



## ***2020 Music Standards of Learning***

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### **Instructional Guide Instrumental Music**

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## **Introduction**

The Instrumental Music Instructional Guide, a companion document to the [2020 Music Standards of Learning](#), amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

## **Understanding the Strand**

The [2020 Music Standards of Learning](#) are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout music instruction, regardless of the learning experience.

## **Standards**

All Standards can be viewed by strand in the [Music Standards Progression Charts](#).

## **Concepts**

This section outlines concepts that transcend grade levels and weave through the K through 12 program as appropriate at each level. Each numbered standard in grades K-12 relate to the corresponding concept. The concepts are listed in this section of the Instructional Guide for each strand.

## **Supporting Questions**

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving efforts throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in using critical thinking to examine and explore multiple perspectives. These questions do not have definitive answers.

## Skills in Practice

Skills in Practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***This is not meant to be an exhaustive list of applicable strategies.***

## Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessment of learning throughout the year.

## Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and in assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps; adjust for differentiation; solicit and provide quick actionable feedback; refine instructional practice; and involve students in decision making about their learning. Students can learn about their personal strengths and weaknesses and address their own development toward learning targets. Formative assessments may or not be graded and are generally low stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques in a definitive way at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
  - Communicate to students and parents how well a student has met a learning goal.
  - Measure and reflect on instructional effectiveness, adjusting if necessary.
  - Provide the teacher with data that will help guide future instruction.

## Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

## Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Music Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Music Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for music teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the 2020 Fine Arts *Standards of Learning*. Instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Music Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

# Creative Process

## Understanding the Strand

Students apply creative thinking to music when they flexibly use their skills and knowledge to create work with individual voices and visions. A creative process is not a specific formula for developing creative work. Instead, it follows a course of action to guide the development of original work. A creative process includes inquiry and questioning, researching, interpreting, generating, testing, and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process, product, and performance of making music.

## Standards

[Creative Process - Instrumental Music Elementary and Middle School](#)  
[Creative Process - Instrumental Music High School](#)

## Concepts

1. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.
2. Understand and apply a creative process to guide the development of ideas and musical works.

## Supporting Questions

- How do musicians generate and develop ideas?
- How do musicians create original work?
- How do musicians develop and monitor goals?
- How do musicians document musical ideas to share them with others?
- What are steps of creative processes that musicians use?
- What is creativity in the context of the instrumental music classroom?
- What is improvisation, and how is it used to support creativity?

## Skills in Practice

- Arrange for students to watch interviews with professional artists and musicians, prompting them to reflect on their own creative processes in comparison to those of established musicians.
- Assist students in creating arrangements for trios or quartets, tailoring the music to fit the skill levels and knowledge of the ensemble members.
- Break creative processes into various components and have students practice and discuss each as they develop original work.
- Create a structured environment for students to improvise, providing clear parameters (form, tone, meter, rhythm) to promote creative expression within a supportive framework.
- Divide a short melodic phrase into a “question” and “answer.” Lead the class in performing the “question,” and then have individual students take turns providing an “answer.” Scaffold this exercise to include improvisation techniques and creative music interpretation.
- Encourage students to compose original music while providing opportunities for peer feedback. Facilitate collaborative reflection and revisions to strengthen their final performances.
- Engage students in developing independent projects that allow them to work toward individual goals.
- Facilitate experiences where students improvise on pitched instruments and create original lyrics.
- Guide students in experimenting with different modes of the major scale to effectively convey emotions such as sadness, fear, anger, and happiness through their music.
- Guide students in using music notation software or handwritten music notation to record their musical ideas.
- Improvise melodically and rhythmically within a framework or over a basic accompaniment.
- Introduce students to video editing software and digital audio workstations (DAWs) to create soundtracks for films. Guide them in selecting music that complements the mood and storyline of their edited footage.
- Lead warm-ups, games, and creative exercises to spark invention, imagination, and flexible thinking.
- Organize viewings of interviews with professional artists and musicians discussing their creative processes. Afterward, lead reflections where students compare their own creative journeys—individually and in ensembles—to those of the professionals.
- Provide clear parameters (form, tone, meter, rhythm) for improvisation, allowing students to take turns exploring creative expressions within these frameworks.
- Provide opportunities for reflection on the work and the process in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements.
- Support students in composing original pieces that incorporate feedback from classmates, allowing them to reflect, revise, and perform their works.

