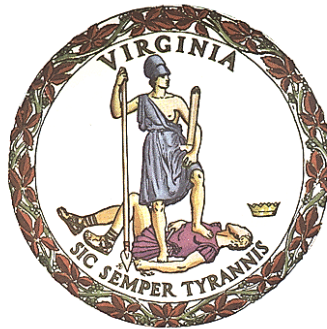

Music Standards of Learning for Virginia Public Schools



**Board of Education
Commonwealth of Virginia**

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Grade Six General Music

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge.

Creative Process

- 6.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise four-measure melodic and rhythmic phrases.
 - b) Compose four-measure melodies and rhythms.
 - c) Arrange an existing musical phrase.
- 6.2 The student will apply a creative process for music.
- a) Explore components of creative processes for music.
 - b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.

Critical Thinking and Communication

- 6.3 The student will analyze, interpret, and evaluate music.
- a) Describe expressive qualities of works of music using inquiry skills and music terminology.
 - b) Examine and apply personal and accepted criteria for evaluating works of music.
 - c) Describe performances of music using music terminology.
 - d) Apply accepted criteria for critiquing musical works and performances of self and others.
- 6.4 The student will formulate and justify personal responses to music.
- a) Identify reasons for preferences among works of music using music terminology.
 - b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
- 6.5 The student will identify and demonstrate collaboration and communication skills for music, including active listening.

History, Culture, and Citizenship

- 6.6 The student will explore historical and cultural influences of music.
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
 - b) Describe ways in which culture influences the development of music and music styles.

- 6.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- 6.8 The student will explain intellectual property as it relates to music.

Innovation in the Arts

- 6.9 The student will describe career options in music.
- 6.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.
- 6.11 The student will describe the connections of music to the other fine arts and other fields of knowledge.

Technique and Application

- 6.12 The student will read and notate music.
 - a) Identify tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.
 - b) Recognize diatonic intervals.
 - c) Identify and notate melodies on the musical staff.
 - d) Read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
 - e) Identify the meaning of the upper and lower numbers of time signatures.
- 6.13 The student will perform a variety of music.
 - a) Sing or play music in unison and simple harmony.
 - b) Follow dynamic and tempo markings.
 - c) Identifying appropriate performance practices.
- 6.14 The student will perform melodies and accompaniments.
 - a) Sing or play instruments with and without notation.
 - b) Perform music in a variety of ensembles.
- 6.15 The student will read, count, and perform rhythmic patterns.
 - a) Use a counting system.
 - b) Include patterns that suggest duple and triple meter.
 - c) Use instruments, body percussion, and voice.
 - d) Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- 6.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.

Grade Seven General Music

The standards for Grade Seven General Music build upon students' musical knowledge and skills through increasingly complex experiences in singing, playing instruments, performing rhythms, moving to music, and creating music through processes such as composition, improvisation, and arranging. Exploration of music theory continues as students read and write increasingly complex music notation. Students use critical thinking to compare and contrast the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Students define, organize, and share personal ideas, investigations, and research of music ideas and concepts as part of a creative process. Students respond to, describe, interpret, and evaluate music and experience music from a variety of cultural influences, styles, composers, and historical periods. They compare and contrast career pathways in music and identify relationships between music and other fine arts.

Creative Process

- 7.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise eight-measure melodic and rhythmic phrases.
 - b) Compose eight-measure melodies and rhythms.
 - c) Arrange an existing musical antecedent phrase and consequent phrase.
- 7.2 The student will apply a creative process for music.
- a) Describe components of a creative process for music.
 - b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.

Critical Thinking and Communication

- 7.3 The student will analyze, interpret, and evaluate music.
- a) Describe and interpret works of music using inquiry skills and music terminology.
 - b) Apply accepted criteria for evaluating works of music.
 - c) Apply accepted criteria for critiquing musical performances of self and others.
- 7.4 The student will formulate and justify personal responses to music.
- a) Explain how the time and place influence the characteristics that give meaning and value to a work of music.
 - b) Describe personal responses to works of music using music terminology.
 - c) Analyze ways in which music can evoke emotion and be persuasive.
- 7.5 The student will describe and demonstrate collaboration and communication skills for music, including active listening.

