

Interactive Music
powered by Silver Burdett™

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To the

Alabama Course of Study
Arts Education, General Music
Grade 3

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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 3	
<p>In third grade, students are active, curious, and eager to learn. They need greater independence as they progress in cognitive, social, emotional, and physical development. Students remain primarily concrete learners, acquiring knowledge through multi-sensory and hands-on experiences. The learning environment of the third-grade music classroom is one that reflects the energy and enthusiasm of its students. Students work together as a community of learners in an atmosphere in which their ideas and contributions are valued. This environment promotes self-confidence, and is one in which students are more receptive to suggestions for improvement. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm (syncopation, ♩ - · ♪♪♪), melody (octave, low la, low so), form, timbre, harmony (texture, partner songs, canons), and expression (<i>pp</i>, <i>mp</i>, <i>mf</i>, <i>ff</i>, <i>allegro</i>, <i>adagio</i>). These concepts will be experienced through the following skills: performing (singing and playing instruments), 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>	
Students can:	
CREATING	
Imagine	
<p>1. Improve rhythmic and melodic ideas and describe connection to specific purpose and context. Example: Explore instrumental/vocal timbres to create a sound carpet to accompany the story, "The Three Little Pigs."</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: La calle ancha (The Wide Street) Song Notation (Projectable) and Song Teacher Notes: Walk Together, Children Song Notation (Projectable) and Song Teacher Notes: Catch the Rhythm Song Notation (Projectable) and Song Teacher Notes: Old Dan Tucker Song Notation (Projectable) and Song Teacher Notes: Old House, Tear It Down! Movement Activity Instructions (Printable): Song of the Fishes Song Notation (Projectable) and Song Teacher Notes: Happy Feet Song Notation (Projectable) and Song Teacher Notes: Hevenu shalom Aleichem (We Come to Greet You in Peace)</p>

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<p>2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. Example: Perform rhythmic accompaniments using pitched instruments or body percussion.</p>	<p>SE/TE: Instructional Activity (Interactive) and Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable) and Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Old House, Tear It Down!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hevenu shalom aleichem (We Come to Greet You in Peace)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Michael Finnigan</p>
Plan and Make	
<p>3. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Old House, Tear It Down!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chanukah Games</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hevenu shalom aleichem (We Come to Greet You in Peace)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Michael Finnigan</p>

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<p>4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>SE/TE: Instructional Activity (Interactive) and Teacher Notes: Shakin' It Up</p> <p>Instructional Activity (Interactive) and Teacher Notes: Little Liza Jane</p> <p>Song Notation (Projectable) and Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Instructional Activity (Projectable) and Teacher Notes: Morning Is Come</p>
<p>Evaluate and Refine</p>	
<p>5. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ah, eu entrei na roda (I Came to Try This Game)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Movement Activity Instructions (Printable): Song of the Fishes</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Circulating Ocean</p>

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Present	
6. Present the final version of personally created music to others and describe its expressive intent.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Michael Finnigan</p> <p>Song Notation (Projectable) and Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hevenu shalom Aleichem (We Come to Greet You in Peace)</p> <p>Song Notation (Projectable) and Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Country Dance</p>
PERFORMING	
Select	
7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Ichi-gatsu tsuitachi (A New Year's Greeting)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mubarak (Happy Birthday)</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Twelve Days of Christmas</p> <p>Instructional Activity (Interactive) and Teacher Notes: Al tambor</p>

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Analyze	
8. Demonstrate understanding of the structure in music selected for performance.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Big Rock Candy Mountain</p> <p>Song Notation (Projectable) and Song Teacher Notes: El rabel (The Violin)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Great Day</p> <p>Song Notation (Projectable) and Song Teacher Notes: Nani wale na hala (Lovely Hala Trees)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ambos a dos</p> <p>Song Notation (Projectable) and Song Teacher Notes: If I Only Had a Brain</p>
Interpret	
9. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Love Somebody</p> <p>Song Notation (Projectable) and Song Teacher Notes: Alligator, Crocodile</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Shakin' It Up</p> <p>Song Notation (Projectable) and Song Teacher Notes: Keep Your Eyes on the Prize</p> <p>Song Notation (Projectable) and Song Teacher Notes: La calle ancha (The Wide Street)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mama paquita</p> <p>Song Notation (Projectable) and Song Teacher Notes: Michael Finnigan</p>

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<p>Continued Read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Continued</p> <p>Song Notation (Projectable) and Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Four White Horses</p> <p>Song Notation (Projectable) and Song Teacher Notes: Good Morning</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hot Cross Buns</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hwa yuan li-de young wa wa (Garden Lullaby)</p> <p>Song Notation (Projectable) and Song Teacher Notes: In the Pumpkin Patch</p>
<p>10. Describe how context can inform a performance.</p>	<p>SE/TE:</p> <p>Instructional Activity (Interactive) and Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable) and Song Teacher Notes: Keep Your Eyes on the Prize</p>

