

Standards,  
Benchmarks &  
Indicators Covered in  
This Unit

ENGLISH LANGUAGE ARTS

MUSIC

ELA STANDARD 4

*Reading Applications: Informational, Technical and Persuasive Text*

- **Benchmark A**  
*Use text features and structures to organize content, draw conclusions and build text knowledge*

**Indicator gr3:1**

*Use the table of contents, chapter, headings, captions & illustrations to locate information & to comprehend texts*

- **Benchmark C**  
*Identify central ideas & supporting details of informational text*

**Indicator gr3:3**

*Identify and list the important central ideas and supporting details of informational text.*

ELA STANDARD 6

*Writing Process*

- **Benchmark B**  
*Determine audience/ purpose for self-selected & assigned writing tasks*

**Indicator gr3:3**

*Develop a purpose & audience for writing.*

- **Benchmark C**  
*Apply knowledge of graphics or other organizers to clarify ideas of writing assessments*

**Indicator gr3:4**

*Use organizational strategies to plan writing.*

- **Benchmark I**  
*Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.*

**Indicator gr3:16**

*Rewrite and illustrate writing samples for display and sharing with others.*

MUSIC STANDARD 3

## Hear and Now

### Learning through Active Listening

#### Overview

*Students will learn how to listen to music, and how through that “listening process” they can derive information about the meaning of a piece. Students will learn how to focus on various aspects of music (volume, tone, instrumentation). This will help students center their attention into being an active audience member who is able to obtain meaning and information from live or recorded music.*

#### By the End of this Unit, Students Will Be Able to:

- Identify various aspects of music (dynamics, tone, instrumentation)
- Obtain meaning and information from live or recorded music

#### Student Work Product/Assessment

- Student-created CD Covers
- Pre and Post Assessments

#### Time Required

- Two or more forty minute sessions (depending on the class).
- Musical performance, workshop or residency (varies by engagement).

#### Required Materials

- Paper and colored pencils, other art supplies as desired
- CD player, computer with speakers or other listening device
- One or more musical selections (see page 2 for suggestions)
- Pre and Post Assessments (Attachments A and B) – 1 per student

#### Appropriate Engagements

Any music performance, residency or workshop

#### Teacher/Arts Provider Preparation

Teacher and arts provider have conversation/email exchange. Discuss lesson unit in regards to the scheduled arts engagement.

## BEFORE THE PERFORMANCE

### Pre-Engagement Class Activities

1 40-50 minute session

#### Instructions

1. Administer the *Hear and Now Pre-Assessment* (Attachment A). Allow 10-15 minutes for completion. Set aside.
2. Teacher leads students in generating a list of *adjectives* that could be used to describe a song or a piece of music. The list should be someplace visible—on the chalkboard or on an easel. These adjectives could include words like: scary, happy, excited, sad, energetic... **This list will be generated without listening to a particular piece of music.** The goal is to have students think very broadly, not in terms of one or more individual pieces of music.

Analyzing and Responding

- **Benchmark A**  
*Identify and demonstrate elements of music using developmentally appropriate music vocabulary*
  - **Benchmark B**  
*Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.*
  - **Benchmark C**  
*Discuss and evaluate individual and group music performance.*
- Indicator gr3.2**  
*Identify how elements of music communicate ideas or moods.*
- Indicator gr3.5**  
*Discuss and evaluate individual music performance.*

**MUSIC STANDARD 4**

Valuing Music/Aesthetic Reflection

- **Benchmark A**  
*Reflect on their own performances and the performances of others.*
- Indicator gr3.1**  
*Participate in developmentally appropriate music activities.*
- Indicator gr3.2**  
*Develop criteria for reflecting on their performances.*
- **Benchmark B**  
*Demonstrate audience behavior appropriate for the context and style of music performed*
- Indicator gr3.3**  
*Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.*
- **Benchmark C**  
*Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.*
- Indicator gr3.4**  
*Respond intellectually to a variety of age-appropriate music.*
- Indicator gr3.5**  
*Demonstrate how music communicate meaning of text, feelings and moods or images.*

**SUGGESTED MUSICAL SELECTIONS**

Modest Mussorgsky, *A Night on*

3. Teacher guides students in generating a second list of *instruments* that they could hear in a song or piece of music. Again, the list should remain visible and could include instruments such as: voice, piano, drum, violin, flute, harmonica, beat-box...
4. Teacher has students take out a piece of paper and fold it into thirds “the long way” thus creating three distinct columns. Students should mark the columns: A, B, and C.