### **Student Look-fors**

- Applies artistic choices to demonstrate musical expression
- Articulates and documents creative processes
- Composes or improvises music
- Develops and tracks personal goals for music
- Documents musical ideas using DAWs, music notation, or musical presentations
- Incorporates feedback to refine musical compositions, arrangements, and performances
- Reflects on the process of creating and performing music
- Uses self-evaluation to track progress

### Assessment Strategies

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

### Content Connections

- **Demonstrating Creative Processes: Instrumental Music HCl.2.a and English 10.C.3.A** - The creative process enables students to flexibly use their skills and knowledge to express individual voices. It involves inquiry, research, idea generation, testing, discussion, refinement, and reflection. A multimodal presentation can showcase this

process, including demonstrations of music creation tools, idea development, performances at various stages, the final product, and reflections on the process and outcome.

### **Instructional Supports**

- [National Endowment for the Arts \(NEA\) Jazz Masters Fellows](#) - Interviews with composers that can be used in the creative process's research, inquiry, and questioning stage.
- [PBS Learning Media: Improvisation](#) - Explore media segments related to music improvisation.
- [PBS Learning Media: Musical Composition and Arrangement](#) - Explore media segments related to composition and arrangement.
- [The Kennedy Center: Inspiration!](#) - Discover how composers come up with fresh ideas as you learn all about musical inspiration.
- [The Kennedy Center: The Billy Taylor Trio: What Is Improvisation?](#) - This media segment by The Billy Taylor Trio discusses and demonstrates improvisation and invites students from the audience to the stage.
- [The Kennedy Center: The Terrell Stafford Quintet \(Jazz Performance/Demonstration\)](#) - This media segment highlights trumpeter, Terrell Stafford and his quintet demonstrate as they discuss the blues, improvisation, and ensemble playing and guide students in what to listen for in Jazz.

# Critical Thinking and Communication

## Understanding the Strand

Critical thinking, communication, and collaboration are inherent attributes in the creation, rehearsal, refinement, and performance of music. Students understand that critique is an integral part of an artistic learning environment. Students analyze, classify, and evaluate music, compare and contrast aspects of the art form, and develop a music vocabulary that allows them to recognize, describe, and justify personal responses, beliefs, and opinions regarding music. They recognize the value in evaluating diverse opinions and responses to music. They are responsive to the talents, interests, and cultural perspectives of others. Communication and collaboration, including both verbal and nonverbal cues, active listening, problem-solving, and performance agreement, are integral to the creation, rehearsal, refinement, and performance of music.

## Standards

[Critical Thinking and Communication - Instrumental Music Elementary and Middle](#)  
[Critical Thinking and Communication - Instrumental Music High School](#)

## Concepts

3. Develop critical thinking skills in the analysis, interpretation, and evaluation of work of self and others.
4. Formulate, justify, and articulate personal responses and connections to music.
5. Develop, identify, and apply collaboration and communication skills for rehearsal and performance of music.

## Supporting Questions

- How can you identify and explain the differences between styles of music?
- How can you participate in a group to create and perform music?
- How do musicians communicate to their audience?
- How do we evaluate music?
- How do you determine composers' intent of music and apply to performance?
- How do your personal experiences influence the way people listen to music?
- How does music communicate feelings and emotions?

- What are the aspects of an effective rehearsal? How do musicians run an effective rehearsal using both verbal and nonverbal cues?
- What criteria might we use to evaluate our musical performance?
- What does it mean to analyze music?
- What key vocabulary words help us discuss music with one another?
- Why might different people prefer certain types of music over others?