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<p>11. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). Example: Experiment with dynamics and articulation and discuss how they change the impact of a piece.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sweet Potatoes</p> <p>Instructional Activity (Projectable) and Teacher Notes: Train is A-Comin’</p> <p>Song Notation (Projectable) and Song Teacher Notes: Al tambor (The Drum)</p> <p>Song Notation (Projectable) and Song Teacher Notes: If I Only Had a Brain</p> <p>Song Notation (Projectable) and Song Teacher Notes: You’re a Grand Old Flag</p>
Rehearse, Evaluate, and Refine	
<p>12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. Example: Assess an ensemble performance using a predetermined rubric.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ah, eu entrei na roda (I Came to Try This Game)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Movement Activity Instructions (Printable): Song of the Fishes</p> <p>Song Notation (Projectable) and Song Teacher Notes: Social Studies</p>

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<p>Continued Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. Example: Assess an ensemble performance using a predetermined rubric.</p>	<p>Continued Movement Activity Instructions (Printable): It's a Beautiful Land We Share Music Reading Notation (Projectable) and Music Reading Teacher Notes: Shakin' it Up Music Reading Notation (Projectable) and Music Reading Teacher Notes: Hwa yuan li-de young wa wa Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Erdö, erdö de magos Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Do, Lord</p>
<p>13. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Social Studies Music Reading Notation (Projectable) and Music Reading Teacher Notes: Shakin' it Up Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Do, Lord Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Happy Feet Movement Activity Instructions (Printable): It's a Beautiful Land We Share Movement Activity Instructions (Printable): Ragtime Cowboy Joe</p>

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Present	
<p>14. Perform music with expression and technical accuracy.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Sweet Potatoes Song Notation (Projectable) and Song Teacher Notes: If I Only Had a Brain Song Notation (Projectable) and Song Teacher Notes: Morning Is Come Instructional Activity (Projectable) and Teacher Notes: Silent Night Song Notation (Projectable) and Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest) Song Notation (Projectable) and Song Teacher Notes: Al tambor (The Drum) Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There Was an Old Man Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Hush, Hush Instructional Activity (Projectable) and Teacher Notes: Ah, eu entrei na roda Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Ambos a dos Music Reading Notation (Projectable) and Music Reading Teacher Notes: Old House, Tear It Down!</p>

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<p>15. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Morning Is Come Song Notation (Projectable) and Song Teacher Notes: If a Tiger Calls Song Notation (Projectable) and Song Teacher Notes: Take Me Out to the Ball Game Song Notation (Projectable) and Song Teacher Notes: In the Pumpkin Patch Song Notation (Projectable) and Song Teacher Notes: This Old Man Song Notation (Projectable) and Song Teacher Notes: Great Day Instructional Activity (Interactive) and Teacher Notes: Do, Lord</p>
RESPONDING	
Select	
<p>16. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: La piñata Song Notation (Projectable) and Song Teacher Notes: Don't Let the Wind Song Notation (Projectable) and Song Teacher Notes: The Groundhog Blues Song Notation (Projectable) and Song Teacher Notes: Happy Feet Song Notation (Projectable) and Song Teacher Notes: Hevenu shalom aleichem (We Come to Greet You in Peace) Song Notation (Projectable) and Song Teacher Notes: Hwa yuan li-de young wa wa (Garden Lullaby)</p>

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Analyze	
17. Demonstrate and describe how a response to music can be informed by its structure, the use of the elements of music, and context.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable) and Song Teacher Notes: Silent Night</p> <p>Instructional Activity (Projectable) and Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Pictures (Ballet of Chickens)</p>
Interpret	
18. Demonstrate and describe how expressive qualities are used in performers' interpretations to reflect expressive intent. Example: Sing music with expressive qualities and intent.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sweet Potatoes</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Planets Chant</p> <p>Instructional Activity (Projectable) and Teacher Notes: Train is A-Comin'</p>
Evaluate	
19. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. Example: Write a review of a live musical performance.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ah, eu entrei na roda (I Came to Try This Game)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hush, Hush</p> <p>Movement Activity Instructions (Printable): Song of the Fishes</p>

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CONNECTING	
A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards.	
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.	
1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Silent Night Song Notation (Projectable) and Song Teacher Notes: Walk Together, Children Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: This Old Man
2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Make New Friends Song Notation (Projectable) and Song Teacher Notes: Maps and Globes Instructional Activity (Projectable) and Teacher Notes: Ichi-gatsu tsuitachi Enrichment Activity (Interactive) and Teacher Notes: A Ram Sam Sam Enrichment Activity (Interactive) and Teacher Notes: I've Been Working on the Railroad Enrichment Activity (Interactive) and Teacher Notes: Jan ken pon Enrichment Activity (Interactive) and Teacher Notes: If I Only Had a Brain