

A Correlation of

Interactive Music
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To the

Alabama Course of Study
Arts Education, General Music
Grade 4

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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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To the Alabama Course of Study Arts Education, General Music**

Table of Contents

CREATING	4
PERFORMING	8
RESPONDING.....	17
CONNECTING	20

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To the Alabama Course of Study Arts Education, General Music**

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General Music	
Grade 4	
<p>Students in Grade 4 are becoming more expressive. They are developing both socially and emotionally and often look to their peers for social acceptance. Fourth grade students are intrigued with the varied sounds they make with their voices and find opportunities to use their speaking and singing voices with proper pitch, phrasing, pace, modulation, and gestures. To nurture this interest, the classroom environment promotes the active engagement of students in their own learning through independent and group projects.</p> <p>Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm, melody (ti, fa), form (phrase markings, theme and variations), timbre (choral and instrumental ensembles), harmony (texture, counter melody, I-V), and expression. 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>	
Students can:	
CREATING	
Imagine	
<p>1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific social and cultural purposes and contexts. Example: Use a variety of found, pitched, and rhythmic instruments to orchestrate primary components of a story.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable) and Song Teacher Notes: Beriozka (The Birch Tree)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Pollerita</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Xiao</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Joe Turner Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Harambee</p> <p>Instructional Activity (Projectable) and Teacher Notes: The African Rhythm</p>

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<p>2. Generate musical ideas within related tonalities and meters. Example: Notate simple rhythms and melodies within a specified meter and tonality.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: The Glendy Burke Song Notation (Projectable) and Song Teacher Notes: The Bard of Armagh Song Notation (Projectable) and Song Teacher Notes: Beriozka (The Birch Tree) Song Notation (Projectable) and Song Teacher Notes: Pollerita Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Xiao Song Notation (Projectable) and Song Teacher Notes: Chuhwuht Instructional Activity (Projectable) and Teacher Notes: Kokoleoko Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Clara Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Joe Turner Blues</p>

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Plan and Make	
<p>3. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explain the connection to purpose and context.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Chuhwuht Instructional Activity (Projectable) and Teacher Notes: Kokoleoko Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Clara</p>
<p>4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>SE/TE: Instructional Activity (Interactive) and Teacher Notes: Bonavist' Harbor Song Notation (Projectable) and Song Teacher Notes: The Glendy Burke Song Notation (Projectable) and Song Teacher Notes: The Bard of Armagh Song Notation (Projectable) and Song Teacher Notes: The Keel Row Song Notation (Projectable) and Song Teacher Notes: Weevily Wheat Instructional Activity (Projectable) and Teacher Notes: Kokoleoko</p>

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<p>Continued Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>Continued Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly Listening Interactive Activity and Listening (Interactive) Teacher Notes: Les Fleuves engloutis Instructional Activity (Interactive) and Teacher Notes: Sarasponda Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Joe Turner Blues</p>
<p>Evaluate and Refine</p>	
<p>5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: The Bard of Armagh Instructional Activity (Projectable) and Teacher Notes: Kokoleoko Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Xiao</p>

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Present	
6. Present the final version of personally created music to others and explain expressive intent.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable) and Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Los niños en España cantan</p> <p>Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Xiao</p>
PERFORMING	
Select	
7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	<p>SE/TE: Instructional Activity (Projectable) and Teacher Notes: Home on the Range</p> <p>Song Notation (Projectable) and Song Teacher Notes: Texas, Our Texas</p> <p>Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty</p> <p>Instructional Activity (Projectable) and Teacher Notes: Woke Up This Morning</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</p>

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Analyze	
<p>8. Demonstrate understanding of the formal structure and the rudimentary elements of music in music selected for performance. Example: Perform music in the jazz style and identify syncopated rhythms.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: How Can I Keep from Singing? Song Notation (Projectable) and Song Teacher Notes: La Tarara Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: Minka Song Notation (Projectable) and Song Teacher Notes: Chiapanecas (The Girl from Chiapas) Song Notation (Projectable) and Song Teacher Notes: The Keel Row Song Notation (Projectable) and Song Teacher Notes: Woke Up This Morning Song Notation (Projectable) and Song Teacher Notes: Xiao (Bamboo Flute) Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Pat Works on the Railway Music Reading Notation (Projectable) and Music Reading Teacher Notes: A Merry Modal Christmas Music Reading Notation (Projectable) and Music Reading Teacher Notes: Soldier, Soldier</p>

