
Loudoun County Public Schools

Elementary General Music Curriculum Guide

arranged by Grade Level

KINDERGARTEN GENERAL MUSIC

Creative Process

K.1 The student will improvise and compose music.

- a) Improvise melodic or rhythmic patterns.
- b) Improvise simple movement.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.

K.2 The student will apply a creative process for music.

- a) Ask questions about music.
- b) Identify ways to create music.
- c) Share ideas with a partner or group.

Critical Thinking and Communication

K.3 The student will analyze music.

- a) Identify selected classroom instruments visually and aurally
- b) Classify sound sources as vocal, instrumental, or environmental
- c) Recognize basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.
- d) Identify same and different (phrases, sections); musical introduction.

K.4 The student will express personal feelings evoked by a musical experience.

- a) Connect musical experiences with personal feelings.

K.5 The student will identify how people work as a team while participating in music experiences.

- a) Explore etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
- b) Explore active listening as a musician.
- c) Work together to reach a common goal.

History, Culture, and Citizenship

K.6 The student will explore historical and cultural aspects of music.

- a) Listen to and recognize patriotic songs.
- b) Respond to music from a variety of time periods and places.
- c) Identify, discuss, and connect with students through music from other cultures.
- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work (patriotism).
- f) Music that is both sacred and secular will be included in the curriculum.

K.7 The student will identify how music is part of personal and community events.

- a) Discuss with students where they hear music in their own lives.
- b) Reference the [LCPS Me and My Community- Kinder](#) for cross-curricular work.

K.8 The student will identify the value of creating personal music.

- a) Discuss the emotional impact of music.
- b) Explore similarities and differences between consumption and creation of music.

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

Innovation in the Arts

K.9 The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors).

- a) Explore people who create music from various disciplines and genres (singers, instrumentalists, composers and conductors).

K.10 The student will identify technology tools for creating music.

- a) Explore a variety of digital tools that are used to create music.

K.11 The student will recognize relationships between music and other fields of knowledge.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.
- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

K.12 The student will explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.

- a) Read and notate rhythmic patterns using iconic notation.
- b) Read and notate melodies using iconic notation/manipulatives to notate melodic patterns.

- c) Identify high and low pitches represented by iconic notation.
- d) Explore the melodic shape (contour of a written musical phrase).
- e) Identify basic music symbols: repeat sign and treble clef.
- f) Identify dynamics: loud, quiet.
- g) Identify tempo: fast, slow.

K.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies using echo, ensemble, and solo singing.
- b) Employ *mi* and *sol* in melodic patterns.
- c) Match pitches within an appropriate range.
- d) Sing high and low pitches represented by iconic notation.
- e) Sing at the appropriate time following a musical introduction.
- f) Explore proper posture for singing.
- g) Explore the four voices (sing, whisper, shout, speak).
- h) Demonstrate expressive qualities of music, including loud/quiet, high/low, and fast/slow.

K.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Explore expressive qualities of music, including loud/quiet, fast/slow, smooth/disconnected.
- b) Explore proper playing techniques.
- c) Demonstrate high and low.
- d) Play at the appropriate time following a musical introduction.
- e) Explore ensemble playing.
- f) Accompany songs and chants using body percussion and instruments (Orff: Simple Bordon).

K.15 The student will identify and perform rhythmic patterns.

- a) Perform patterns that include sounds and silences using instruments, body percussion, and voice.
- b) Use a counting system (word rhythm).
- c) Include patterns that suggest duple and triple meter.

K.16 The student will demonstrate a steady beat using movement, body percussion, instruments, and voice.

- a) Explore strong and weak beats using movement, body percussion, instruments, and voice.

K.17 The student will respond to music with movement.

- a) Explore non-locomotor and locomotor movements.
- b) Explore levels and pathways through movement.
- c) Explore expressive qualities of music, including loud/quiet, fast/slow, and smooth/disconnected.
- d) Demonstrate changes in music through movement (e.g. tempo, dynamics, pitch, mood).
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems; Illustrate moods and contrast in music and children's literature.

FIRST GRADE GENERAL MUSIC

Creative Process

1.1 The student will improvise and compose music.

- a) Improvise vocal responses to given melodic questions.
- b) Improvise body percussion.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.
- d) Compose simple rhythmic patterns represented by a variety of notational systems.