### **Skills in Practice**

- Assign a project where students rearrange notes in a well-known song to explore and create different emotional moods.
- Create opportunities for students to identify and develop the communication skills needed to address issues that may arise during rehearsals, performances, and lessons.
- Encourage students to experiment with different modes to explore how they can evoke emotions such as sadness, fear, anger, and happiness through music, enhancing their expressive capabilities.
- Engage students in reflecting on a chosen piece of music, encouraging them to analyze and articulate their thoughts on the composer’s intent using proper music terminology.
- Explicitly teach and use music-specific vocabulary.
- Facilitate discussions where students describe and justify reactions to a selection of music. Compare reactions and discuss how personal experiences and current events influence individual responses.
- Involve students in creating assessment rubrics based on their current music knowledge. After performances, guide them in using these rubrics to evaluate their work and engage in constructive discussions around evaluation criteria.
- Play a piece of music multiple times, prompting critical listening. After each listen, facilitate discussions with guiding questions like, “What did you hear?”, “What do you think?”, and “What do you wonder?” to deepen understanding and reflection.
- Play various excerpts of the same piece, guiding students to identify and discuss the similarities and differences in the performers’ interpretations. Encourage them to apply these insights to enhance their personal musical styles.
- Provide multiple opportunities for students to hear, read, and use music vocabulary in speaking and writing.
- Provide opportunities for students to take on leadership roles within the ensemble. Collaborate with students to define their responsibilities and encourage initiative.
- Provide question prompts, sentence stems, and vocabulary to support writing about and discussing music.

- Teach students how to evaluate individual and group performances using a clear set of criteria. Encourage analysis and critique with appropriate music terminology.

### **Student Look-fors**

- Accurately uses appropriate vocabulary in discussion, writing about, and talking about music
- Analyzes musical works and performances critically
- Collaborates effectively as an ensemble
- Communicates through verbal and nonverbal cues
- Compares different types of music using appropriate vocabulary
- Demonstrates active listening skills
- Discusses and explains personal music preferences
- Engages in class discussions with personal insights
- Evaluates performances using established criteria
- Provides peer feedback
- Reflects on emotional responses to music
- Uses appropriate music vocabulary when speaking and writing about music

### **Assessment Strategies**

- After presentations or performances, engage students in reflecting on their creative process and the outcomes of their work. Encourage them to assess both their individual contributions and ensemble dynamics.
- Evaluate how students are adjusting musical elements in performance as directed by conducting gestures and cues.
- Evaluate students' use of proper terminology in written or verbal responses and critiques of music performances.
- Have students participate in small group peer sectionals to give and receive feedback and evaluate progress toward goals.
- Formatively assess engagement in robust discussions around supporting questions.
- Provide a checklist or rubric to assess active listening skills for rehearsal and performance of the ensemble.
- Provide students with templates for feedback cards that have sentence starters like "I liked how you...", "I think you could try...", and "Your performance made me feel..."
- Use a pre-assessment in the form of an entrance ticket to gather information on students' prior knowledge and skills related to music vocabulary and analysis.

- Use sentence frames or other graphic organizers to engage students in critical thinking, vocabulary acquisition, and age-appropriate music description, analysis, and evaluation.

### Content Connections

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

### Instructional Supports

- [National Association for Music Educators \(NAfME\): Critical Thinking](#) - This collection provides educators with research, articles, and publications demonstrating best practices in teaching critical thinking skills.
- [PBS Learning Media: Appreciation and Analysis of Musical Works](#) - Explore media segments related to music appreciation, music vocabulary and concepts, interpretation of music, and evaluation of music.
- [The Kennedy Center: Know Before You Go](#) - This lesson provides expectations of an audience member at different types of performances.
- [Thinking Routines from Harvard Project Zero](#) - Resources from Project Zero focusing on artful thinking and thinking routines.

## History, Culture, and Citizenship

### Understanding the Strand

Students hear and understand musical works from many time periods and places and respond to a variety of music and musical styles from diverse composers and performers. Students identify the values, roles, and reasons for the creation and performance of music from the perspective of many time periods, people, and places. Students develop a lifelong engagement with music as a performer, community member, supporter, and advocate. They understand and respect the ethical and legal considerations for engaging with music as a responsible citizen.