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<p>9. Read and perform with increased fluency, using iconic and/or standard notation.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: How Can I Keep from Singing? Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: My Home's Across the Blue Ridge Mountains Song Notation (Projectable) and Song Teacher Notes: Soldier, Soldier Song Notation (Projectable) and Song Teacher Notes: The Bard of Armagh Song Notation (Projectable) and Song Teacher Notes: Beriozka (The Birch Tree) Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing? Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: The Keel Row Music Reading Notation (Projectable) and Music Reading Teacher Notes: Soldier, Soldier Music Reading Notation (Projectable) and Music Reading Teacher Notes: Walk in Jerusalem</p>

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<p>10. Explain how context informs a performance.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: Haul Away, Joe Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Instructional Activity (Projectable) and Teacher Notes: Woke Up This Morning Song Notation (Projectable) and Song Teacher Notes: Ala Da'lona Song Notation (Projectable) and Song Teacher Notes: There's a Little Bit of Everything in Texas Song Notation (Projectable) and Song Teacher Notes: Xiao (Bamboo Flute) Song Notation (Projectable) and Song Teacher Notes: Yibane amenu Instructional Activity (Projectable) and Teacher Notes: Follow the Drinkin' Gourd Instructional Activity (Projectable) and Teacher Notes: Home on the Range Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Al quebrar la piñata Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Beriozka Movement Activity Instructions (Printable): Chuhwuht Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Pollerita</p>

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Interpret	
<p>11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities. Example: Experiment with instrumentation to explore the impact on a known piece.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Ala Da'lona Song Notation (Projectable) and Song Teacher Notes: Follow the Drinkin' Gourd Song Notation (Projectable) and Song Teacher Notes: Harambee Song Notation (Projectable) and Song Teacher Notes: Sakura Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Instructional Activity (Projectable) and Teacher Notes: La Tarara Instructional Activity (Projectable) and Teacher Notes: Ochimbo Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Pollerita Instructional Activity (Projectable) and Teacher Notes: Wade in the Water Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>

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Rehearse, Evaluate, and Refine	
<p>12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: Pat Works on the Railway Song Notation (Projectable) and Song Teacher Notes: Now Let Me Fly Song Notation (Projectable) and Song Teacher Notes: St. Patrick Was a Gentleman Song Notation (Projectable) and Song Teacher Notes: We're Making Popcorn Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: We're Making Popcorn Movement Activity Instructions (Printable): Green Eggs and Ham Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Beriozka Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Movement Activity Instructions (Printable): Sailboat in the Sky Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Sakura Instructional Activity (Projectable) and Teacher Notes: Sambalele Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>

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<p>13. Rehearse to refine technical accuracy and expressive qualities and address performance challenges.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: Pat Works on the Railway Song Notation (Projectable) and Song Teacher Notes: Now Let Me Fly Song Notation (Projectable) and Song Teacher Notes: St. Patrick Was a Gentleman Song Notation (Projectable) and Song Teacher Notes: We're Making Popcorn Instructional Activity (Projectable) and Teacher Notes: The Bard of Armagh Movement Activity Instructions (Printable): Green Eggs and Ham Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Movement Activity Instructions (Printable): Sailboat in the Sky Instructional Activity (Projectable) and Teacher Notes: Sambalele Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>

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Present	
<p>14. Perform music, alone or with others, with expression and technical accuracy.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: Los niños en España cantan (In Spain the Children Sing) Song Notation (Projectable) and Song Teacher Notes: Now Let Me Fly Instructional Activity (Projectable) and Teacher Notes: The Bard of Armagh Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Song Notation (Projectable) and Song Teacher Notes: Rio Grande Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing? Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Pat Works on the Railway Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Hey, m'tswala Instructional Activity (Projectable) and Teacher Notes: Sambalele Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Minka Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Jingle All the Way Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: La paloma blanca</p>

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<p>15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: My Bonnie Lies Over the Ocean Song Notation (Projectable) and Song Teacher Notes: A Merry Modal Christmas Song Notation (Projectable) and Song Teacher Notes: Now Let Me Fly Instructional Activity (Projectable) and Teacher Notes: Follow the Drinkin' Gourd Movement Activity Instructions (Printable): Green Eggs and Ham Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Movement Activity Instructions (Printable): Sailboat in the Sky Song Notation (Projectable) and Song Teacher Notes: Chuhwuht Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Weevily Wheat Instructional Activity (Projectable) and Teacher Notes: The Glendy Burke Instructional Activity (Projectable) and Teacher Notes: Cement Mixer</p>