A (Adjectives)	B (Instruments)	C (Imagination)

5. Teacher explains that students will be listening to a short piece of music *three times*.
  - a. The **first** time, students will write down *at least three adjectives* that **describe** that piece of music in **column A**.
  - b. The **second** time the music is played, students should write down *at least three instruments* that they hear in the recording. Remind students to refer to the chart if they need help remembering various kinds of instruments.
  - c. The **last** time the music is played, students should use their art supplies (markers or crayons) to draw a picture of what they **see** in their **imagination** when they listen to the music.
6. Next, using a pre-recorded piece of music selected by the teacher (see suggestions on following page), the teacher asks students to get all supplies ready on their desks, and to be quiet and attentive audience members.
7. Teacher plays the piece of music three times for the students, guiding them through each of the steps in #5 above.
8. Teacher reminds students that following the engagement, they will fill out a similar chart based on what they *heard*, and will create a CD cover of the artist/piece of music that they studied.

**FOLLOWING THE PERFORMANCE**

**Post-Engagement Class Activities**

1 40-50 minute session

**Instructions**

1. Teacher reviews with students what they experienced during the engagement: where did they go, what did they *hear*, and what did it *sound like*.
2. Next, on the chalk board, teacher asks students if they can remember any of the specific artists that were mentioned, pieces of music that were featured, or instruments that were played during the engagement experience. Teacher should refer to steps 4 and 5 of the pre-engagement activities—prompting

**Bald Mountain** (Orchestral piece that students love for its dramatic, eerie qualities)

Duke Ellington performing Billy Strayhorn's **Take the "A" Train** (Big band piece from which students can easily form visual images)

See *websites on following page for more suggestions.*

**Elements Of Music**

- Tempo
- Dynamics
- Rhythm
- Melody
- Tone
- Harmony
- Instrumentation

**MUSIC DEFINITIONS**

**TEMPO:** the speed or pace of a piece of music

*Related adjectives: fast, slow, plodding, quick, lively*

**DYNAMICS:** The volume of a musical note or phrase

**Forte** = Loud  
**Piano** = Soft

*Related adjectives: loud, soft, silent, settled, rousing, clam, quiet, booming, thunderous, blaring, forceful*

**RHYTHM:** the recurring pattern of beats in a piece of music; examples of common rhythms include

**March** (4/4 time)  
**Waltz** (3/4 time)

Hint: To help students identify adjectives that describe the rhythm of a piece, have them imagine how the music makes them want to move

Related adjectives/: waltz-like, dancingly, militaristically, marchingly,

**MELODY:** a tune; a series of notes that create a memorable musical phrase

**TONE:** The particular sound of an instrument or voice

**HARMONY** A series of notes, either higher or lower than the melody, played at the same time as the melody (e.g. chords can be an example of harmony)

**INSTRUMENTATION:** the different instruments used in a piece of music

students to generate lists about *adjectives* that *describe* the auditory engagement experience, as well as instruments that they recall being played.

3. Teacher then reviews list of what *kind of informational text* is featured on the cover of a CD. (See sidebar list on the left.) Teacher may encourage students to bring in their favorite CD to use as an example.
4. Lastly, using crayons, markers & any other art supplies that are available, teacher instructs students to create their own individual CD cover based upon the artist/piece explored in the engagement. Teacher may want to consider making a paper template for the student so that they are all accurately sized. Students should be instructed to use all of the elements featured in the sidebar.
5. Students share their CD covers with the entire class upon completion.
6. Administer **Hear and Now Post-Assessment** (Attachment B). Allow 10-15 minutes for completion.

**Assessing Your Students' Work**

Teacher completes **Teacher Assessment Tool** based on each student's responses to the **Pre/Post Assessments**, and the student's final **CD Cover**.