### Standards

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

### Concepts

6. Understand the cultural and historical influences of music.
7. Understand music as a form of community engagement.
8. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

### Supporting Questions

- How can instrumental musicians collaborate with community stakeholders to promote and support local events?
- How can we synthesize elements from various musical eras into our own compositions?
- How does music shape and reflect cultural identity in different communities?
- How does the musical style resonate with the time and place of its origin?
- How does music serve as a mirror for the cultural and historical context in which it is created?
- How do musicians establish a connection with their audience during live performances across diverse venues?
- How do societal influences give rise to new genres of music?
- How has music evolved in response to technological advancements and cultural shifts?
- What major milestones have marked the progression of different musical genres over time?
- Where can we find reliable resources to deepen our understanding of music and its cultural significance?

- Why are copyright and intellectual property critical to musicians and the music industry?

### **Skills in Practice**

- Assign a research project where students investigate the evolution of American music.
- Create collaborative opportunities for students to find and contribute musical examples from around the globe to a shared database. Use this repository as a springboard for discussions on how different musical styles influence one another and to explore cross-cultural connections.
- Curate a selection of music with various cultural influences for performance. Encourage students to explore and integrate different cultural influences into their music selections.
- Guide students in creating an interactive timeline that showcases influential compositions, composers, and relevant historical events. Encourage discussions connecting these historical elements to other subjects.
- Guide students in small groups to explore music from diverse countries or cultures. Provide access to resources, and encourage students to research music, instruments, and cultural significance.
- Engage students in discussions about the importance of copyright and the intellectual property rights of composers and arrangers. Organize workshops with guest speakers from the music industry to bring real-world relevance to the discussion.
- Have students choose an instrument to research its origins, notable composers, and musicians. Encourage them to analyze its construction, sound production, and role in various musical genres.
- Encourage students to explore musical concepts, sounds, and techniques of various genres and time periods. Use personal reflections and group discussions to help them articulate their understanding of the historical context and its influence on contemporary music.
- Facilitate engaging discussions on music-related legal topics like copyright, public domain, fair use, and Creative Commons. Use case studies and real-world scenarios to encourage critical thinking about the acceptable use of recordings, music, reproducing materials, and sampling.
- Organize interactive workshops inviting parents and community members to participate in music-making activities. Foster collaboration, teamwork, and communication among students and the wider community.
- Provide a structured analysis of various musical time periods through interactive lessons and activities. Encourage students to connect with the material by performing pieces with deeper historical context, analyzing the cultural influences behind the music
- Task students with researching local music venues, including the genres they are most interested in. Use mapping tools to visualize these venue locations.

### **Student Look-fors**

- Adheres to copyright laws related to licensing, covering others' music, fair use, digital piracy, and so on
- Analyzes the characteristics of music from a variety of cultures
- Analyzes the significance of history and culture in musical pieces, styles, composers, and musical performances
- Appropriately cites music and media resources
- Describes how musicians, music advocates, and consumers of music impact the community
- Engages in discourse around reasons why people create, perform, and participate in music experiences and the value that music has to people and society
- Identifies cultural influences of musical works
- Identifies the similarities and differences between musical periods and styles
- Listens and responds to many different music styles and works
- Listens to, performs, and responds to many different musical styles and works
- Research specific historical eras in music, significant historical figures in music, and cultural influences
- Takes responsibility for music spaces and instruments

### **Assessment Strategies**

- After exploring different music styles, have students complete a reflection sharing their favorite style and what they like about it.
- Create checklists for adherence to copyright and intellectual property.
- Engage in learning games related to historical and cultural contexts in music.
- Have students create a poster or a simple infographic that explains a concept they learned about copyright. Assess their understanding based on accuracy and communication.
- Have students present research related to historical and cultural themes in music in small groups. Assess their presentations using a simple rubric or checklist that looks at clarity, presentation skills, and knowledge.
- Have students write a short paragraph about what they learned about music of a culture or historical period. Assess their writing for content and clarity.
- Keep a participation checklist of students' contributions during discussions and seek responses from students who don't normally participate.
- Students can create a visual timeline. Assess their timelines for accuracy in events, artistic presentation, and written descriptions.
- Use a peer feedback form to assess how well students presented and explained a music topic.

