

A Correlation of

**Interactive Music**  
**powered by Silver Burdett™**  
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To the

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

**Grade 7**

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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 7</b>	
<p>The concepts and skills addressed in seventh grade will allow students to refine existing musical skills while preparing for more advanced study. Through collaboration with 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, texture and harmony, style, 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>	
<i>Students can:</i>	
<b>CREATING</b>	
Imagine	
<p>1. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p><b>SE/TE:</b>            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, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p>	<p><b>SE/TE:</b>            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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<b>Plan and Make</b>	
3. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic progressions with more than two chords.	<b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: Santa Mash-Up  Instructional Activity (Interactive) and Teacher Notes: Santa Mash-Up  Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly)  Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low
4. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style and form, and appropriate use of sound sources.	<b>SE/TE:</b> Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña  Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Riendo el río corre
<b>Evaluate and Refine</b>	
5. Describe the rationale for making revisions to music based on evaluation criteria and feedback from others, including teachers and peers.	<b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: There Is Love Somewhere  Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon  Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña
<b>Present</b>	
6. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety while conveying expressive intent.	<b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: There Is Love Somewhere  Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon

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<b>PERFORMING</b>	
Select	
7. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.	<b>SE/TE:</b> 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 and demonstrate the structure of contrasting pieces of music selected for performance including how elements of music are used.	<b>SE/TE:</b> 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: St. Louis Blues
9. Read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	<b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues  Song Notation (Projectable) and Song Teacher Notes: Blue Mountain Lake  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  Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce

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<p>10. Identify how cultural and historical contexts inform performances and result in musical intent and meaning.</p>	<p><b>SE/TE:</b>            Song Notation (Projectable) and Song Teacher Notes: Canto del agua (Song of the Water)             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>
Interpret	
<p>11. Perform contrasting pieces of music, demonstrating their interpretations of how the elements of music and expressive qualities convey intent.</p>	<p><b>SE/TE:</b>            Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ribbons in the Sky             Song Notation (Projectable) and Song Teacher Notes: Peace Like a River             Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody             Song Notation (Projectable) and Song Teacher Notes: Don nobis pacem (Grant Us Peace)             Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood             Song Notation (Projectable) and Song Teacher Notes: I Bought Me a Cat</p>

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<p><b>Continued</b> Perform contrasting pieces of music, demonstrating their interpretations of how the elements of music and expressive qualities convey intent.</p>	<p><b>Continued</b> Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky  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>
<p align="center">Rehearse, Evaluate, and Refine</p>	
<p>12. Identify and apply collaboratively-developed criteria to rehearse and refine music, and determine when it is ready to perform.</p>	<p><b>SE/TE:</b> Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley  Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu  Instructional Activity (Projectable) and Teacher Notes: There is Love Somewhere  Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody  Song Notation (Projectable) and Song Teacher Notes: I Shall Sing</p>



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Present	
13. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	<p><b>SE/TE:</b> 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>
14. Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.	<p><b>SE/TE:</b> 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>

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<b>RESPONDING</b>	
Select	
15. Select contrasting music to listen to and compare the connections to interests or experiences for a specific purpose.	<p><b>SE/TE:</b> 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>
Analyze	
16. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.	<p><b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Instructional Activity (Interactive) and Teacher Notes: Jambo Bwana</p>
17. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	<p><b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p> <p>Song Notation (Projectable) and Song Teacher Notes: La borinqueña (Beloved Island Home)</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p>

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<b>Interpret</b>	
18. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, conveys expressive intent.	<p><b>SE/TE:</b> Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On</p> <p>Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Good King Wenceslas</p>
<b>Evaluate</b>	
19. Select from teacher-provided criteria to evaluate musical works or performances.	<p><b>SE/TE:</b> 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>

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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> Song Notation (Projectable) and Song Teacher Notes: Loigratong  Song Notation (Projectable) and Song Teacher Notes: Riendo el río corre (Run, Run, River)  Song Notation (Projectable) and Song Teacher Notes: Tom Dooley  Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon  Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña
2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>SE/TE:</b> 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