History, Culture, and Citizenship

- 7.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

- b) Compare and contrast a variety of musical styles using music terminology.
 - c) Compare and contrast the functions of music in a variety of cultures.
- 7.7 The student will describe how musicians, consumers of music, and music advocates impact the community.
- 7.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

Innovation in the Arts

- 7.9 The student will compare and contrast career options in music in relation to career preparation.
- 7.10 The student will identify and explore ways that new media is used to create and edit music.
- 7.11 The student will relate music to the other fine arts.

Technique and Application

- 7.12 The student will read and notate music.
- a) Identify and perform tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.
 - b) Notate melodies on the treble and bass staves.
 - c) Read melodic patterns using the diatonic scale.
 - d) Read and notate rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
- 7.13 The student will perform a varied repertoire of music.
- a) Sing or play music written in two or three parts.
 - b) Play melodies and accompaniments written on the treble staff and/or bass staff.
 - c) Demonstrate appropriate performance practices.
- 7.14 The student will sing and/or play music of increased levels of difficulty on a variety of instruments.
- 7.15 The student will read, count, and perform rhythmic patterns.
- a) Use a counting system.
 - b) Include patterns that suggest duple and triple meter.
 - c) Use instruments, body percussion, and voice.
 - d) Include sixteenth notes, dotted notes, and corresponding rests.
- 7.16 The student will respond to music with movement.
- a) Use movement to illustrate musical styles.
 - b) Use choreography to interpret aspects of musical expression.

Grade Eight General Music

The standards for Grade Eight General Music enable students to use critical thinking skills to gain a deeper understanding of music. Students explore and evaluate a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances. Students use a creative process to develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts. Students investigate connections between music skills and college, career, and workplace skills, and analyze connection between music and other fields of knowledge. Students examine historical and cultural influences of music and the value of music in society. Students are prepared for further instruction at the high school level.

Creative Process

- 8.1 The student will demonstrate creative thinking by composing and improvising original music.
- a) Improvise sixteen-measure melodic and rhythmic phrases.
 - b) Compose sixteen-measure melodies and rhythms.
 - c) Arranging an existing musical tune.
- 8.2 The student will apply a creative process for music.
- a) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts.
 - b) Collaborate with peers to define, organize, develop, and share ideas, investigations, and research of music ideas and concepts.

Critical Thinking and Communication

- 8.3 The student will analyze, interpret, and evaluate music.
- a) Analyze and interpret works of music using inquiry skills and music terminology.
 - b) Formulate criteria to be used for evaluating works of music.
 - c) Apply formulated criteria for critiquing musical works and performances of self and others.
- 8.4 The student will formulate and justify personal responses to music.
- a) Analyze how time and place influence the characteristics that give meaning and value to a work of music.
 - b) Describe personal, emotional, and intellectual responses to works of music.
- 8.5 The student will explain and apply collaboration and communication skills for music, including active listening.

History, Culture, and Citizenship

- 8.6 The student will explore historical and cultural influences of music.
- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
 - b) Compare and contrast a variety of musical periods and styles using music terminology.

- c) Compare and contrast the functions of music in a variety of cultures.
- 8.7 The student will describe opportunities for music performance and advocacy within the community.
- 8.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.

Innovation in the Arts

- 8.9 The student will investigate connections between music skills and college, career, and workplace skills.
- 8.10 The student will explore and investigate technology and new media to create, edit, and present music.
- 8.11 The student will analyze cross-disciplinary connections with music.

Technique and Application

- 8.12 The student will read and notate music.
 - a) Identify and perform melodic patterns using specific interval names (e.g., third, fifth).
 - b) Read and notate rhythmic patterns of increasing complexity, including tied rhythms, eighth note triplets, syncopation.
- 8.13 The student will perform a variety of music.
 - a) Use indicated dynamics, phrasing, and other elements of music.
 - b) Sing or play music written in three parts on the treble and bass staves.
 - c) Consistently demonstrate appropriate performance practices.
- 8.14 The student will sing and/or play a variety of instruments.
 - a) Play melodies and accompaniments written on the grand staff.
 - b) Play music of increased difficulty in a variety of ensembles using traditional and nontraditional instruments.
- 8.15 The student will read, count, and perform rhythmic patterns.
 - a) Use a counting system.
 - b) Include patterns that suggest duple and triple meter.
 - c) Use instruments, body percussion, and voice.
 - d) Include complex rhythms and syncopation.
- 8.16 The student will respond to music with movement.
 - a) Create movements individually or collaboratively to interpret a musical composition.
 - b) Create movements to illustrate forms, meters, and patterns.
 - c) Demonstrate how choreography is a form of expression and communication.