### **Content Connections**

- **Rights and Responsibilities in Music: High School Instrumental Music HIAR.8 and GOVT.5.b, GOVT.5.f, GOVT.5.g** - Engaging with music includes the responsibility to obey laws and policies around copyright and intellectual property, among other legal concerns. Interview professionals in the music field to understand the rights and responsibilities of citizens in music related careers.

### Instructional Supports

- [Appalachian Music and Virginia's Mountain Towns](#) - The official tourism blog of The Commonwealth of Virginia, provides a brief history of Appalachian music in Southwest Virginia.
- [Carnegie Hall Education](#) - Drawn from programs created by the Hall's Weill Music Institute, this collection offers digital programs and resources.
- [Kennedy Center Education](#) - A collection of articles, videos, podcasts, performances, and online field trips that allow students of all ages to explore and learn about music online.
- [Music of Our Mountains](#) - This project chronicles musical culture and ideas throughout Appalachia and beyond.
- [NAfME: Copyright](#) - Resources on copyright from the National Association for Music Education.
- [PBS Learning Media: Society and History of Music](#) - Explore media segments related to music in society, music in world cultures, and history of music.
- [Smithsonian Folkways Program](#) - Smithsonian Folkways Recordings is the nonprofit record label of the Smithsonian Institution, the national museum of the United States. This site contains audio recordings and educational materials from the Smithsonian Center for Folklife and Cultural Heritage.
- [The Kennedy Center: A World of Music](#) - A musical tour of Europe through time, place, and people.
- [The Kennedy Center: The Star Spangled Banner](#) - Discover the history of the song.
- [Virginia Folklife Program](#) - The Virginia Folklife Program is the state center for the documentation, presentation, support, and celebration of Virginia's rich cultural heritage.

## Innovation in the Arts

### Understanding the Strand

Innovation thrives by cultivating authentic connections between fields of knowledge. Students in music courses focus on music’s role in the rapidly changing world and explore the newest tools, instruments, media, and processes in music through demonstrations, experiences, and experimentation that merge traditional forms of musical expression with emerging technologies and innovative techniques. Students are future-ready for evolving opportunities and advancements in music. They explore opportunities to connect fine arts experiences, content, and skills to college preparation, college and career opportunities, and to an expanding range of career prospects in the field of music.

### **Standards**

[Innovation in the Arts - Instrumental Music Elementary and Middle](#)  
[Innovation in the Arts - Instrumental Music High School](#)

### **Concepts**

9. Connect music content and skills to career options, college opportunities, and the workplace.
10. Understand and explore the impact of current and emerging technologies, media, and processes in music.
11. Identify and cultivate authentic connections between other fine arts and fields of knowledge to develop problem-solving skills.

### **Supporting Questions**

- How are technology tools used to create, compose, produce, and enhance musical works?
- How has technology changed the way people listen to music?
- How has technology changed the way that musicians work collaboratively?
- How have evolving technologies impacted music?
- How is music connected to what I am learning in other subjects?
- How do you integrate music into other areas to enhance learning?
- What professional career pathways exist in music?
- What technologies have helped people create new types of music?

### **Skills in Practice**

- Arrange visits to music companies, performing halls, or college music departments.
- Ask students to use music technology to design a ringtone.

- Demonstrate or enable students use a digital audio workstation (DAW) to create, edit, and present music.
- Demonstrate how to use digital source material or media to create a composition using loops, patterns, recordings, etc.
- Encourage students to share their knowledge and findings by selecting a music-related career, researching it, and presenting it to their classmates.
- Explore performing and non-performing careers in the music field.
- Guide students in creating an interactive timeline that showcases influential instruments, technological innovations, and relevant historical figures.
- Lead students through a history of recording technology, from early acoustical recordings to current technology.
- Lead students to create a composition by laying individual lines of "musical code" (rhythmic and melodic notation) on the ground. Add directional arrows and symbols to direct students to the following "code line," creating compositions of various lengths.
- Notate a melody using music notation software and perform it vocally or on pitched instruments.
- Organize a creative activity where students can explore different sounds using technology and incorporate them into original music pieces.
- Stimulate students' curiosity by formulating questions for interviews with professional musicians or arts industry leaders.
- Using an arts-integrated approach, create activities that connect other fields of knowledge or art forms to music, equitably meeting the standards in both areas.

