

A Correlation of

Interactive Music
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To the

Alabama Course of Study
Arts Education, General Music
Grade 1

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Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the ***Alabama Course of Study Arts Education, General Music***. Correlation references are to the Teacher Notes and are cited by the title of the lesson or activity where the matching instruction is found. Teacher Notes have associated student-facing activities that are referenced at point of use.

Interactive Music powered by Silver Burdett™, a brand new all-digital program developed cooperatively with Alfred Music Publishing, Inc., provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content to customize lessons and meet the needs of students in grades Pre K-8.


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General Music	
Grade 1	
<p>In first grade, students' listening skills are more refined, as is their ability to be expressive through singing. Fine motor skills are becoming more developed, and cognitive skills increase through active learning experiences. Throughout the four Artistic Processes, students will experience, with limited guidance, the following six concepts of music: rhythm (beat/rhythm,  ; meter $\frac{4}{4}$ $\frac{2}{4}$ $\frac{3}{4}$), melody (step/skip/repeated pitches, so/mi/la), form (AB, ABA), timbre (shakers, scrapers, woods, metals, skins, pitched percussion), harmony (texture, bordun), and expression (<i>legato</i>, <i>staccato</i>). These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix E for Essential Questions and Enduring Understanding.</p>	
<i>Students can:</i>	
CREATING	
Imagine	
<p>1. Create musical ideas for a specific purpose. Example: Improvise four-beat patterns in question and answer form.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Great Big Stars</p> <p>Song Notation (Projectable) and Song Teacher Notes: Michael Row the Boat Ashore</p> <p>Instructional Activity (Projectable) and Teacher Notes: Little Green Frog</p> <p>Movement Activity Instructions (Printable): Someday Very Soon</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hambone</p> <p>Song Notation (Projectable) and Song Teacher Notes: Qué llueva (It's Raining)</p> <p>Instructional Activity (Projectable) and Teacher Notes: Beach Rap</p> <p>Song Notation (Projectable) and Song Teacher Notes: Bingo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Star Light, Star Bright</p>

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<p>Continued Create musical ideas for a specific purpose. Example: Improvise four-beat patterns in question and answer form.</p>	<p>Continued Instructional Activity (Projectable) and Teacher Notes: Apples and Bananas Instructional Activity (Projectable) and Teacher Notes: Michael Row the Boat Ashore Instructional Activity (Projectable) and Teacher Notes: There's No One (Orff) Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Lemonade</p>
<p>2. Generate musical ideas in multiple tonalities and meters. Example: Improvise simple harmonic and rhythmic accompaniments within specified guidelines and major and minor tone sets, as well as duple and triple meter.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Great Big Stars Song Notation (Projectable) and Song Teacher Notes: Michael Row the Boat Ashore Instructional Activity (Projectable) and Teacher Notes: Little Green Frog Movement Activity Instructions (Printable): Someday Very Soon Instructional Activity (Projectable) and Teacher Notes: Hambone Song Notation (Projectable) and Song Teacher Notes: Qué llueva (It's Raining) Instructional Activity (Projectable) and Teacher Notes: Beach Rap Song Notation (Projectable) and Song Teacher Notes: Bingo Song Notation (Projectable) and Song Teacher Notes: Star Light, Star Bright</p>

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Plan and make	
3. Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: I Have a Dog Instructional Activity (Projectable) and Teacher Notes: My Father's House Instructional Activity (Projectable) and Teacher Notes: Five Little Chickadees Movement Activity Instructions (Printable): Someday Very Soon Song Notation (Projectable) and Song Teacher Notes: Run, Molly, Run
4. Organize personal musical ideas using iconic notation and/or recording technology	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hickory, Dickory, Dock Instructional Activity (Interactive) and Teacher Notes: Apple Tree Instructional Activity (Interactive) and Teacher Notes: Shake, Shake, Shake
Evaluate and Refine	
5. Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: I Have a Dog Instructional Activity (Projectable) and Teacher Notes: Little Shell Instructional Activity (Projectable) and Teacher Notes: Beach Rap

