

Content Standard 7: Students will evaluate music and music performances.**Grades K-4****Students will:**

- a. devise criteria for evaluating performances and compositions; and
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Grades 5-8**Students will:**

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing; and
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Grades 9-12**Students will:**

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music; and
- b. evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

Content Standard 8: Students will make connections between music, other disciplines and daily life.

Grades K-4

Students will:

- a. identify similarities and differences in the meanings of common terms used in the various arts; and
- b. identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

Grades 5-8

Students will:

- a. compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art;
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music; and
- c. identify a variety of music-related careers.

Grades 9-12

Students will:

- a. explain how elements, artistic processes (such as imagination or craftsmanship) and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples;
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures;
- c. explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated; and
- d. apply music skills and understandings to solve problems relevant to a variety of careers.

Content Standard 9: Students will understand music in relation to history and culture

Grades K-4

Students will:

- a. identify by genre or style aural examples of music from various historical periods and cultures;
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world;
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use;
- d. identify and describe roles of musicians in various music settings and cultures; and
- e. demonstrate audience behavior appropriate for the context and style of music performed.

Grades 5-8

Students will:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures;
- b. classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (high-quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary; and
- c. compare, in several cultures of the world, the functions music serves, roles of musicians and conditions under which music is typically performed.

Grades 9-12

Students will:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
- b. identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them; and
- c. identify various roles musicians perform, cite representative individuals who have functioned in each role and describe their activities and achievements.

ILLUSTRATIVE LEARNING/ASSESSMENT ACTIVITIES WITH SCORING DIMENSIONS

The following sample learning/assessment activities are intended to illustrate how the standards may be taught and assessed in a classroom. Although some of the instructional and assessment sequences emphasize a particular content standard, others are deliberately designed to address multiple standards. Opportunities for assessment are provided within each instructional sequence. Collectively, these activities are designed to demonstrate the following important principles:

- Series of well-designed instructional activities typically address more than one standard. While it is often desirable to break instruction into discrete chunks to focus on specific skill or knowledge areas, the most interesting and effective instruction recognizes and exploits the fact that the standards are interrelated. As pointed out in the common introduction to this chapter, having students carry out several steps of an artistic process necessarily addresses several content standards. This enables teachers to cover, and students to make connections among, broader ranges of learning. [Note: Although each illustrative activity requires students to apply learning from many, if not all, of the content standards, only those content standards which are actually *assessed* are listed.]
- Opportunities for assessment grow naturally out of well-designed sequences of instruction, rather than occurring as add-ons after the end of such a sequence. Such assessments, which are built into instructional sequences, often are referred to as “embedded” assessments.
- The dimensions of assessment (aspects of the student work which are assessed) always should be linked to, and derive naturally from, the content and performance standards that the instructional sequence is designed to address. In other words, what is assessed should be what teachers intended their students to learn.

The following table is designed to assist readers in finding illustrative learning/assessment activities for particular content standards and grade levels. A teacher looking for an example of how content standard 4 might be addressed at Grade 8 should find the number 4 in the Content Standard column, then follow that row over to the Grade 8 column to find the letter(s) of the learning assessment activity(s). Each illustrative learning/assessment activity is presented in alphabetical order.

GUIDE TO FINDING ILLUSTRATIVE ACTIVITIES AT DIFFERENT GRADE LEVELS

Content Standard	Illustrative Learning Activities		
	Grade 4	Grade 8	Grade 12
1	A, J	G, J	B, J
2	L, J	C, G, J	B, J
3	I		E
4	H	C, H, K, L	E, H
5	D	G, K, L	B
6	L, M	G, L, L, M	E, F, L, M
7	H, J	G, H, J, K, L	F, H, J
8	A	C	N
9	A, J, M	C, J, M	E, J, M

Illustrative Learning/Assessment Activity A (Grades K-4)

- Content Standard 1:** Students will sing, alone and with others, a varied repertoire of songs.
- Performance Standard:** c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Content Standard 9:** Students will understand music in relation to history and culture.
- Performance Standards:**
- a. identify by genre or style aural examples of music from various historical periods and cultures
 - b. describe in simple terms how elements of music are used in music examples from various cultures of the world
- Content Standard 8:** Students will make connections between music, other disciplines and daily life.
- Performance Standard:**
- b. identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music

Learning Activity. Students learn a variety of songs from the following categories: 1) Latin American, 2) Native American, 3) Cowboy and 4) Patriotic. They explore the historical, regional and cultural backgrounds of the songs using visuals, stories, listening examples and dancing/moving activities. (Collaboration with the social studies teacher will reinforce the understanding of the history and culture of the people of the various regions.) They discuss particular characteristics of each genre. The teacher reinforces the concepts of good singing—including posture, breathing and diction—through vocal exercises and warm-ups. Each student chooses one song from each of the four categories listed above and sings them from memory to a small group of peers, with piano or guitar accompaniment. The performance is evaluated based on accuracy of memorization. The student also describes the origin and style of the songs he or she chooses to sing. The student’s description is evaluated based on accuracy.



Illustrative Learning/Assessment Activity B (Grades 9-12)

- Content Standard 1:** Students will sing, alone and with others, a varied repertoire of songs.
- Content Standard 2:** Students will play, alone and with others, a varied repertoire of instrumental music.
- Content Standard 5:** Students will read and notate music.
- Performance Standard:** b. sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6

Preparation. Instrumental ensemble students are given a copy of a four-part vocal score of level 2 difficulty. The students sing each of the individual parts in unison, then they are divided into four parts and sing the song in harmony.

