

A Correlation of

**Interactive Music**  
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To the

**Alabama Course of Study**  
**Arts Education, General Music**  
**Grade 5**

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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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| <b>General Music</b>   |   |
| <b>Grade 5</b>   |   |
| <p>Students in Grade 5 are experiencing rapid emotional and social development. As they become more aware of their surroundings, their interest in the expanded environment begins to emerge. Students need guidance to recognize relationships between music and other disciplines as they develop a more sophisticated sense of music, using it to reflect their feelings and emotions. The fifth-grade music classroom provides a positive learning environment that encourages students to participate in classroom activities. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm</p> <p>(; meter <math>\frac{5}{4}</math> <math>\frac{6}{8}</math>), melody (low ti, whole and half steps), form, timbre, harmony (texture, major/minor, three-part round, I-IV-V), and expression (slurs versus ties). 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> |   |
| <b>Students can:</b>   |   |
| <b>CREATING</b>  |   |
| Imagine  |   |
| <p>1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific social, cultural, and historical purposes and contexts.<br/>Example: Improvise using culture-appropriate instruments to create a sound carpet for a Native American folk tale.</p>   | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: California</p> <p>Instructional Activity (Projectable) and Teacher Notes: Happy Days Are Here Again</p> <p>Instructional Activity (Projectable) and Teacher Notes: Winter Wonderland</p> <p>Song Notation (Projectable) and Song Teacher Notes: Zum gali gali</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic</p> |

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| <p>2. Generate musical ideas within specific related tonalities, meters, and simple chord changes.<br/>Example: Create music combining rhythms and melodies, as well as various tonalities and meters.</p> | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Adelita</p> <p>Song Notation (Projectable) and Song Teacher Notes: California</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ev'ry Time I Feel the Spirit</p> <p>Instructional Activity (Interactive) and Teacher Notes: Shenandoah</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hitotsu toya (Temple Bells)</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Don Alfonso</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Hitotsu toya</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Rio, rio</p> <p>Song Notation (Projectable) and Song Teacher Notes: California</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Imbabura</p> |
| Plan and Make  |  |
| <p>3. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>                             | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Adelita</p> <p>Song Notation (Projectable) and Song Teacher Notes: Still, Still, Still</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)</p>  |

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| <p>4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>                                   | <p><b>SE/TE:</b><br/>           Music Reading Resource (Printable) and Music Reading Teacher Notes: Drill Ye Tarriers<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Hitotsu toya (Temple Bells)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Winter Wonderland<br/><br/>           Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: Adelita<br/><br/>           Music Reading Notation (Projectable) and Music Reading Teacher Notes: This Train</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, and explain rationale for changes.</p> | <p><b>SE/TE:</b><br/>           Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Hosanna, Me Build a House<br/><br/>           Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: 'Ūlili E<br/><br/>           Instructional Activity (Interactive) and Teacher Notes: A Hero in Us All<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Adelita<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)</p>                   |

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| Present   |  |
| <p>6. Present to others the final version of personal created music that demonstrates craftsmanship, and explain connection to expressive intent.</p>                                 | <p><b>SE/TE:</b><br/>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Hosanna, Me Build a House</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: 'Ūlili E</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Hero in Us All</p> <p>Song Notation (Projectable) and Song Teacher Notes: Adelita</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)</p>  |
| <b>PERFORMING</b>   |  |
| Select  |  |
| <p>7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their own and others' technical skill.</p> | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: I've Been Ev'rywhere</p> <p>Instructional Activity (Projectable) and Teacher Notes: Frosty, the Snowman</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hosanna, Me Build a House</p> <p>Song Notation (Projectable) and Song Teacher Notes: Lift Ev'ry Voice and Sing</p> <p>Song Notation (Projectable) and Song Teacher Notes: This Train</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hip-Hop Reindeer</p> |

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|---|--|
| Analyze   |  |
| <p>8. Demonstrate understanding of the formal and harmonic structure created by the elements of music in music selected for performance.<br/>Example: Compose music in the jazz style and include syncopated rhythms.</p> | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: Battle Hymn of the Republic<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Blow the Wind Southerly<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Don Alfonso<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Down By the Riverside<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Ego sum pauper (Nothing Do I Own)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Happy Days Are Here Again<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)<br/><br/>           Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Camptown Races<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Tumba</p> |



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| <p>9. When analyzing selected music, read and perform using standard notation.</p> | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: Come and Go With Me to That Land<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Las estrellitas (Stars of the Heavens)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Las velitas (Candles Burning Bright)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Over There<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Deck the Hall<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Las velitas<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Turn the Beat Around<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Habemos Llegado (We Have Arrived)</p> |

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| Interpret   |  |
| 10. Explain how context (such as social, cultural, and historical) informs performances.  | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Don Alfonso</p> <p>Song Notation (Projectable) and Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable) and Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hosanna, Me Build a House</p> <p>Song Notation (Projectable) and Song Teacher Notes: Cho'i hát bôì (The Theater Game)</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Over There</p> |
| 11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities that reflect stylistic performance practices.<br>Example: Perform dynamic and articulation markings in known pieces. | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Frosty the Snowman</p> <p>Instructional Activity (Projectable) and Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable) and Song Teacher Notes: Lift Ev'ry Voice and Sing</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tumba</p>   |

