

*Engaging ELs in Music**Make learning visible*

- Establish content and connected language targets to support students in comparing musical works, describing music, explaining their personal responses towards music, evaluating musical performances, etc.
- Draw attention to patterns and relationships in musical works
- Refer to student-generated word walls to support language development and understanding of music concepts
- Complement written word walls and anchor charts with visuals and graphics

Support the language of music

- Provide multiple opportunities for students to communicate about their and peers' music performances and preferences
- Explicitly teach the language of music beyond a focus on vocabulary to support conceptual understanding and for students to communicate like musicians
- Provide sentence starters to support Music Standards of Learning (SOL) and communicate their vision for creating and performing music, e.g.,
 - Evaluate works by self and others:
My/Your/the performance of this music can be improved by _____.
When (singing/playing), I/you/the musician can improve technique by _____.
 - Compare and contrast aspects of musical works:
These two pieces of music are (similar/different) because _____.
The element that makes this style of music (unique/different) is _____.
 - Articulate personal response to music:
This music made me feel _____ because _____.
I think this music is about _____ because _____.
 - Understand historical and cultural influences:
_____ was a popular form of music during (time period) because _____.
_____ music was impacted/influenced by _____.
 - Inquire about music:
I wonder why the composer chose _____?
Which current technologies would be best for _____?



Connect learning to students' backgrounds and skills



- Make connections between music as a mode of expression and different styles of music within students' lives
- Highlight contributions and innovations from a variety of cultures
- Facilitate opportunities for music choices and responses to be explained in student's home language
- Model respectful analysis of a variety of perspectives

Use cooperative learning structures and strategies

- Structure opportunities for students to collaborate and communicate ideas when rehearsing for musical performances
- Use flexible and fluid grouping of students during discussions and rehearsals, where possible
- Ask students to “Notice” and “Wonder/Inquire” about musical works together
- Teach “talk moves” so students can engage in academic conversations about music, e.g., I would like to build on your idea. I have a different idea to share. Can you please clarify what you just said?



Reduce cognitive load and allow processing time



- Break tasks and prompts into smaller sections and organize texts using bullet points versus complex paragraphs
- Read tasks and texts out loud
- Use simple sentences and include only details needed to complete the task
- Show and explain model and sample music that meets composition or performance expectations
- Provide adequate thinking and processing time, and flexible time frames for completing reading and writing tasks

High expectations, asset-based thinking, and a growth mindset are key to student success!

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