### **Student Look-fors**

- Creates and maintains a portfolio to document growth, development, and attainment of relevant skills and experiences over time
- Creates, arranges, or enhances music compositions using current technology
- Demonstrates practical problem-solving skills for music activities and processes
- Discusses how methods of creating and recording music change over time
- Engages in discussions around ways that technological developments and enhancements influence the way people listen to, share, record, perform, and create music
- Explores, investigates, or researches music-related careers and roles such as performer, composer, songwriter, or producer
- Makes connections between music skills and content with other subject areas
- Uses current technologies to engage in creative processes

### Assessment Strategies

- Ask students to explain how music is created using technology verbally or in writing.
- Create a simple rubric together that outlines what success looks like when creating music with technology.
- Have students list and discuss the music skills they've learned in class and how these can relate to jobs in music and other fields.
- Start a lesson with an entrance ticket where students share something they know about digital music tools or how they use them.

### Content Connections

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

### Instructional Supports

- [Example Careers in Music](#) - This document provides examples of careers in and related to music.
- [Music Education and Workplace Readiness Skills](#) - Virginia's music instructional programs reinforce [Virginia's 22 Workplace Readiness Skills](#). These skills are organized around three core areas that promote opportunities and reinforce student understanding of Virginia's workplace readiness skills: Personal qualities and abilities, interpersonal skills, and professional competencies.
- [PBS Learning Media: Application of Technology to Music](#) - This collection of media segments highlights music technologies.
- [PBS Learning Media: The Music Profession](#) - Explore media collections related to careers in music and music resources.
- [The Kennedy Center: Arts Integration](#) - A selection of articles covering current approaches to arts integration in the classroom, inclusion, rigor, social-emotional learning, and adopting an arts integration approach at the school and district level.
- [The Kennedy Center: Music in the Military](#) - Explore the diverse roles and careers of musicians in the Armed Forces.

- [The Kennedy Center: The Music of Sound](#) - This audio series explores different types of sound and music and how they enhance films and commercials.
- [Virginia 5Cs and Music Education](#) - The *Music Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Music SOL document and re-organized to demonstrate alignment to the 5 Cs.

# Technique and Application

## Understanding the Strand

Students develop and apply the technical skills necessary to express their musical ideas and engage deeply with music. Standards in this strand describe the essential skills necessary at each level to promote high quality instruction for every music student in the Commonwealth. Through sequential study and practice, students develop the physical, conceptual, intellectual, intuitive, and artistic skills necessary for success in music.

## Standards

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

## Concepts

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

## Supporting Questions

- How do different musical genres and styles challenge musicians to adapt their technique and expression effectively?
- How do musicians and ensembles cultivate skill and proficiency through deliberate practice and repetition?
- How does musical literacy enhance individual growth as a musician and contribute to the overall success of an ensemble?
- In what ways does individual practice impact the dynamics and achievements of the ensemble?
- What core skills, both technical and interpretive, are essential for success in music performance?

- What is music literacy and how do musicians learn it?
- What role does music theory play in enhancing interpretative choices during performance?
- Which musical elements—such as rhythm, dynamics, and phrasing—are crucial in crafting a successful performance, and how do they interact?

### **Skills in Practice**

- Clearly communicate concert expectations such as dress attire, performance and audience etiquette, and movement logistics and transitions.
- Demonstrate knowledge of tempo changes throughout a piece of music using both movement and verbal explanations to reflect the music.
- Encourage students to echo teacher-led call-and-response melodies to help them learn and recognize familiar songs using solfège and/or Kodály hand signals, while applying learned material to sightreading when recognizing intervals and patterns.
- Encourage students to sing or play expressively, applying their understanding of expressive elements such as tempo, dynamics, phrasing, balance, and blend.
- Engage students in call-and-response activities, prompting them to echo phrases in groups or individually.
- Engage students in warmup activities and proper technique to prevent injury.
- Establishes procedures for keeping the music classroom clean and organized to prevent unsafe situations.
- Explicitly teach musical skills, musicianship, ensemble skills, and music literacy skills with skill and confidence.
- Facilitate an exercise where students divide a short melodic phrase into a "question" and "answer," allowing both students and the teacher to take turns performing sections.
- Facilitate student choreography for music to encourage creative expression during performances.
- Guide students as they explore various ways to move with music, both individually and as an ensemble, promoting creative expression through gestures, patterns, rhythms, and moods.
- Model and reinforces proper posture and positioning.
- Instruct students to play compositions featuring different rhythm patterns and meters.
- Provide explicit instruction on vocal, physical, breathing, or instrumental techniques to prepare students for the day's learning experience.
- Promote students' understanding of musical concepts through practical applications and creative methods.
- Teach writing a melody on the staff and performing it on recorder, other pitched instruments, and with their voices.
- Recognize students for growth and improvement.
- Utilize praise to build confidence and motivation.

