

Fine Arts Standards of Learning



Music Elementary

		Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Creative Process	1	<p>K.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise simple movement. b) Improvise melodic or rhythmic patterns. c) Improvise using instruments, voice, and music to enhance stories and poems. 	<p>1.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise vocal responses to given melodic questions. b) Improvise body percussion. c) Improvise to enhance stories, songs, and poems. d) Compose simple rhythmic patterns. 	<p>2.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise simple rhythmic question-and-answer phrases. b) Improvise accompaniments, including ostinatos. c) Improvise to enhance stories, songs, and poems. d) Compose simple pentatonic melodies represented by a variety of notational systems. 	<p>3.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise rhythmic question-and-answer phrases. b) Improvise accompaniments, including ostinatos. c) Compose melodies represented by a variety of notational systems. 	<p>4.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise melodies and rhythms using a variety of sound sources. b) Compose short melodic and rhythmic phrases within specified guidelines. 	<p>5.1</p> <p>The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise melodies and rhythms of increasing complexity. b) Compose a short original composition within specified guidelines.
	2	<p>K.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> a) Ask questions about music. b) Identify ways to create music. c) Share ideas with a group. 	<p>1.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> 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 group. 	<p>2.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> 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. 	<p>3.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> 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. 	<p>4.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> 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. 	<p>5.2</p> <p>The student will apply a creative process for music.</p> <ul style="list-style-type: none"> 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.

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Critical Thinking and Communication	3 Analyze, interpret, and evaluate music Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.	K.3 The student will analyze music. a) Identify selected 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.	1.3 The student will analyze music. a) Identify and classify the timbres of pitched and non-pitched instruments by sounds. b) Differentiate vocal and instrumental music. c) Distinguish between accompanied and unaccompanied vocal music. d) Recognize differences in melodic and rhythmic patterns and dynamics.	2.3 The student will analyze music. a) Identify selected instruments visually and aurally. b) Describe sudden and gradual changes in dynamics and tempo using music terminology. c) Identify and categorize selected musical forms. d) Use music vocabulary to describe music.	3.3 The student will analyze and evaluate music. a) Identify and explain examples of musical form. b) Compare and contrast instruments visually and aurally. c) Listen to and describe basic music elements using music terminology. d) Compare and contrast stylistic differences in music from a variety of cultures. e) Describe music compositions and performances.	4.3 The student will analyze and evaluate music. a) Identify instruments from a variety of music ensembles both visually and aurally. b) Distinguish between major and minor tonality. c) Listen to, compare, and contrast music compositions from a variety of cultures and time periods. d) Identify elements of music through listening using music terminology. e) Identify rondo form (ABACA). f) Review criteria used to evaluate compositions and performances. g) Describe performances and offer constructive feedback.	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) Experiment with the science of sound. c) Analyze elements of music through listening using music terminology. d) Explain theme-and-variation form. e) Apply accepted criteria when judging the quality of compositions and performances.
	4 Formulate and justify personal responses and connections to music Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.	K.4 The student will express personal feelings evoked by a musical experience.	1.4 The student will describe personal ideas and emotions evoked by music.	2.4 The student will describe how music evokes personal ideas and emotions.	3.4 The student will explain personal motivations for making music.	4.4 The student will explain personal preferences for musical works and performances using music terminology.	5.4 The student will analyze personal preferences among music compositions using music terminology.

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Critical Thinking and Communication	5 Develop collaboration and communication skills for music rehearsal and performance Identify and apply collaboration and communication skills for rehearsal and performance of music.	K.5 The student will identify how people work as a team while participating in music experiences.	1.5 The student will identify collaboration and communication skills for music rehearsal and performance. a) Use etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event). b) Understand active listening as a musician. c) Work together to reach a common goal.	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) Use active listening as a musician. c) Work together to reach a common goal.	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) Use nonverbal communication (e.g., eye contact, body language).	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 active listening for musical understanding. c) Give and receive age-appropriate feedback on performance.	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) Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

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History, Culture, and Citizenship	6 Understand cultural and historical influences of music Demonstrate understanding of cultural and historical influences of music.	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.	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) Describe how people participate in music experiences.	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.	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 instruments from a variety of time periods and places.	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 styles from a variety of time periods and places. c) Listen to and describe music from a variety of world cultures. d) Examine how music from popular culture reflects the past and influences the present. e) Explain how criteria used to value music may vary between people and communities.	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) Examine factors that may inspire musicians to perform or compose.
	7 Understand music as a form of community engagement Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.	K.7 The student will identify how music is part of personal and community events.	1.7 The student will identify musicians in the school, community, and media.	2.7 The student will describe roles of music and musicians in communities.	3.7 The student will describe why music has value to people and communities.	4.7 The student will explain how music is an integral part of one's life and community.	5.7 The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates.

