

Arlington Virginia Public Schools
Elementary General Music Pacing Guide

2013

Review Committee

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Use of the Pacing Guide

This general music pacing guide is aligned with the Virginia Standards of Learning* for each grade level. The Virginia Standards of Learning are organized in four strands:

1. **Music Theory and Literacy** as demonstrated through reading, writing, and performing music.
2. **Music History and Cultural Context** as demonstrated through examining and discussing music of a variety of cultures and time periods.
3. **Analysis, Evaluation, and Criticism** as demonstrated through listening to, responding to, and reflecting on music of their own performance and composition as well as musical work of others.
4. **Aesthetics** as demonstrated through reflection on the sensory, emotional, and intellectual qualities of music that lead to a deeper understanding of the meaning of music in society and the human experience.

Engaging in one musical activity often requires the demonstration of several concurrent Standards of Learning. For instance, students will sing throughout the year(s), but the instruction may be focused upon singing in a foreign language, understanding the cultural context, expanding vocal range, incorporating new pitches or rhythms, or many other possible facets of the curriculum.

The pacing guide review committee placed the concepts to be taught in one possible sequence. A music curriculum is by necessity a spiral curriculum; music skills and concepts are expanded as cognitive and physical capabilities expand. It is understood that some concepts will be reviewed and reinforced all year long, and indeed throughout the entire scope of elementary general music.

The concepts and skills appear in the pacing guide in a suggested quarter for a focused introduction. It is expected that teachers will assess prior knowledge, making appropriate review of previously taught concepts and skills before building on them in subsequent lessons. In some cases, students may be developmentally ready to advance more quickly and teachers may elect to work ahead in the pacing guide. The Standards of Learning represent a set of basic competencies and teachers are expected to include them in their teaching, regardless of their particular philosophy of music education. Teachers may select from a variety of resources to accomplish this goal, including the textbook series, *Spotlight on Music* and the supplementary texts, *Game Plan* and *First Steps in Music*. Other high-quality resources can be used, such as lessons modeled at music conferences.

In the Arlington Public Schools, the amount, frequency, and location of General Music instruction varies according to the school. Teachers may find it necessary to compact or expand instruction according to the amount of instructional time available and the needs of their students. In addition, teachers may need to work cooperatively to provide equitable access to resources such as musical instruments and space for movement needed for instruction. **It is important to remember that the resources provided at a school for music instruction are not assigned to an individual teacher but rather to the program.** When there are competing demands for resources, creative solutions need to be employed. For instance, teachers should construct a schedule that alternates teaching in the music classroom and pushing in to a regular classroom based on content; *i.e.* a unit on music notation might be taught in the regular classroom where students have access to desks and writing materials while another class uses the music room to play instruments or participate in movement activities.

Questions and feedback may be directed to lead teachers, specialist and/or supervisor.