1.2 The student will apply a creative process for music.

- a) Brainstorm multiple solutions to a musical prompt.
- b) Identify steps taken in the creation of music.
- c) Share ideas for creating music with a partner or group.

1.3 The student will analyze music.

- a) Identify and classify the timbres of pitched and non-pitched instruments by sounds.
- b) Differentiate between vocal and instrumental music.
- c) Recognize contrasts in melodic and rhythmic patterns and dynamics.
- d) Identify same and different (phrases, sections); musical introduction.

1.4 The student will describe personal ideas and emotions evoked by music.

- a) Connect musical experiences with personal ideas and emotions.

1.5 The student will identify collaboration and communication skills for music rehearsal and performance.

- a) Demonstrate etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
- b) Demonstrate active listening as a musician.
- c) Work together to reach a common goal.

History, Culture, and Citizenship

1.6 The student will explore historical and cultural aspects of music.

- a) Recognize how music is used in the customs and traditions of a variety of cultures.
- b) Explore styles of musical styles from various historical periods.
- c) Identify, discuss, and connect with students through music from other cultures.
- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work.
- f) Music that is both sacred and secular will be included in the curriculum.

1.7 The student will identify musicians in the school, community, and media.

- a) Discuss musicians in school, such as a music teacher, and explore other musicians in the school; examine and define 'musician.'
- b) Reference the [LCPS Me and My Community- 1st Grade](#) for cross-curricular work.

1.8 The student will identify appropriate sources of information for learning about music.

- a) Determine what is a trustworthy source for information about music.
- b) Explore similarities and differences between consumption and creation of music.

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

Innovation in the Arts

1.9 The student will describe the roles of music and musicians.

- a) Describe roles of musicians from various disciplines and genres including, but not limited to: composers, conductors, singers, instrumentalists, arrangers, producers, technicians, therapists, and teachers.

1.10 The student will recognize how music can be created using innovative tools and new media.

- a) Explore a variety of digital tools that are used to create music.

1.11 The student will identify relationships between music and concepts learned in another content area.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.
- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

1.12 The student will demonstrate music literacy.

- a) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.
- b) Read and notate melodies using iconic notation/manipulatives to notate melodic patterns.
- c) Identify high and low pitches represented by a variety of notational systems.
- d) Explore the melodic shape (contour of a written musical phrase).
- e) Identify basic music symbols: repeat sign and treble clef.
- f) Identify dynamics: *p*, *f*.
- g) Identify tempo: *presto*, *largo*.

1.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies using echo, ensemble, and solo singing.
- b) Employ *mi*, *sol*, and *la* in melodic patterns.

- c) Use the head voice when singing or matching high pitches.
- d) Sing high and low pitches represented by a variety of notational systems.
- e) Sing call-and-response and/or question-and-answer form songs.
- f) Identify and demonstrate proper posture for singing.
- g) Identify the four voices (sing, whisper, shout, speak).
- h) Demonstrate expressive qualities of music, including changes in dynamics, high/low, and tempo.

1.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Explore expressive qualities of music, including changes in dynamics, and tempo.
- b) Explore proper playing techniques.
- c) Play two-pitch melodies using imitation.
- d) Play at the appropriate time following a musical introduction.
- e) Explore ensemble playing.
- f) Accompany songs and chants using body percussion and instruments (Orff: Simple Bordon, Broken Bordon).

1.15 The student will recognize and perform rhythmic patterns.

- a) Perform patterns that include quarter notes, paired eighth notes, and quarter rests using instruments, body percussion, and voice.
- b) Use a counting system (word rhythm, rhythm syllables).
- c) Include patterns that suggest duple and triple meter.

1.16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.

- a) Identify strong and weak beats using movement, body percussion, instruments, and voice.

1.17 The student will respond to music with movement.

- a) Explore non-locomotor and locomotor movements.
- b) Explore levels and pathways through movement.
- c) Explore expressive qualities of music, including changes in dynamics and tempo.
- d) Demonstrate changes in music through movement (e.g. tempo, dynamics, pitch, mood).
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems; Illustrate moods and contrast in music and children's literature.