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	8 Ethical and legal considerations for music and intellectual property Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.	K.8 The student will identify the value of creating personal music.	1.8 The student will identify appropriate sources of information for learning about music.	2.8 The student will identify appropriate sources for listening to music.	3.8 The student will recognize ethical use of the Internet for exploring music topics.	4.8 The student will describe digital citizenship for exploring music topics.	5.8 The student will define intellectual property as it relates to music and the music industry.
Innovation in the Arts	9 College, career, and the 21 st Century Workplace Connect music content and skills to career options, college opportunities, and the 21 st Century workplace.	K.9 The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors).	1.9 The student will describe the roles of music and musicians.	2.9 The student will identify how individuals create music.	3.9 The student will identify a variety of careers in music.	4.9 The student will identify skills learned in music class that relate to a variety of career options.	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).
	10 Understand and explore the impact of current and emerging technologies Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.	K.10 The student will identify technology tools for creating music.	1.10 The student will recognize how music can be created using innovative tools and new media.	2.10 The student will identify how music can be created using technology tools.	3.10 The student will identify how music can be created using innovative tools and new media.	4.10 The student will compare and contrast digital and traditional methods for creating music.	5.10 The student will investigate and explore innovative ways to make music.
	11 Cultivate connections to other fine arts and fields of knowledge Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.	K.11 The student will recognize relationships between music and other fields of knowledge.	1.11 The student will identify relationships between music and concepts learned in another content area.	2.11 The student will identify relationships between music and other fields of knowledge.	3.11 The student will describe relationships between music and other fields of knowledge.	4.11 The student will explore connections between music and other fields of knowledge for the development of problem-solving skills.	5.11 The student will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills.

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Technique and Application	<p>12</p> <p>Music Literacy</p> <p>Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance.</p> <p>Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression</p>	<p>K.12</p> <p>The student will explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.</p>	<p>1.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify high and low pitches represented by a variety of notational systems.</p> <p>b) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.</p> <p>c) Identify basic music symbols.</p>	<p>2.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify written melodic patterns that move upward, downward, and stay the same.</p> <p>b) Use the musical alphabet to notate melodic patterns.</p> <p>c) Read and notate melodies based on a pentatonic scale.</p> <p>d) Read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests.</p> <p>e) Use basic music symbols.</p>	<p>3.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify written melodic movement as step, leap, or repeat.</p> <p>b) Demonstrate the melodic shape (contour) of a written musical phrase.</p> <p>c) Use a variety of notational systems.</p> <p>d) Read melodies of increasing complexity based on a pentatonic scale.</p> <p>e) Divide rhythms into measures.</p> <p>f) Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.</p> <p>g) Explain the functions of basic music symbols.</p>	<p>4.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Read melodies based on a hexatonic scale.</p> <p>b) Use traditional notation to write melodies containing stepwise motion.</p> <p>c) Read two-note accompaniment patterns (bordun).</p> <p>d) Read and notate rhythmic patterns that include dotted quarter note followed by an eighth note.</p> <p>e) Use a system to sight-read melodic and rhythmic patterns.</p> <p>f) Identify the meaning of the upper and lower numbers of simple time signatures ($\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$).</p> <p>g) Identify dynamic markings (e.g., p, mp, mf, f).</p>	<p>5.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify the treble (G) and bass (F) clefs.</p> <p>b) Use a system to sight-read melodies based on the diatonic scale.</p> <p>c) Use traditional notation to write melodies containing skips and leaps.</p> <p>d) Read and notate rhythmic patterns of increasing complexity.</p> <p>e) Identify the meaning of the upper and lower numbers of compound time signatures (6/8).</p> <p>f) Identify tempo markings.</p>