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Present	
6. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: I Have a Dog Song Notation (Projectable) and Song Teacher Notes: Jolly Old St. Nicholas Instructional Activity (Projectable) (Orff Experience) and Teacher Notes: Just Like A...
PERFORMING	
Select	
7. Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	SE/TE: Instructional Activity (Interactive) and Teacher Notes: Green, Green, Rocky Song Notation (Projectable) and Song Teacher Notes: Lost My Gold Ring Song Notation (Projectable) and Song Teacher Notes: Counting Song Song Notation (Projectable) and Song Teacher Notes: Celebrate! Song Notation (Projectable) and Song Teacher Notes: Proud to Be an American Song Notation (Projectable) and Song Teacher Notes: Amefuri (Japanese Rain Song) Song Notation (Projectable) and Song Teacher Notes: Beach Rap Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah Song Notation (Projectable) and Song Teacher Notes: Little Shell Instructional Activity (Interactive) and Teacher Notes: Charlie Over the Water

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Analyze	
<p>8. Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance. Example: Respond with purposeful movement to reflect the melodic contour of a piece of music.</p>	<p>SE/TE: Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: New World: Largo Song Notation (Projectable) and Song Teacher Notes: Hato popo (Pigeons) Song Notation (Projectable) and Song Teacher Notes: Cirmos cica (Naughty Tabby Cat) Song Notation (Projectable) and Song Teacher Notes: Bounce High, Bounce Low Song Notation (Projectable) and Song Teacher Notes: Willowbee Song Notation (Projectable) and Song Teacher Notes: Counting Song Song Notation (Projectable) and Song Teacher Notes: Apples and Bananas Song Notation (Projectable) and Song Teacher Notes: Ackabacka, Soda Cracker Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Celebrate! Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah Instructional Activity (Projectable) and Teacher Notes: El burrito enfermo (The Sick Little Donkey) Song Notation (Projectable) and Song Teacher Notes: The Farmer's Dairy Key</p>

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<p>9. Read and perform rhythmic patterns using iconic or standard notation.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Beach Rap Song Notation (Projectable) and Song Teacher Notes: Pease Porridge Hot Song Notation (Projectable) and Song Teacher Notes: Bee, Bee, Bumblebee Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Celebrate! Instructional Activity (Projectable) and Teacher Notes: El burrito enfermo (The Sick Little Donkey) Song Notation (Projectable) and Song Teacher Notes: The Farmer's Dairy Key Music Reading Notation (Projectable) and Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums Music Reading Notation (Projectable) and Music Reading Teacher Notes: Bee, Bee, Bumblebee Instructional Activity (Projectable) and Teacher Notes: I Bought Me a Cat</p>

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Interpret	
<p>10. Demonstrate and describe music's expressive qualities. Example: Identify the tempo of a piece of music in a listening example.</p>	<p>SE/TE: Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Ballet Suite: Polka</p> <p>Song Notation (Projectable) and Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hey, Diddle, Diddle</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Yang wa wa</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Niño querido</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush Up the Baby</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Have a Dog</p> <p>Instructional Activity (Interactive) and Teacher Notes: Five Little Chickadees</p>

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Rehearse, Evaluate, and Refine	
11. Apply personal, teacher, and peer feedback to refine performances.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Jolly Old St. Nicholas</p> <p>Song Notation (Projectable) and Song Teacher Notes: A-Ticket, A-Tasket</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Song Notation (Projectable) and Song Teacher Notes: Bingo</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Yang wa wa</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Niño querido</p> <p>Movement Activity Instructions (Printable): Mon papa</p> <p>Instructional Activity (Interactive) and Teacher Notes: Shake, Shake, Shake</p>
12. Recall and apply suggested strategies in rehearsal.	<p>SE/TE: Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Yang wa wa</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Niño querido</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush Up the Baby</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Have a Dog</p>

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Present	
<p>13. Perform music for a specific purpose with expression.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hush Up the Baby Song Notation (Projectable) and Song Teacher Notes: I Have a Dog Song Notation (Projectable) and Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe) Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah Song Notation (Projectable) and Song Teacher Notes: Hey, Diddle, Diddle Song Notation (Projectable) and Song Teacher Notes: Green, Green, Rocky Song Notation (Projectable) and Song Teacher Notes: Snail, Snail Instructional Activity (Interactive) and Teacher Notes: Five Little Chickadees Instructional Activity (Projectable) and Teacher Notes: There's No One (Orff) Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: A-Ticket, A-Tasket</p>