SECOND GRADE GENERAL MUSIC

Creative Process

2.1 The student will improvise and compose music.

- a) Improvise simple rhythmic question-and-answer phrases.
- b) Improvise body percussion.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.
- d) Compose simple pentatonic melodies represented by a variety of notational systems.
- e) Improvise accompaniments, including *ostinatos*.

2.2 The student will apply a creative process for music.

- a) Brainstorm ideas for creating music.
- b) Describe steps taken in the creation of music.
- c) Develop questions for evaluating and revising music ideas as a group.

Critical Thinking and Communication

2.3 The student will analyze music.

- a) Identify selected orchestral and world instruments visually and aurally.
- b) Differentiate between vocal and instrumental music.
- c) Use the terminology of dynamics, tempo, and pitch to describe the contrasts in music.
- d) Identify and categorize AB and ABA form.

2.4 The student will describe how music evokes personal ideas and emotions.

- a) Connect musical experiences with personal ideas and emotions.

2.5 The student will demonstrate collaboration and communication skills for music rehearsal and performance.

- a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed.
- b) Demonstrate active listening as a musician.
- c) Work together to reach a common goal.

History, Culture, and Citizenship

2.6 The student will explore historical and cultural aspects of music.

- a) Identify music representing heritage, customs, and traditions of a variety of cultures.
- b) Explore styles of musical examples from various historical periods.
- c) Identify, discuss, and connect with students through music from other cultures.

- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work (American Indian Cultures, etc.).
- f) Music that is both sacred and secular will be included in the curriculum.

2.7 The student will describe roles of music and musicians in communities.

- a) Explore common entertainment with music omitted. Discuss how the presence of music changes a community event. Discuss how the role of a musician will change over time.
- b) Reference the [LCPS Me and My Community- 2nd Grade](#) for cross-curricular work.

2.8 The student will identify appropriate sources for listening to music.

- a) Determine what is a trustworthy source for information about music.
- b) Discuss and identify similarities and differences between consumption and creation of music.

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

2.9 The student will identify how individuals create music.

- a) Identify how musicians from various disciplines and genres create music (composers, arrangers, and producers).
- b) Recognize musicians by name and career.

2.10 The student will identify how music can be created using technology tools.

- a) Explore a variety of digital tools that are used to create music.

2.11 The student will identify relationships between music and other fields of knowledge.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.
- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

2.12 The student will demonstrate music literacy.

- a) Read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests.
- b) Read and notate melodic patterns using the music staff (3 or 5 line staff) and/or musical alphabet.
- c) Identify written melodic patterns that move upward, downward, and stay the same.
- d) Identify the melodic shape (contour of a written musical phrase).
- e) Identify basic music symbols: music staff.
- f) Identify dynamics: *mp*, *mf*, *<*, *>*.
- g) Identify tempo: *moderato*.

2.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies within the range of a sixth.
- b) Employ *do, re, mi, so, and la* in melodic patterns.
- c) Increase pitch accuracy while singing phrases and simple songs.
- d) Sing melodic patterns that move upward, downward, and stay the same.
- e) Sing AB and ABA form songs.
- f) Identify and demonstrate proper posture for singing.
- g) Demonstrate the four voices (sing, whisper, shout, speak).
- h) Demonstrate expressive singing by changing dynamics and tempo.

2.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Demonstrate expressive playing by changing dynamics and tempo.
- b) Identify and demonstrate proper playing techniques.
- c) Play melodic patterns that move upward, downward, and stay the same.
- d) Play AB and ABA form songs.
- e) Identify and demonstrate playing music in two-part ensembles.
- f) Accompany songs and chants using body percussion and instruments (Orff: Broken Bordun).

2.15 The student will classify, perform, and count rhythmic patterns.

- a) Perform patterns that include half notes, half rests, whole notes, and whole rests using instruments, body percussion, and voice.
- b) Use a counting system (rhythm syllables).
- c) Include patterns that suggest duple and triple meter.

2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.

- a) Identify strong and weak beats using movement, body percussion, instruments, and voice.

2.17 The student will respond to music with movement.

- a) Perform non-locomotor and locomotor movements of increasing complexity.
- b) Explore levels, pathways, and directions through movement.
- c) Demonstrate expressive qualities of music including changes in dynamics and tempo.
- d) Demonstrate AB and ABA form through movement.
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems.