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Technique and Application	13 Vocal Performance	<p>K.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing songs using echo and ensemble singing. b) Sing at the appropriate time following a musical introduction. c) Match pitches within an appropriate range. d) Demonstrate expressive qualities of music, including loud/soft and fast/slow. 	<p>1.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing high/low pitches and melodic contour. b) Demonstrate expressive qualities of music, including changes in dynamics and tempo. c) Use the head voice when singing or matching high pitches. d) Sing songs using echo and ensemble singing. 	<p>2.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing melodic patterns that move upward, downward, and stay the same. b) Sing melodies within the range of a sixth. c) Increase pitch accuracy while singing phrases and simple songs. d) Demonstrate expressive singing by changing dynamics and tempo. 	<p>3.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing in tune with a clear tone quality. b) Sing melodies within the range of an octave. c) Sing melodies notated in varying forms. d) Sing with expression using a wide range of tempos and dynamics. e) Sing rounds, partner songs, and ostinatos in two-part ensembles. f) Maintain proper posture for singing. 	<p>4.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing with a clear tone quality and correct intonation. b) Sing diatonic melodies. c) Sing melodies notated in varying forms. d) Sing with expression using dynamics and phrasing. e) Sing in simple harmony. f) Demonstrate proper posture for singing. 	<p>5.13 The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing with attention to blend, balance, intonation, and expression. b) Sing melodies of increasing complexity notated in varying forms. c) Sing in two- and three-part harmony. d) Model proper posture for singing.
	14 Instrumental Performance	<p>K.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Demonstrate high and low. b) Demonstrate loud/soft and fast/slow. c) Accompany songs and chants using body percussion as well as instruments. 	<p>1.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play two-pitch melodies using imitation. b) Play expressively with appropriate dynamics and tempo. c) Accompany songs and chants using body percussion as well as instruments. d) Use proper playing techniques. 	<p>2.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play melodic patterns that move upward, downward, and stay the same. b) Play expressively, following changes in dynamics and tempo. c) Accompany songs and chants with ostinatos and single-chords. d) Use proper playing techniques. 	<p>3.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play music in two-part ensembles. b) Play melodies notated in varying forms. c) Play a given melody on an instrument. d) Play with expression using a wide range of tempos and dynamics. e) Accompany songs and chants with tonic and dominant chords. f) Demonstrate proper playing techniques. 	<p>4.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play music of increasing difficulty in two-part ensembles. b) Play melodies of increasing difficulty notated in varying forms. c) Play a given melody on an instrument. d) Play with expression using dynamics and phrasing. e) Accompany songs and chants with tonic, subdominant, and dominant chords. f) Demonstrate proper playing techniques. 	<p>5.14 The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play music of increasing difficulty in a variety of ensembles. b) Play melodies and accompaniments of increasing difficulty notated in varying forms. c) Play with expression. d) Apply proper playing techniques.

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Technique and Application	15 Rhythm	<p>K.15 The student will identify and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Include patterns that suggest duple and triple meter. b) Use instruments, body percussion, and voice. c) Include sounds and silence. 	<p>1.15 The student will recognize and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Include patterns that suggest duple and triple meter. b) Use instruments, body percussion, and voice. c) Include quarter notes, paired eighth notes, and quarter rests. 	<p>2.15 The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include half notes, half rests, whole notes, and whole rests. 	<p>3.15 The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> 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, single eighth notes, eighth rests, and dotted half notes. 	<p>4.15 The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include dotted quarter note followed by an eighth note. 	<p>5.15 The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Increase complexity, including syncopations.
	16 Meter	<p>K.16 The student will demonstrate a steady beat using movement, body percussion, instruments, and voice.</p>	<p>1.16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.</p>	<p>2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.</p>	<p>3.16 The student will demonstrate understanding of meter.</p> <ul style="list-style-type: none"> a) Determine strong and weak beats. b) Perform sets of beats grouped in twos and threes. 	<p>4.16 The student will demonstrate meter.</p> <ul style="list-style-type: none"> a) Apply strong and weak beats. b) Perform and illustrate sets of beats grouped in twos and threes. 	<p>5.16 The student will demonstrate meter.</p> <ul style="list-style-type: none"> a) Apply accent. b) Identify duple and triple meter.
	17 Music and Movement	<p>K.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Use locomotor and non-locomotor movements. b) Demonstrate expressive qualities of music, including loud/soft and fast/slow. c) Illustrate moods and contrast in music and children’s literature. d) Perform dances and other music activities. 	<p>1.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Use locomotor and non-locomotor movements. b) Demonstrate high and low pitches. c) Demonstrate expressive qualities of music, including changes in dynamics and tempo. d) Perform dances and other music activities. e) Dramatize songs, stories, and poems. 	<p>2.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Use locomotor and non-locomotor movements of increasing complexity. b) Demonstrate expressive qualities of music including, changes in dynamics and tempo. c) Create movement to illustrate AB and ABA musical forms. d) Perform dances and other musical activities. 	<p>3.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Illustrate rondo form (ABACA). b) Perform non-choreographed and choreographed movements. c) Perform dances and other music activities. 	<p>4.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Perform non-choreographed and choreographed movements. b) Perform dances and other music activities. c) Create movement to illustrate rondo (ABACA) musical form. 	<p>5.17 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Perform non-choreographed and choreographed movements, including music in duple and triple meters. b) Perform dances and other music activities.