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| <p><b>Continued</b><br/>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities that reflect stylistic performance practices.<br/>Example: Perform dynamic and articulation markings in known pieces.</p> | <p><b>Continued</b><br/>Instructional Activity (Projectable) and Teacher Notes: Hip-Hop Reindeer<br/><br/>Instructional Activity (Projectable) and Teacher Notes: Meng Jian Nu<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Comin' Up Christmas<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Ragupati Ragava<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Tancovacka</p> |
| <p align="center">Rehearse, Evaluate, and Refine</p>   |  |
| <p>12. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p>   | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Camptown Races<br/><br/>Song Notation (Projectable) and Song Teacher Notes: The Ash Grove<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Old Chisholm Trail<br/><br/>Song Notation (Projectable) and Song Teacher Notes: 'Ūlili E<br/><br/>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Himmel und Erde</p>                 |

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| <p><b>Continued</b><br/>Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> | <p><b>Continued</b><br/>Instructional Activity (Interactive) and Teacher Notes: Shenandoah<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Drill, Ye Tarriers</p>   |
| <p>13. Rehearse to refine technical accuracy and expressive qualities in order to address challenges and show improvement over time.</p>                                    | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: I Vow to You My Country<br/><br/>Movement Activity Instructions: Cindy<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Laredo</p>  |
| Present   |  |
| <p>14. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>  | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Tama Tu<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Get On Your Feet<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Shenandoah<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Blow the Wind Southerly<br/><br/>Song Notation (Projectable) and Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Cindy</p> |

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| <p><b>Continued</b><br/>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> | <p><b>Continued</b><br/>Song Notation (Projectable) and Song Teacher Notes: Sing, Sing, Sing<br/><br/>Song Notation (Projectable) and Song Teacher Notes: Watoto Wa Dunia<br/><br/>Instructional Activity (Projectable) and Teacher Notes: Happy Days Are Here Again<br/><br/>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Las estrellitas del cielo<br/><br/>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Tumba<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: The Papaya Song<br/><br/>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ego sum pauper</p> |

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| <p>15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>  | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: I Vow to You My Country<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Imbabura<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Frosty the Snowman<br/><br/>           Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Hitotsu toya<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Battle Hymn of the Republic<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Come, Ye Thankful People, Come</p> |
| <b>RESPONDING</b>  |   |
| Select   |   |
| <p>16. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: Hosanna, Me Build a House<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Lift Ev'ry Voice and Sing<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: This Train<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Hip-Hop Reindeer<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: I've Been EV'rywhere<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Frosty, the Snowman</p>                  |

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| <b>Analyze</b>  |  |
| <p>17. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context.</p>   | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: Come, Ye Thankful People, Come<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Deck the Hall<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Happy Days Are Here Again<br/><br/>           Song Notation (Projectable) and Song Notation Teacher Notes: Ragupati Ragava Raja Ram<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: The Star-Spangled Banner<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: When Johnny Comes Marching Home</p> |
| <b>Interpret</b>  |  |
| <p>18. Demonstrate and explain how expressive qualities, including dynamics, tempo, and articulation, are used in performers' and personal interpretations to reflect expressive intent.<br/>Example: Sing music with expressive qualities and summarize expressive intent.</p> | <p><b>SE/TE:</b><br/>           Song Notation (Projectable) and Song Teacher Notes: Comin' Up Christmas Time<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Hip-Hop Reindeer<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Watoto Wa Dunia<br/><br/>           Song Notation (Projectable) and Song Teacher Notes: Rio, rio, (River, River)<br/><br/>           Instructional Activity (Projectable) and Teacher Notes: Cho'i hát bô</p>  |

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| <p><b>Continued</b><br/>Demonstrate and explain how expressive qualities, including dynamics, tempo, and articulation, are used in performers' and personal interpretations to reflect expressive intent.<br/>Example: Sing music with expressive qualities and summarize expressive intent.</p> | <p><b>Continued</b><br/>Instructional Activity (Projectable) and Teacher Notes: I've Been Everywhere<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: The Papaya Song<br/><br/>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Tumba</p>   |
| Evaluate   |  |
| <p>19. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.<br/>Example: Write a detailed review of a live musical performance including specific musical elements.</p>               | <p><b>SE/TE:</b><br/>Song Notation (Projectable) and Song Teacher Notes: Old Chisholm Trail<br/><br/>Song Notation (Projectable) and Song Teacher Notes: 'Ūlili E<br/><br/>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Himmel und Erde<br/><br/>Instructional Activity (Interactive) and Teacher Notes: Shenandoah<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing<br/><br/>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Drill, Ye Tarriers</p> |



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| <b>CONNECTING</b>   |  |
| 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.   | <b>SE/TE:</b><br>Song Notation (Projectable) and Song Teacher Notes: Hip-Hop Reindeer<br><br>Song Notation (Projectable) and Song Teacher Notes: One Small Step<br><br>Song Notation (Projectable) and Song Teacher Notes: Twelve Gates to the City  |
| 2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.   | <b>SE/TE:</b><br>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Shenandoah<br><br>Song Notation (Projectable) and Song Teacher Notes: Simple Gifts<br><br>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Overture and March "1776" (Ives)<br><br>Song Notation (Projectable) and Song Teacher Notes: Tancovacka (Dancing)<br><br>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: The Ash Grove |