**TALKING ABOUT VISUAL FEATURES . . .**

**What kind of information, or features, are visible on the cover of a CD, record album or cassette tape?**

1. Photo or drawing of the artist
2. The name of the musician or group
3. The title of the "album"
4. The year it was recorded
5. The place it was recorded

**What kind of information, or features, are visible on the liner notes of a CD, record album or cassette tape?**

1. Special instruments that were used
2. A description of the sound of the musical piece
3. Some details about the background of the musician or group
4. Recognition of, or thanks to, people who helped make the project possible

**HELPFUL WEBSITES**

**BBC Musical Mysteries for Parents and Teachers:**

[http://www.bbc.co.uk/northernireland/schools/4\\_11/music/mm/teachers/index02.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/teachers/index02.shtml)

**Utah Education Network:** [http://www.uen.org/curriculum/multimedia\\_resources.shtml#music](http://www.uen.org/curriculum/multimedia_resources.shtml#music)

**Teachers First:**

<http://www.teachersfirst.com/20/tchrkeyword.cfm?keyword=%20sound&lower=0&upper=6>

Name \_\_\_\_\_

**Pre-Assessment**

Student: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

1. Can a piece of **Music** be a work of art?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
2. Can a **CD Cover** be a work of art?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
3. Do you think you can create a **CD Cover**?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
4. Are you an **Artist**?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

5. What are the **Elements of Music**? (Check at least three)

- |                       |              |                 |                |
|-----------------------|--------------|-----------------|----------------|
| _____ Audience        | _____ Beauty | _____ Bands     | _____ Clay     |
| _____ Color           | _____ Crafts | _____ Crayons   | _____ Harmony  |
| _____ Instrumentation | _____ Melody | _____ Orchestra | _____ Piano    |
| _____ Rhythm          | _____ Space  | _____ Tempo     | _____ Statues  |
| _____ Talent          | _____ Tone   | _____ Tuba      | _____ Dynamics |

6. List three **adjectives** that can be used to describe a piece of music.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

7. List three **instruments** that can be used to play a piece of music.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

8. What is the purpose of a **CD Cover**?

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9. List three visual features of a **CD Cover**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_

**Post-Assessment**

Student: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

1. Can a piece of **Music** be a work of art?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
2. Can a **CD Cover** be a work of art?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
3. Do you think you can create a **CD Cover**?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
4. Are you an **Artist**?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

5. What are the **Elements of Music**? (Check at least three)

- |                       |              |                 |                |
|-----------------------|--------------|-----------------|----------------|
| _____ Audience        | _____ Beauty | _____ Bands     | _____ Clay     |
| _____ Color           | _____ Crafts | _____ Crayons   | _____ Harmony  |
| _____ Instrumentation | _____ Melody | _____ Orchestra | _____ Piano    |
| _____ Rhythm          | _____ Space  | _____ Tempo     | _____ Statues  |
| _____ Talent          | _____ Tone   | _____ Tuba      | _____ Dynamics |

6. List three **adjectives** that can be used to describe a piece of music.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

7. List three **instruments** that can be used to play a piece of music.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

8. What is the purpose of a **CD Cover**?

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9. List three visual features of a **CD Cover**.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Teacher Answer Key & Rubrics**

**For Pre\* and Post Student Assessments**

\*NOTE: Pre- Assessment scores are for evaluative purposes only. The student’s actual grade should be based on his or her Post-Assessment scores and brochure project.

**Q1. Can a piece of music be a work of art?**

RIGHT ANSWER – yes (1 point)      WRONG ANSWER – no (0 points)

**Q2. Can a CD Cover be a work of art?**

RIGHT ANSWER – yes (1 point)      WRONG ANSWER – no (0 points)

**Q3. Do you think you can create a CD Cover?**

“RIGHT” ANSWER – yes (1 point)      “WRONG” ANSWER – no (0 points)

**Q4. Are you an artist?**

“RIGHT” ANSWER – yes (1 point)      “WRONG” ANSWER – no (0 points)

**Q5. What are the Elements of Music?**

RIGHT ANSWERS – The elements of music are: Tempo, Dynamics, Tone, Harmony, Melody, Instrumentation, Rhythm

WRONG ANSWERS – Audience, Color, Talent, Beauty, Crafts, Space, Bands, Crayons, Orchestra, Tuba, Clay, Harmony, Piano, Statues

