performances and receive immediate feedback from both peers and the teacher.

Content Connections

- **Demonstrations and Presentations: High School Choral Music HCAR.14.a-i, and English 12.C.3.A** - Multimodal presentations will help students understand and emulate proper vocal technique and choral skills outside the classroom. In small groups, create interactive multimedia recordings for younger players that demonstrate vocal posture, breath control, dynamics, articulation, intonation and adjusting intonation through listening, blend and balance, diction, and audiation skills.
- **Presentation of Expression and Ideas: High School Choral Music HCI.15.c, and English 9.C.2** - The expressive qualities of speaking, performing, and movement are essential for effectively communicating text through emotions, inflection, and physical expressions. These qualities play a vital role in connecting with an audience. By performing a musical selection or a portion of it from memory, and demonstrating expressive qualities that are appropriate to the context, one can showcase the necessary facial and physical expressiveness that complements the selected music.

Instructional Supports

- [Carnegie Hall: Expression](#) - With this video collection, learn to experiment with expression by exploring a range of approaches to bring new ideas to the surface with your students.
- [National Association of Teachers of Singing Science: Informed Voice Pedagogy Resources](#) - Resources for science-informed pedagogy for voice teachers.
- [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.
- [Operavison: Opera for Beginners](#) - This resource introduces Opera to beginners.