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RESPONDING	
Select	
16. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	SE/TE: Instructional Activity (Projectable) and Teacher Notes: Home on the Range Song Notation (Projectable) and Song Teacher Notes: Texas, Our Texas Instructional Activity (Projectable) and Teacher Notes: Humpty Dumpty Instructional Activity (Projectable) and Teacher Notes: Woke Up This Morning Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas
Analyze	
17. Demonstrate and explain how responses to music are informed by its structure, the use of the elements of music, and context.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Haul Away, Joe Song Notation (Projectable) and Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow! Song Notation (Projectable) and Song Teacher Notes: Chuhwuht Song Notation (Projectable) and Song Teacher Notes: Green Eggs and Ham Instructional Activity (Projectable) and Teacher Notes: Kokoleoko Instructional Activity (Projectable) and Teacher Notes: Now Let Me Fly Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Clara

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<p>Continued Demonstrate and explain how responses to music are informed by its structure, the use of the elements of music, and context.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: La Tarara Song Notation (Projectable) and Song Teacher Notes: Minka Song Notation (Projectable) and Song Teacher Notes: Chiapanecas (The Girl from Chiapas) Song Notation (Projectable) and Song Teacher Notes: Little David, Play on Your Harp Song Notation (Projectable) and Song Teacher Notes: Sambalele Song Notation (Projectable) and Song Teacher Notes: Streets of Laredo Song Notation (Projectable) and Song Teacher Notes: Yibane amenu</p>
<p>Interpret</p>	
<p>18. Demonstrate and explain how expressive qualities, including dynamics and tempo, are used in performers' and personal interpretations to reflect expressive intent Example: Sing music with expressive qualities and summarize expressive intent.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Wade in the Water Song Notation (Projectable) and Song Teacher Notes: Dry Bones Song Notation (Projectable) and Song Teacher Notes: Follow the Drinkin' Gourd Song Notation (Projectable) and Song Teacher Notes: Green Eggs and Ham Song Notation (Projectable) and Song Teacher Notes: Streets of Laredo</p>

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<p>Continued Demonstrate and explain how expressive qualities, including dynamics and tempo, are used in performers' and personal interpretations to reflect expressive intent Example: Sing music with expressive qualities and summarize expressive intent.</p>	<p>Continued Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: We're Making Popcorn Instructional Activity (Projectable) and Teacher Notes: Glendy Burke Instructional Activity (Projectable) and Teacher Notes: La Jesusita Instructional Activity (Projectable) and Teacher Notes: La Tarara</p>
<p>19. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. Example: Write a detailed review of a live musical performance.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Cielito lindo Song Notation (Projectable) and Song Teacher Notes: Follow the Drinkin' Gourd Song Notation (Projectable) and Song Teacher Notes: Green Eggs and Ham Song Notation (Projectable) and Song Teacher Notes: Minka Song Notation (Projectable) and Song Teacher Notes: Streets of Laredo Instructional Activity (Projectable) and Teacher Notes: The Glendy Burke Instructional Activity (Projectable) and Teacher Notes: Home on the Range Instructional Activity (Projectable) and Teacher Notes: La Tarara Instructional Activity (Projectable) and Teacher Notes: Wade in the Water</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: A Merry Modal Christmas Song Notation (Projectable) and Song Teacher Notes: There's a Little Bit of Everything in Texas Instructional Activity (Interactive) and Teacher Notes: A Merry Modal Christmas Movement Activity Instructions (Printable): Chuhwuht Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas
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: Haul Away, Joe Song Notation (Projectable) and Song Teacher Notes: Kokoleoko Song Notation (Projectable) and Song Teacher Notes: Little David, Play on Your Harp Song Notation (Projectable) and Song Teacher Notes: Sambalele

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<p>Continued Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: There's a Little Bit of Everything in Texas Song Notation (Projectable) and Song Teacher Notes: Yibane amenu Instructional Activity (Projectable) and Teacher Notes: Follow the Drinkin' Gourd Instructional Activity (Projectable) and Teacher Notes: Home on the Range Instructional Activity (Interactive) and Teacher Notes: A Merry Modal Christmas Movement Activity Instructions (Printable): Niu lang zhi nü Instructional Activity (Projectable) and Teacher Notes: Woke Up This Morning Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</p>