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<p>14. Perform appropriately for the audience and specific occasion.</p>	<p>SE/TE: Movement Activity Instructions (Printable): Jolly Old St. Nicholas Song Notation (Projectable) and Song Teacher Notes: I Saw Three Ships Instructional Activity (Interactive) and Teacher Notes: Mister Rabbit Song Notation (Projectable) and Song Teacher Notes: Snail, Snail Song Notation (Projectable) and Song Teacher Notes: Proud to Be an American Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake Song Notation (Projectable) and Song Teacher Notes: Yankee Doodle Song Notation (Projectable) and Song Teacher Notes: Proud to Be an American</p>

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RESPONDING	
Select	
<p>15. Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>SE/TE: Instructional Activity (Interactive) and Teacher Notes: Green, Green, Rocky</p> <p>Song Notation (Projectable) and Song Teacher Notes: Lost My Gold Ring</p> <p>Song Notation (Projectable) and Song Teacher Notes: Counting Song</p> <p>Song Notation (Projectable) and Song Teacher Notes: Celebrate!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Proud to Be an American</p> <p>Song Notation (Projectable) and Song Teacher Notes: Amefuri (Japanese Rain Song)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Beach Rap</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah</p>
Analyze	
<p>16. Demonstrate and identify how specific music concepts are used in various styles of music for a purpose. Example: Move in response to repeated phrases music and justify choices made.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Note: Cirmos cica (Naughty Tabby Cat)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Bounce High, Bounce Low</p> <p>Song Notation (Projectable) and Song Teacher Notes: Willowbee</p> <p>Song Notation (Projectable) and Song Teacher Notes: Counting Song</p>

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<p>Continued Demonstrate and identify how specific music concepts are used in various styles of music for a purpose. Example: Move in response to repeated phrases music and justify choices made.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Apples and Bananas Song Notation (Projectable) and Song Teacher Notes: Ackabacka, Soda Cracker Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Celebrate! Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah Instructional Activity (Projectable) and Teacher Notes: El burrito enfermo (The Sick Little Donkey) Song Notation (Projectable) and Song Teacher Notes: The Farmer's Dairy Key Movement Activity Instructions (Printable): Walk in the Room Movement Activity Instructions (Printable): Chanukah, Chanukah Movement Activity Instructions (Printable): Yankee Doodle Movement Activity Instructions (Printable): Hey, Diddle, Diddle Movement Activity Instructions (Printable): Counting Song</p>

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Interpret	
<p>17. Demonstrate and identify expressive qualities that reflect creators'/performers' expressive intent. Example: Play instruments to reflect dynamics in a piece of music.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hush Up the Baby</p> <p>Song Notation (Projectable) and Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Five Little Chickadees</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chanukah, Chanukah</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hey, Diddle, Diddle</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Harpsichord Concerto: Allegro (Bach)</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Waltzing Cat (Anderson)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Mister Rabbit</p>
Evaluate	
<p>18. Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Little Shell</p> <p>Instructional Activity (Interactive) and Teacher Notes: Charlie Over the Water</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Alison's Waltz</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Ballet Suite: Polka (Piston)</p>

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<p>Continued Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Continued Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Waltzing Cat (Anderson) Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Water Music: Hornpipe (Handel)</p>
<p>CONNECTING</p>	
<p>A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards.</p>	
<p>The skill of connecting is relating artistic ideas and work to personal meaning and external context. Because connecting is a part of all music-making, it is embedded within the standards at every grade and proficiency level. While teaching the Artistic Processes of Creating, Performing, and Responding, teachers should actively encourage students to seek personal and cultural connections within their own interests and experiences, in wider historical and social contexts, and among content areas within and beyond the arts.</p>	
<p>1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>SE/TE: Instructional Activity (Projectable) and Teacher Notes: Run, Molly, Run Instructional Activity (Interactive) and Teacher Notes: Green, Green, Rocky Instructional Activity (Interactive) and Teacher Notes: Charlie over the Water</p>

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<p>2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>SE/TE: Instructional Activity (Projectable) and Teacher Notes: Hambone Song Notation (Projectable) and Song Teacher Notes: Someday Soon Enrichment Activity (Projectable) and Teacher Notes: Lemonade Enrichment Activity (Interactive) and Teacher Notes: Aiken Drum Instructional Activity (Projectable) and Teacher Notes: The Fly Enrichment Activity (Projectable) and Teacher Notes: Charlie over the Water</p>