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| **Rehearsal/Instructional Strategies Supporting NCAS Responding Standards** |

1. Discuss what makes a song or piece a “good” one.
2. Are you working on an arrangement of a popular song? Students compare/contrast the arrangement to a recording of the original and describe similarities/differences. Which one do they like better, and why?
3. Are you working on “The Star-Spangled Banner”? Students listen to various performances and describe the use of musical elements in each.
   1. Which performance would be most appropriate for the president’s inauguration?
   2. Match the other performances to a likely venue and event.
4. Students listen to a recording and respond by writing a short description or drawing a picture that conveys the mood or story of the music. (A good piece is *A Night on Bald Mountain* but do not tell students the title until after this experience.)
5. Students complete an activity such as **Time Out for a Commercial!**
6. Students find a piece of folk art that represents the time, place, or subject of a folk song you are rehearsing. Complete **Folk Song / Folk Art**.
7. Students listen to two performances of “Hallelujah Chorus.” Complete **“Hallelujah Chorus” Listening Activity** to compare/contrast the performances.