THIRD GRADE GENERAL MUSIC

Creative Process

3.1 The student will improvise and compose music.

- a) Improvise rhythmic question-and-answer phrases.
- b) Improvise and/or create body percussion and/or movement.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.
- d) Compose melodies represented by a variety of notational systems.
- e) Improvise accompaniments, including *ostinatos*.

3.2 The student will apply a creative process for music.

- a) Brainstorm multiple ideas for creating music as a group
- b) Identify elements of a creative process for music.
- c) Reflect on the quality and technical skill of a personal or group music performance.

Critical Thinking and Communication

3.3 The student will analyze and evaluate music.

- a) Compare and contrast orchestral and world instruments visually and aurally.
- b) Identify vocal ensembles and instrumental ensembles visually and aurally.
- c) Use the terminology of dynamics, tempo, and pitch to describe the contrasts in music.
- d) Identify AB and ABA form including multiverse songs.
- e) Describe musical compositions and performances.
- f) Describe musical performances and offer constructive feedback.

3.4 The student will explain personal motivations for making music.

- a) Connect and discuss musical experiences with personal motivations.

3.5 The student will explain collaboration and communication skills for music rehearsal and performance.

- a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed.
- b) Demonstrate active listening for musical understanding.
- c) Discuss nonverbal communication (e.g., eye contact, body language) and its effect on working together toward a common goal.

History, Culture, and Citizenship

3.6 The student will explore historical and cultural aspects of music.

- a) Recognize music compositions from different periods of music history.
- b) Listen to and describe styles of musical examples from a variety of time periods and places.
- c) Identify, discuss, and connect with students through music from other cultures.
- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work (Ancient China and Ancient Egypt, etc.).
- f) Music that is both sacred and secular will be included in the curriculum.
- g) Examine how music from popular culture reflects the past and influences the present.

3.7 The student will describe why music has value to people and communities.

- a) Discuss how the music adds to the enjoyment of a movie, play, or party. Explore where music appears in daily life.
- b) Reference the [LCPS Me and My Community- 3rd Grade](#) for cross-curricular work.

3.8 The student will recognize ethical use of the Internet for exploring music topics.

- a) Introduce digital citizenship regarding accessing music through appropriate means.
- b) Explore options for music consumption ethically and legally.
- c) Reference the [Digital Citizenship Curriculum](#)

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

Innovation in the Arts

3.9 The student will identify a variety of careers in music.

- a) Compare careers in music from various disciplines and genres including, but not limited to: composers, conductors, singers, instrumentalists, arrangers, producers, technicians, engineers, managers, film artists, touring directors, historians, therapists, and teachers.
- b) Recognize musicians by name and describe specifics of career.

3.10 The student will identify how music can be created using innovative tools and new media.

- a) Identify a variety of digital and traditional tools that are used to create and record music; Compare and contrast tools.

3.11 The student will describe relationships between music and other fields of knowledge.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.
- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

3.12 The student will demonstrate music literacy.

- a) Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half note.
- b) Read and notate melodies based on a pentatonic scale.
- c) Identify written melodic movement as step, leap, or repeat; label the lines and spaces of the treble staff.
- d) Demonstrate the melodic shape (contour of a written musical phrase).
- e) Identify and explain the function of basic music symbols: bar lines, double bar lines, measures, *legato*, *staccato* and *fermatas*.
- f) Identify dynamics: *pp*, *ff*.
- g) Identify tempo: *accelerando*., *ritardando*.

3.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies within the range of an octave.
- b) Employ low *so*, low *la*, *do*, *re*, *mi*, *so*, *la*, and high *do* in melodic patterns.
- c) Sing in tune with a clear tone quality.
- d) Sing rounds, partner songs, and ostinatos in two-part ensembles.
- e) Sing melodies notated in varying forms (e.g. multiverse).
- f) Maintain proper posture for singing.
- g) Experience a variety of vocal timbres.
- h) Sing with expression using a wide range of tempos and dynamics.

