

A Correlation of

Interactive Music
powered by Silver Burdett™
©2016



To the

Alabama Course of Study
Arts Education, General Music
Grade 2

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

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.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Table of Contents

CREATING	4
PERFORMING	8
RESPONDING.....	12
CONNECTING	15

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
General Music	
Grade 2	
<p>Second grade students are beginning to exhibit more independence in their thought processes and are able to understand more complex concepts. They exhibit independence in using acquired knowledge to form opinions and personal choices. However, they continue to need teacher guidance and monitoring.</p> <p>In the music classroom, second-grade students are refining their musical skills by accomplishing increasingly rigorous standards. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm (♪ ♫ ♮ - • -), melody (do/re/mi/so/la), form (AAB, AABA, rondo), timbre (strings, woodwinds, brass), harmony (texture, ostinato), and expression (<i>p, f, crescendo, decrescendo</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 Understandings.</p>	
<i>Students can:</i>	
CREATING	
Imagine	
<p>1. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Canoe Song Song Notation (Projectable) and Song Teacher Notes: Che che koolay Song Notation (Projectable) and Song Teacher Notes: Chicka Hanka Song Notation (Projectable) and Song Teacher Notes: Every Morning When I Wake Up Music Reading Notation (Projectable) and Music Reading Teacher Notes: Riddle Ree Song Notation (Projectable) and Song Teacher Notes: Four in a Boat</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>Continued Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Great Big House Song Notation (Projectable) and Song Teacher Notes: John Kanaka Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Old Texas</p>
<p>2. Generate musical patterns and ideas within the context of a given tonality and meter. Example: Improvise simple harmonic and rhythmic accompaniments within specified guidelines and duple and triple meter.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: Kum bachur atzel (Hear the Rooster Crowing) Song Notation (Projectable) and Song Teacher Notes: Canoe Song Song Notation (Projectable) and Song Teacher Notes: John Kanaka Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Old Texas Song Notation (Projectable) and Song Teacher Notes: Great Big House Instructional Activity (Projectable) and Teacher Notes: Earthworms Song Notation (Projectable) and Song Teacher Notes: Chicka Hanka</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>Continued Generate musical patterns and ideas within the context of a given tonality and meter. Example: Improvise simple harmonic and rhythmic accompaniments within specified guidelines and duple and triple meter.</p>	<p>Continued Music Reading Notation (Projectable) and Music Reading Teacher Notes: Riddle Ree Song Notation (Projectable) and Song Teacher Notes: Che che koolay Song Notation (Projectable) and Song Teacher Notes: Every Morning When I Wake Up Song Notation (Projectable) and Song Teacher Notes: Four in a Boat</p>
Plan and Make	
<p>3. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Leatherwing Bat Song Notation (Projectable) and Song Teacher Notes: Miss Mary Mack Instructional Activity (Interactive) and Teacher Notes: Great Big House Listening Interactive Activity and Listening (Interactive) Teacher Notes: Shoo Fly</p>
<p>4. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Canoe Song Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: El barquito (The Tiny Boat) Instructional Activity (Interactive) and Teacher Notes: Rocky Mountain Play-Along (Percussion) Notation (Projectable) Play-Along (Percussion) Teacher Notes: Sing a Rainbow</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
Evaluate and Refine	
5. Interpret and apply personal, peer, and teacher feedback to revise personal music.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: He's Got the Whole World in His Hands Song Notation (Projectable) and Song Teacher Notes: Leatherwing Bat Instructional Activity (Projectable) and Teacher Notes: Ev'rybody Smiles (Ost.) Song Notation (Projectable) and Song Teacher Notes: Kapulu kane (Puili Game Song)
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: America Song Notation (Projectable) and Song Teacher Notes: Dr. Seuss, We Love You Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Song Notation (Projectable) and Song Teacher Notes: Leatherwing Bat