Step 1. Four microphones are positioned at the corners of the room, each feeding into a different channel of a four-track tape recorder. Four students are selected to state their names, then sing individual parts of a four-part, level 2 selection into one of the microphones, while the remainder of the class sings from the score in four parts. This process is repeated over a period of days until all of the students have been recorded.

Step 2. Four microphones are positioned at the corners of the room, each feeding into a different channel of a four-track tape recorder. Four students are selected to perform an appropriate part of an unfamiliar level 3 selection for their preferred instrument. The remainder of the class plays from the score as the students state their names, then perform their parts into the microphones. This process is repeated over a period of days until all of the students have been recorded.

Possible Extension. To use this activity with a choral group, reverse steps 1 and 2. Choral students would play a preferred instrument (band or orchestral instrument, keyboard, recorder) at level 2 and sing at level 3.

Illustrative Learning/Assessment Activity C (Grades 5-8)

- Content Standard 2:** Students will play, alone and with others, a varied repertoire of instrumental music.
- Performance Standard:** e) perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of the conductor
- Content Standard 4:** Students will compose and arrange music.
- Performance Standards:** a) create and arrange music to accompany readings or dramatizations
c) use a variety of sounds when composing
- Content Standard 8:** Students will make connections between music, other disciplines and daily life.
- Performance Standard:** b) describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated
- Content Standard 9:** Students will understand music in relation to history and culture.
- Performance Standard:** a) describe distinguishing characteristics of representative genres and styles from a variety of cultures

Learning Activity. As part of a unit of study on African-American music, students learn through class discussion about the Underground Railroad system and what it meant to be a “conductor” on the “railroad.” Students listen to a reading (by the teacher) of the book *Follow the Drinking Gourd* (by Jeanette Winter), and look at the illustrations in the book. Students discuss how the lyrics of the song were the directions for following the Underground Railroad. Students hear recorded verses and the refrain of the song while listening to the reading by the teacher. Students use the Grade 5 level of the *Music and You* (Staton, Barbara et al, MacMillan Publishing Co., 1988) text series to learn to sing the refrain for the song. Students view a relief map of the United States and discuss the terrain and sounds that slaves might have followed and heard when traveling the Underground Railroad at night and when hiding during the day.

In small groups of three to four, students:

- choose and describe a path on the map and write a sequential list of the possible scenery;
- choose sound sources to portray the sounds that slaves might have heard on the journey;
- use the sound sources to create a 30-second (minimum) sound piece;
- appoint one student in each group as the musical conductor for the practice and performance; and
- perform their pieces for one another.

The teachers calls the small groups together, and:

- assigns each group a letter (starting with “B”);
- produces a class rondo: the “A” section is the class singing the refrain to the song; the B, C, D and other sections are each group performing their sound pieces;
- records and allows the class to listen to the rondo on audio or, if available, videotape; and
- facilitates a class discussion in which students assess their rondo and design other ways of sequencing their sound pieces to create alternative rondos for purely musical effect.

Illustrative Learning/Assessment Activity D (Grades K-4)

Content Standard 5: Students will read and notate music.

- Performance Standards:**
- a. read whole, half, dotted-half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures
 - b. use a system (syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys
 - d. use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Students learn to sing by rote five American folk songs that are partner songs. Selections include: *Liza Jane*, *Great Big House*, *Dinah*, *Alabama Gal* and *Goin' Down to Cairo*. Each of the five folk songs exemplifies a different rhythm pattern.

After discussing the historical significance of the origins and texts of the songs, the teacher presents notated rhythmic and melodic patterns extracted from each song via transparencies. Students read the patterns using appropriate rhythmic and tonal syllables. Students compare the rhythmic patterns from each song. The patterns then are presented aurally, and students notate them on staff paper.

Each student chooses two of the six songs to notate on staff paper. Their notations are evaluated based on rhythmic and melodic accuracy, including time and key signatures.

Illustrative Learning/Assessment Activity E (Grades 9-12)

- Content Standard 3:** Students will improvise melodies, variations and accompaniments.
- Performance Standard:** d) improvise stylistically appropriate harmonizing parts in a variety of styles
- Content Standard 4:** Students will compose and arrange music.
- Performance Standard:** a) compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- Content Standard 6:** Students will listen to, describe and analyze music.
- Performance Standard:** d) demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example
- Content Standard 9:** Students will understand music in relation to history and culture.
- Performance Standard:** a) classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

Learning Activities for standards 3 and 6. Students listen to, and participate in the activities suggested by, Ravi Shankar's *Learning Indian Music*. Given ragas and talas, students practice basic melodic and rhythmic improvisatory techniques. They listen to and analyze, with the teacher, several works of Indian classical music.

Learning Activities for standard 9. Listening to a recording of a performance of Hindustani classical music of North India for vina (zither), tabla (drums) and tambura (lute), students identify the country of origin and the genre. They identify the instrumentation and the structural features of the music in terms of the overall form and the character of the melody, rhythm and meter using the appropriate vocabulary. They also learn and practice traditional audience behavior, including the use of hand beats and finger counts to follow the pattern of the tala.

Learning Activities for standards 3 and 4. Listening to a melody form (raga), the students improvise a short alap (unmetered opening section) demonstrating a knowledge of scale degrees, melodic contour and tetrachord structure. Students gradually extend the register in free rhythm, frequently returning to points of cadence and using a variety of improvisatory and variation techniques.