3.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Play with expression using a wide range of tempi and dynamics.
- b) Demonstrate proper playing techniques.
- c) Play a given melody that includes a variety of steps and leaps.
- d) Play melodies notated in varying forms.
- e) Play in multi-layer ensembles.
- f) Accompany songs and chants using body percussion and instruments (Orff: Ostinati; Level and Crossover Bordun--with tonic & dominant chords).

3.15 The student will classify, perform, and count rhythmic patterns.

- a) Perform patterns that include using sixteenth notes, single eighth notes, eighth rests, and dotted half notes using instruments, body percussion, and voice.
- b) Use a counting system (rhythm syllables).
- c) Include patterns that suggest duple and triple meter.

3.16 The student will demonstrate understanding of meter.

- a) Determine strong and weak beats using movement, body percussion, instruments, and voice.
- b) Perform sets of beats grouped in twos and threes.

3.17 The student will respond to music with movement.

- a) Perform non-choreographed and choreographed movements.
- b) Explore levels, pathways, and directions through movement.
- c) Demonstrate expressive qualities of music including changes in dynamics, tempo, and phrasing.
- d) Demonstrate multi-section form (*rondo* form, ABC) through movement.
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems.

FOURTH GRADE GENERAL MUSIC

Creative Process

4.1 The student will improvise and compose music.

- a) Improvise melodies and rhythms using a variety of sound sources.
- b) Improvise and/or create body percussion and/or movement.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.
- d) Compose short melodic and rhythmic phrases within specified guidelines.
- e) Improvise accompaniments, including *ostinatos*.

4.2 The student will apply a creative process for music.

- a) Describe ideas for creating music as a group.
- b) Describe elements of a creative process for music.
- c) Reflect on the process and outcome of creating music and revise work based on peer and teacher feedback.

Critical Thinking and Communication

4.3 The student will analyze and evaluate music.

- a) Identify instruments from a variety of music ensembles both visually and aurally.
- b) Identify vocal ensembles and instrumental ensembles visually and aurally.
- c) Use the terminology of dynamics, tempo, and pitch to describe the contrasts in music; explore tonality.
- d) Identify *rondo* form (ABACA).
- e) Review criteria used to evaluate musical compositions and performances.
- f) Describe musical performances and offer constructive feedback.

4.4 The student will explain personal preferences for musical works and performances using music terminology.

- a) Connect and discuss musical experiences with personal preferences.

4.5 The student will apply collaboration and communication skills for music rehearsal and performance.

- a) Demonstrate audience and participant etiquette appropriate for the purposes and settings in which music is performed.
- b) Explain and demonstrate active listening for musical understanding.
- c) Give and receive age-appropriate feedback on performance as students work together toward a common goal or performance.

History, Culture, and Citizenship

4.6 The student will explore historical and cultural aspects of music.

- a) Describe music compositions from different periods of music history.
- b) Describe musical compositions and styles from a variety of time periods and places.
- c) Identify, discuss, and connect with students through music from other cultures. Explore the blending of different musical cultures.
- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work.
- f) Music that is both sacred and secular will be included in the curriculum.
- g) Examine how music from popular culture reflects the past and influences the present.
- h) Explain how criteria used to value music may vary between people and communities.

4.7 The student will explain how music is an integral part of one's life and community.

- a) Examine the presence of music in daily life. Discuss what kinds of music, its use, and its effects. Discuss the emotional impact music has on different environments.

4.8 The student will describe digital citizenship for exploring music topics.

- a) Explore options for music consumption. Elaborate on digital citizenship regarding accessing music through appropriate means.
- b) Define intellectual property, and how it applies to music. Examples: copyright, streaming, music covers.
- c) Reference the [Digital Citizenship Curriculum](#)

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

Innovation in the Arts

4.9 The student will identify skills learned in music class that relate to a variety of career options.

- a) Identify musical skills and how they can be applied to careers in music from various disciplines and genres.
- b) Compare and contrast musicians within similar careers.

4.10 The student will compare and contrast digital and traditional methods for creating music.

- a) Utilize digital and traditional notation program to create, record, and share music.

4.11 The student will explore connections between music and other fields of knowledge for the development of problem-solving skills.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.

- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

4.12 The student will demonstrate music literacy.

- a) Read and notate rhythmic patterns that include syncopation (single eighth-quarter note-single eighth), and sixteenth note/eighth note patterns.
- b) Read and notate melodies containing stepwise motion using traditional notation.
- c) Identify pitches represented on the treble (G) clef staff.
- d) Demonstrate the melodic shape (contour of a written musical phrase).
- e) Identify basic music symbols: time signature (2/4, 3/4, 4/4); ties and slurs.
- f) Identify dynamics.
- g) Identify tempo: *allegro*, *andante*.
- h) Use a system to sight-read melodic and rhythmic patterns.

4.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies of increasing complexity notated in varying forms.
- b) Employ low *so*, low *la*, *do*, *re*, *mi*, *fa*, *so*, *la*, and high *do* in melodic patterns.
- c) Sing with a clear tone quality and correct intonation.
- d) Sing in simple harmony.
- e) Sing melodies in various forms (e.g. *rondo* form).
- f) Maintain proper posture for singing.
- g) Recognize a variety of vocal timbres.
- h) Sing with expression using dynamics, phrasing, and tempo.

4.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Play with expression using tempo, dynamics, and phrasing.
- b) Demonstrate proper playing techniques.
- c) Play melodies while reading the treble clef staff.
- d) Play melodies in various forms.
- e) Play music of increasing difficulty in multi-layer ensembles.
- f) Accompany songs and chants using body percussion and instruments (Orff: Changing Borduns) (Uke: I, IV, and V Chords).

4.15 The student will classify, perform, and count rhythmic patterns.

- a) Perform patterns that include syncopation (single eighth - quarter note - single eighth), and sixteenth note/eighth notes using instruments, body percussion, and voice.
- b) Use a counting system (rhythm syllables, metric counting).
- c) Include patterns that suggest duple and triple meter.

4.16 The student will demonstrate meter.

- a) Apply strong and weak beats using movement, body percussion, instruments, and voice.
- b) Perform and illustrate sets of beats grouped in twos and threes.

4.17 The student will respond to music with movement.

- a) Perform non-choreographed and choreographed movements.
- b) Explore levels, pathways, and directions through movement.
- c) Demonstrate expressive qualities of music including changes in dynamics, tempo, and Phrasing.
- d) Create movement to illustrate *rondo* (ABACA) musical form.
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems.

FIFTH GRADE GENERAL MUSIC

Creative Process

5.1 The student will improvise and compose music.

- a) Improvise melodies and rhythms of increasing complexity.
- b) Improvise and/or create body percussion and/or movement.
- c) Improvise using instruments, voice, music, and creative movement to enhance stories and poems.
- d) Compose a short original composition within specified guidelines.
- e) Improvise accompaniments, including *ostinatos*.

5.2 The student will apply a creative process for music.

- a) Investigate music by documenting questions and conducting research on a musical topic of interest.
- b) Explain the role of a creative process in developing a music product or performance.
- c) Share finished works of music with a group.

Critical Thinking and Communication

5.3 The student will analyze and evaluate music.

- a) Group a variety of instruments into categories based on how their sounds are produced.
- b) Identify a variety of vocal ensembles (choirs, *a cappella*, etc), as well as instrumental ensembles (orchestras, wind ensembles, world music ensembles, etc).
- c) Use the terminology of dynamics, tempo, tonality, and pitch to describe the contrasts in music.
- d) Explain theme and variation form.
- e) Apply accepted criteria when judging the quality of musical compositions and performances.
- f) Describe musical performances and offer constructive feedback.
- g) Experiment with the science of sound.

5.4 The student will analyze personal preferences among music compositions using music terminology.

- a) Connect and analyze personal preferences in music.

5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.

- a) Exhibit acceptable performance etiquette as a participant and/or listener in relation to the context and style of music performed.
- b) Explain and demonstrate active listening for musical understanding.

- c) Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

History, Culture, and Citizenship

5.6 The student will explore historical and cultural aspects of music.

- a) Identify representative composers and music compositions from different periods of music history.
- b) Compare and contrast a variety of musical styles using music terminology.
- c) Identify, discuss, and connect with students through music from other cultures. Explore the blending of different musical cultures.
- d) Connect music to National Holidays and National Heritage Months.
- e) Reference the [VA SOL Social Studies Standards](#) for cross-curricular work.
- f) Music that is both sacred and secular will be included in the curriculum.
- g) Examine how music from popular culture reflects the past and influences the present.
- h) Explain how criteria used to value music may vary between people and communities.

