Virginia Fine Arts

Music: Elementary Instrumental Music

Creative Process

1 Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.

1 The student will create music as a means of individual expression. EI.1

- a Compose a four-measure rhythmic-melodic variation EI.1.A
- b Improvise simple rhythmic and melodic examples in call-and-response styles. EI.1.B
- c Play and write rhythmic variations of four-measure selections taken from existing melodies, exercises, or etudes. EI.1.C

2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

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

- a Identify and apply steps of a creative process. EI.2.A
- b Collaboratively identify and examine inquiry-based questions related to music. EI.2.B
- c Monitor individual practice and progress toward goals. EI.2.C

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.

3 The student will analyze, interpret, and evaluate music. EI.3

- a Describe diverse works of music using inquiry skills and music terminology. EI.3.A
- b Identify accepted criteria used for evaluating works of music. EI.3.B
- c Describe performances of music using music terminology. EI.3.C

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.

4 The student will formulate and justify personal responses to music. EI.4

a Identify reasons for preferences among works of music using music terminology. EI.4.A

b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. EI.4.B

Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

5 The student will identify and demonstrate collaboration and communication skills for music. EI.5

a Participate in school performances and community events as appropriate to level, ability, and interest. EI.5.A

b Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). EI.5.B

c Describe and demonstrate active listening in rehearsal and as an audience member. EI.5.C

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

6 The student will explore historical and cultural influences of music. EI.6

a Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying. EI.6.A

b Identify ways in which culture influences the development of instruments, instrumental music, and instrumental music styles. EI.6.B

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.

7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. EI.7

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.

8 The student will identify intellectual property as it relates to music. EI.8

Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

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.

9 The student will identify career options in music. EI.9

10 The student will identify ways in which culture and technology influence the development of music and musical styles. EI.10

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.

11 The student will identify the connections of instrumental music to the other fine arts and other fields of knowledge. EI.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

12 The student will demonstrate music literacy. EI.12

- a Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. EI.12.A
- b Notate student-created compositions using standard notation. EI.12.B
- c Sing selected lines from music being studied. EI.12.C
- d Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. EI.12.D
- e Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C). EI.12.E
- f Define and apply music terminology found in the music literature being studied. EI.12.F
- g Read and interpret standard music notation while performing music of varying styles and levels of difficulty. EI.12.G
- h Sight-read music of varying styles. EI.12.H

13 Scales

13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures. EI.13

- a Wind/percussion student—one-octave concert F and B-flat major scales. EI.13.A
- b Orchestral string student—one-octave D and G major scales. EI.13.B

14 Instrumental Procedures

14 The student will demonstrate preparatory instrumental basics and playing procedures. EI.14

- a Identify and select an appropriate instrument. EI.14.A
- b Identify parts of the instrument. EI.14.B
- c Identify procedures for care of the instrument. EI.14.C
- d Identify proper playing posture and instrument position. EI.14.D
- e Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner. EI.14.E

15 Instrumental Technique

15 The student will demonstrate proper instrumental techniques. EI.15

- a Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns. EI.15.A
- b Produce tones that are clear, free of tension, and sustained. EI.15.B
- c Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent). EI.15.C
- d Orchestral string student—bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs). EI.15.D
- e Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, and flam rudiments, and multiple bounce roll. EI.15.E

16 Musicianship and Ensemble Skills

16 The student will demonstrate musicianship and ensemble skills at a beginning level. EI.16

- a Identify the characteristic sound of the instrument being studied. EI.16.A
- b Playing unisons. EI.16.B
- c Differentiate between unisons that are too high or low in order to match pitches. EI.16.C
- d Make adjustments to facilitate correct intonation. EI.16.D
- e Balance instrumental timbres. EI.16.E
- f Match dynamic levels and playing style. EI.16.F
- g Maintain a steady beat at various tempos in the music literature being studied. EI.16.G
- h Respond to conducting patterns and gestures. EI.16.H
- i Begin to use articulations and dynamic contrasts as a means of expression. EI.16.I