### **Student Look-fors**

- Demonstrates a variety of rhythms, meters, articulations, dynamics, and other elements of music
- Demonstrates musicianship and ensemble skills at an appropriate level
- Demonstrates proper posture, instrument position, hand and finger positions
- Demonstrates sight-reading at appropriate skill level
- Echoes melodic and rhythmic patterns with accuracy
- Identifies grade appropriate musical symbols, notation, and abbreviations of expressive qualities
- Identifies notes, clefs, and music elements
- Improves playing or singing technique through repetition and practice
- Notates and performs scales at appropriate performance level
- Performs rhythmic passages using a counting system
- Sings and says notes they are playing on their instrument

### **Assessment Strategies**

- Actively listen to student musical skills, noting progress and where re-teaching is required.
- After performances, hold a class discussion where students can share their thoughts about what they learned.
- Establish clear criteria in formative assessment of music literacy and performance skills.
- Create a portfolio to demonstrate and document the improvement of playing and performance skills including audio or video of performances, self-reflection, rubrics and written feedback from playing tests or assignments, etc.
- Create criteria for formal or informal assessment related to personal musicianship skills within an ensemble including adjusting blend, intonation, dynamics, articulation, expression, and responding to conducting cues.
- Encourage students to build a digital portfolio where they can include photos, drawings, audio/video clips of themselves performing, and graphics representing their progress over time.
- Establish clear criteria for assessment of music literacy and performance skills.
- Introduce playful assessments like music games or mini competitions focused on new techniques and skills.
- Teach students to give written or verbal feedback using a "Compliment Sandwich" approach—starting with something positive, followed by a suggestion for improvement, and ending with another positive note.
- Utilize apps or online platforms where students can record their performances and receive instant feedback from peers and the teacher.

### **Content Connections**

- **Demonstrations and Presentations: High School Instrumental Music HAIR.14.a-e, and English 12.C.3.A** - Utilizing multimodal presentations will help students understand and emulate proper playing procedures outside the classroom. In small groups, create interactive multimedia recordings for younger players that demonstrate instrument care, tuning, minor repairs, posture, hand position, and embouchure.

### **Instructional Supports**

- [Carnegie Hall Education](#) - Drawn from programs created by the Hall's Weill Music Institute, this collection offers digital programs and resources.
- [National Association for Music Educators \(NAfME\): An Overview of Copyright for Educators](#) - Resources on copyright for music educators.
- [PBS Learning Media: Musical Forms](#) - Engage with media related to musical styles.
- [PBS Learning Media: Performance of Music](#) - Explore media resources related to musical performance.
- [The Kennedy Center: Guide to the Orchestra](#) - This guide introduces the orchestra, instruments, music, and additional resources by the National Symphony Orchestra.
- [The Kennedy Center: Terence Blanchard: A Discussion and Trumpet Masterclass](#) - Composer and trumpet player Terence Blanchard discussed the importance of practice, warm-up, and fundamentals and works with three young trumpet students during this media masterclass.
- [The U.S. Army Band: Education Outreach](#) - This collection of educational videos is intended for teachers, students, and parents for finding quality educational tools and content for instrument playing techniques, cleaning, and care by the U.S. Army Band.
- [Virginia Symphony Orchestra \(VSO\): Music Learning Lab](#) - This video series is for middle and high school students who have been playing their instruments for a few years. Hear the hidden secrets from VSO musicians on how to improve your playing technique to master your instrument.