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
PERFORMING	
Select	
<p>7. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: I'm on My Way Song Notation (Projectable) and Song Teacher Notes: It's Santa—Again! Song Notation (Projectable) and Song Teacher Notes: America Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Song Notation (Projectable) and Song Teacher Notes: Banjo Sam</p>
Analyze	
<p>8. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. Example: Respond with purposeful movement to reflect the tonality of a piece of music.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Al ánimo Song Notation (Projectable) and Song Teacher Notes: Che che koolay Song Notation (Projectable) and Song Teacher Notes: Frère Jacques Instructional Activity (Projectable) and Teacher Notes: Earthworm Instructional Activity (Projectable) and Teacher Notes: La víbora Instructional Activity (Projectable) and Teacher Notes: El florón</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>Continued Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. Example: Respond with purposeful movement to reflect the tonality of a piece of music.</p>	<p>Continued Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Haere Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: La víbora Movement Activity Instructions (Printable): Achshav Movement Activity Instructions (Printable): Xiao yin chuan</p>
<p>9. Read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Canoe Song Song Notation (Projectable) and Song Teacher Notes: Che che koolay Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: El tambor (The Drum) Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Popcorn Popping</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
Interpret	
<p>10. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. Example: Identify dynamic changes in Haydn’s Symphony No. 94, “Surprise,” through movement.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable) and Song Teacher Notes: La mar estaba serena (The Sea is Calm)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ev’rybody Smiles in the Same Language</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Four Seasons (Spring): I. Allegro</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Carmina Burana: Tanz</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Grand Canyon Suite: Cloudburst</p>
Rehearse, Evaluate, and Refine	
<p>11. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. Example: Assess a peer performance using a predetermined rubric.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Banjo Sam</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
12. Identify, rehearse, and apply strategies to address interpretive, performance, and technical challenges of music.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable) and Song Teacher Notes: America</p> <p>Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Banjo Sam</p> <p>Instructional Activity (Projectable) and Teacher Notes: Ev'rybody Smiles in the Same Language</p>
Present	
13. Perform music for a specific purpose with expression and technical accuracy.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: America</p> <p>Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Kapulu kane (Puili Game Song)</p>
14. Perform appropriately for the audience, purpose, and specific occasion.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: America</p> <p>Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Christmas a Come</p> <p>Song Notation (Projectable) and Song Teacher Notes: We Wish You a Merry Christmas</p> <p>Song Notation (Projectable) and Song Teacher Notes: Thanksgiving Is Near</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
RESPONDING	
Select	
15. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Song Notation (Projectable) and Song Teacher Notes: Banjo Sam
Analyze	
16. Demonstrate and describe how a response to music can be informed by its structure, the use of the elements of music, and context (such as personal and social). Example: Compare and contrast typical responses to a lullaby and a march.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: I'm on My Way Song Notation (Projectable) and Song Teacher Notes: John Kanaka Song Notation (Projectable) and Song Teacher Notes: Au clair de la lune (In the Moonlight) Song Notation (Projectable) and Song Teacher Notes: Xiao yin chuan (Silver Moon Boat) Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Song Notation (Projectable) and Song Teacher Notes: America Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: Down, Down, Baby

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>Continued Demonstrate and describe how a response to music can be informed by its structure, the use of the elements of music, and context (such as personal and social). Example: Compare and contrast typical responses to a lullaby and a march.</p>	<p>Continued Instructional Activity (Projectable) and Teacher Notes: Au clair de la lune Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Grand Canyon Suite: Cloudburst Listening Interactive Activity and Listening (Interactive) Teacher Notes: Stars and Stripes Forever Listening Interactive Activity and Listening (Interactive) Teacher Notes: Hoedown Fiddle Tunes Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Carmina Burana: Tanz</p>
Interpret	
<p>17. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. Example: Without prompting, play instruments to reflect dynamics in a piece of music.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Al ánimo Song Notation (Projectable) and Song Teacher Notes: Dr. Seuss, We Love You Song Notation (Projectable) and Song Teacher Notes: La mar estaba serena (The Sea Is Calm) Song Notation (Projectable) and Song Teacher Notes: Ev'rybody Smiles in the Same Language Instructional Activity (Projectable) and Teacher Notes: Au clair de la lune Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Four Seasons (Spring): I. Allegro</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>Continued Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. Example: Without prompting, play instruments to reflect dynamics in a piece of music.</p>	<p>Continued Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Carmina Burana: Tanz Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Grand Canyon Suite: Cloudburst</p>
Evaluate	
<p>18. Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>SE/TE: Listening Activity (Interactive) and Listening (Interactive) Teacher Notes: Shoo Fly Instructional Activity (Interactive) and Teacher Notes: Down in the Valley Two by Two Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: Dr. Seuss, We Love You Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Instructional Activity (Interactive) and Teacher Notes: Banjo Sam</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
CONNECTING	
A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards.	
<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: Song Notation (Projectable) and Song Teacher Notes: I'm on My Way Song Notation (Projectable) and Song Teacher Notes: It's Santa—Again! Song Notation (Projectable) and Song Teacher Notes: America Song Notation (Projectable) and Song Teacher Notes: Abiyoyo Song Notation (Projectable) and Song Teacher Notes: Dinah Song Notation (Projectable) and Song Teacher Notes: Haere (Farewell) Song Notation (Projectable) and Song Teacher Notes: Banjo Sam</p>

**A Correlation of Interactive Music powered by Silver Burdett with Alfred, ©2016, Grade 2
To the Alabama Course of Study Arts Education, General Music**

Alabama Course of Study Arts Education General Music	Interactive Music ©2016 Grade 2
<p>2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Christmas a Come Song Notation (Projectable) and Song Teacher Notes: The Crocodile Song Notation (Projectable) and Song Teacher Notes: Frog and Toad Together Song Notation (Projectable) and Song Teacher Notes: He's Got the Whole World in His Hands Instructional Activity (Projectable) and Teacher Notes: Down in the Valley, Two by Two</p>