

A Correlation of

Interactive Music
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To the

Alabama Course of Study
Arts Education, General Music
Grade 6

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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.

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General Music	
Grade 6	
<p>Middle school is the beginning of the transition from childhood to adulthood. It is a time of rapid physical growth and emotional change. Relationships with peers become more important as students become less dependent on parents. Intellectually, they begin to think more abstractly, and their thoughts and actions are often characterized by contradictions. Middle school students may have short attention spans, but they are able to focus on a topic of interest for an extended period. They exhibit high energy levels and an air of confidence, but also need a secure working and learning environment that facilitates acceptance by peers. The concepts and skills addressed in sixth grade will allow students to refine musical skills gained in grades K-5 and prepare for further study. Using feedback and criteria set by the teacher, students will engage in meaningful and purposeful music-making within the four Artistic Processes. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, harmony, 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. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p>	<p>SE/TE: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Alumot</p> <p>Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p>
<p>2. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>	<p>SE/TE: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Song Notation (Projectable) and Song Teacher Notes: Riendo el río corre (Run, Run, River)</p> <p>Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon</p>

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Plan and Make	
3. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Santa Mash-Up</p> <p>Instructional Activity (Interactive) and Teacher Notes: Santa Mash-Up</p> <p>Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p>
4. Evaluate their own work, applying teacher-provided criteria, such as application of selected elements of music and use of sound sources.	<p>SE/TE: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Riendo el río corre</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p>
Evaluate and Refine	
5. Describe the rationale for making revisions to music based on evaluation criteria and feedback from their teacher.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: There Is Love Somewhere</p> <p>Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p>

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Present	
6. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality, to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: There Is Love Somewhere Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon
PERFORMING	
Select	
7. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each selection was chosen.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody Song Notation (Projectable) and Song Teacher Notes: Tom Dooley Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Dona nobis pacem
Analyze	
8. Explain how the structure and the elements of music are used in music selected for performance.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon Song Notation (Projectable) and Song Teacher Notes: Hey Ho! Nobody Home Song Notation (Projectable) and Song Teacher Notes: Red River Valley Song Notation (Projectable) and Song Teacher Notes: Dona nobis pacem (Grant Us Peace)

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<p>9. Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Blue Mountain Lake Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues Song Notation (Projectable) and Song Teacher Notes: La golondrina (The Swallow) Song Notation (Projectable) and Song Teacher Notes: Texas in My Soul Song Notation (Projectable) and Song Teacher Notes: The Marines' Hymn Song Notation (Projectable) and Song Teacher Notes: Jambo Bwana Song Notation (Projectable) and Song Teacher Notes: Scattin' A-Round Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Music Reading Notation (Projectable) and Music Reading Teacher Notes: Blue Mountain Lake</p>

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<p>10. Identify how cultural and historical contexts inform performances.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Canto del agua (Song of the Water) Song Notation (Projectable) and Song Teacher Notes: Dona nobis pacem (Grant Us Peace) Song Notation (Projectable) and Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Song Notation (Projectable) and Song Teacher Notes: Play Ball! Song Notation (Projectable) and Song Teacher Notes: Scarborough Fair Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night)</p>
<p align="center">Interpret</p>	
<p>11. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.</p>	<p>SE/TE: Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ribbons in the Sky Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood Song Notation (Projectable) and Song Teacher Notes: I Bought Me a Cat Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind Instructional Activity (Projectable) and Teacher Notes: Sing In Harmony! Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: St. Louis Blues</p>

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Rehearse, Evaluate, and Refine	
12. Identify and apply teacher-provided criteria to rehearse and refine music, and to determine when a piece is ready to perform.	<p>SE/TE: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Riendo el río corre</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p>
Present	
13. Perform music with technical accuracy to convey the creator’s intent.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Alumot (Sheaves of Grain)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable) and Song Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable) and Song Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sing in Harmony!</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable) and Teacher Notes: Sing in Harmony!</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p>

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14. Demonstrate performance decorum and audience etiquette appropriate for context, venue, genre, style, and purpose.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: I Shall Sing</p> <p>Song Notation (Projectable) and Song Teacher Notes: Another Op'nin', Another Show</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p>
RESPONDING	
Select	
15. Select music to listen to and explain the connections to interests or experiences for a specific purpose.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Marines' Hymn</p>

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Analyze	
<p>16. Describe how the elements of music and expressive qualities relate to the structure of musical pieces.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues Instructional Activity (Interactive) and Teacher Notes: Jambo Bwana Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Give a Little Love Song Notation (Projectable) and Song Teacher Notes: Hey, Ho! Nobody Home Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Batman: Main Title Theme Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Planets: I. Mars</p>

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<p>17. Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Song Notation (Projectable) and Song Teacher Notes: Blue Mountain Lake Song Notation (Projectable) and Song Teacher Notes: La borinqueña (Beloved Island Home) Song Notation (Projectable) and Song Teacher Notes: Mama Don't 'Low Song Notation (Projectable) and Song Teacher Notes: Siyahamba Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor Listening Animated Map and Listening (Animated Map) Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p>
Interpret	
<p>18. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night) Song Notation (Projectable) and Song Teacher Notes: Good King Wenceslas Listening Animated Map and Listening (Animated Map) Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Planets: I. Mars</p>

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Evaluate	
19. Apply teacher-provided criteria to evaluate musical works or performances.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Gift to Share</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: La mariposa</p>
CONNECTING	
A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.	
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.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Loigratong</p> <p>Song Notation (Projectable) and Song Teacher Notes: Riendo el río corre (Run, Run, River)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tom Dooley</p> <p>Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</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: Song Notation (Projectable) and Song Teacher Notes: Cowboys' Christmas Ball Song Notation (Projectable) and Song Teacher Notes: Las mañanitas Song Notation (Projectable) and Song Teacher Notes: Play Ball! Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p>