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>▪ Student notes 4 or more of the 7 elements of music</li> <li>▪ Student notes no wrong answers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notes 3 of the 7 elements of music</li> <li>▪ Student notes 1 wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notes 2 of the 7 elements of music</li> <li>▪ Student notes 2 wrong answers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notes 1 of the 7 elements of music</li> <li>▪ Student notes 3 wrong answers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student notes 0 elements of music</li> <li>▪ Student notes 4 wrong answers</li> </ul>

**Q6. List three adjectives that can be used to describe a piece of music.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>▪ Student states 3 appropriate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student states 2 appropriate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Student states 1 appropriate adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Student states no appropriate adjectives</li> </ul>

**Q7. List three instruments that can be used to play a piece of music.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>▪ Student states 3 instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student states 2 instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Student states 1 instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Student states no instruments</li> </ul>

**Q8. What is the purpose of a CD cover?**

Examples of some correct answers: *It provides information (title of CD, name of band, whether it is recorded LIVE or not.) It makes people want to listen to it (it has photos or artwork). It tells us the price. It sometimes has a review or award on it (“2005 Grammy Winner!”), etc.*

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>▪ Student states 3 or more purposes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student states 2 purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Student states 1 purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Student states no purposes</li> </ul>

**Q9. List three visual features of a CD Cover?**

Examples of some correct answers: *Name of Band, Title of Album, Date of Recording, Place of Recording, Name of Record Company, Photo, Band Logo, Artwork, Featured Songs*

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<ul style="list-style-type: none"> <li>▪ Student states 3 visual features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student states 2 visual features</li> </ul>	<ul style="list-style-type: none"> <li>• Student states 1 visual feature</li> </ul>	<ul style="list-style-type: none"> <li>• Student states no visual features</li> </ul>

**Teacher Assessment Tool**

*Teacher Instructions:* Complete one of these sheets for each student, recording the students' scores according to the attached **Teacher Answer Key & Rubrics**.

Student: _____	Date: _____
Teacher: _____	School: _____

Pre and Post Student Assessment Summary	Scores	
	Pre	Post
<i>The student has developed a belief that:</i>		
Q1. MUSIC can be a WORK of ART. (max. 1/ min. 0)		
Q2. A CD COVER can be a WORK of ART. (max. 1/ min. 0)		
Q3. He/she can CREATE a CD COVER. (max. 1/ min. 0)		
Q4. He/she can be an ARTIST. (max. 1/ min. 0)		
<i>The student has demonstrated an understanding of:</i>		
Q5. The ELEMENTS OF MUSIC. (max. 5/ min. 1)		
Q6. How to use ADJECTIVES to describe music. (max. 3/ min. 0)		
Q7. How to identify INSTRUMENTS being played in a piece of music. (max. 3/ min. 0)		
Q8. The FUNCTION, PURPOSE or INTENT of a CD Cover (max. 3/ min. 0)		
Q9. The VISUAL FEATURES of a CD Cover (max. 3/ min. 0)		
<b>TOTAL</b>		
<i>Insert post-assessment score on "Assessment Totals" table below (max. 21/ min. 1)</i>		

\*NOTE: Pre- Assessment scores are for evaluative purposes only. The student's actual grade should be based on his or her Post-Assessment and CD Cover scores only.

**CD Cover Scoring Rubric**

5	4	3	2	1
Shows Exceptional Understanding and Blends Original Art & Text Ideas With Impact	Shows Good Understanding and Reflects 1-2 Original Ideas	Shows Adequate Understanding	Attempted but Shows Limited Understanding	Did Not Attempt

<b>CD Cover Assessment</b>	
<b>Using the CD Cover Scoring Rubric directly above, assess the student's Final CD Cover. The student has demonstrated a mastery of how to:</b>	
1. Identify and list <b>essential elements</b> .	
2. Present information in <b>proper sequencing</b> .	
3. <b>Use headings, captions &amp; illustrations</b> to present information & to show	
4. <b>Incorporate graphics or other organizers</b> to clarify ideas	
5. <b>Make effort</b> to create a quality CD cover.	
<b>TOTAL</b>	
<i>Insert CD Cover "Assessment Totals" here (max. 25/ min. 5 )</i>	

<b>Assessment Totals</b>	
Total Post-Assessment Score	
Total CD Cover Score Score	
<b>Students' Grand Total</b> (max. 46/ min. 6 )	