5.7 The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates.

- a) Discuss the definition of participation in music and the contributions of the audience, performer, etc. Share how we see ourselves interacting with music throughout our lives.

5.8 The student will define intellectual property as it relates to music and the music industry.

- a) Define ownership of musical ideas and products. Examine what rules should be followed when using songs in school work, personal activities, or just listening for fun.
- b) Define intellectual property, and how it applies to music. Examples: patents, copyrights, trademarks, and trade secrets.
- c) Reference the [Digital Citizenship Curriculum](#)

Relevant Link: [Music and the Culturally Responsive Framework Checklist](#)

Innovation in the Arts

5.9 The student will recognize various professional music careers (*e.g. music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher*).

- a) Recognize and describe musical careers from various disciplines and genres including, but not limited to: composers, conductors, singers, instrumentalists, arrangers, producers, technicians, engineers, managers, film artists, touring directors, historians, therapists, and teachers.
- b) Compare and contrast musicians within differing musical careers.

5.10 The student will investigate and explore innovative ways to make music.

- a) Explore and create music using a variety of digital tools.

5.11 The student will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills.

- a) Students will explore the connections between music and other disciplines such as; language arts, math, science, history, art, PE, etc.
- b) Reference the [VA SOL Core Curriculum](#) documents.

Technique and Application

5.12 The student will demonstrate music literacy.

- a) Read and notate rhythmic patterns of increasing complexity that include dotted quarter note followed by an eighth note.
- b) Read and notate diatonic melodies containing skips and leaps.
- c) Identify pitches represented on the treble (G) clef staff and recognize the bass (F) clef.
- d) Demonstrate the melodic shape (contour of a written musical phrase).
- e) Identify basic music symbols: time signature (compound meters), identify music symbols and directives (*D.C.*, *D.S.*, *al Fine*, *Fine*, *al Coda*, 1st and 2nd endings) within a music score.
- f) Identify dynamics within a music score.
- g) Identify tempo within a music score.
- h) Use a system to sight-read melodies based on the diatonic scale.

5.13 The student will develop skills for individual and ensemble singing performance.

- a) Sing melodies of increasing complexity notated in varying forms.
- b) Employ low *so*, low *la*, low *ti*, *do*, *re*, *mi*, *fa*, *so*, *la*, *ti* and high *do* in melodic patterns.
- c) Sing with attention to blend, balance, intonation, and expression.
- d) Sing in two- and three-part harmony with the addition of a descant.
- e) Sing melodies in various forms of increasing complexity (e.g. theme and variations).
- f) Maintain proper posture for singing.
- g) Utilize a variety of vocal timbres.
- h) Sing with expression using dynamics, phrasing, and tempo.

5.14 The student will develop skills for individual and ensemble instrumental performance.

- a) Play with attention to blend, balance, intonation, and expression.
- b) Apply proper playing techniques.
- c) Play melodies of increasing difficulty while reading the treble clef staff.
- d) Play melodies and accompaniments of increasing difficulty notated in varying forms.
- e) Play music of increasing difficulty in a variety of ensembles.
- f) Accompany songs and chants using body percussion and instruments (Orff: Changing Borduns) (Uke: I, IV, V, Minor Chords).

5.15 The student will classify, perform, and count rhythmic patterns.

- a) Perform patterns of increasing complexity that include dotted quarter note followed by an eighth note using instruments, body percussion, and voice.
- b) Use a counting system (metric counting).
- c) Include patterns that suggest duple and triple meter.

5.16 The student will demonstrate meter.

- a) Demonstrate accent using movement, body percussion, instruments, and voice.
- b) Identify duple and triple meter.

5.17 The student will respond to music with movement.

- a) Perform non-choreographed and choreographed movements.
- b) Explore levels, pathways, and directions through movement.
- c) Demonstrate expressive qualities of music including changes in dynamics, tempo, and Phrasing.
- d) Create multi-section form (theme and variation) through movement.
- e) Perform dances and other music activities of varying genres and cultures.
- f) Dramatize songs, stories, and poems.