

A Correlation of

Interactive Music
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To the

Alabama Course of Study
Arts Education, General Music
Grade 8

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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 | 6 |
| RESPONDING..... | 9 |
| CONNECTING | 11 |

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|---|---|
| General Music | |
| Grade 8 | |
| <p>The concepts and skills addressed in eighth grade will allow students to refine existing musical skills while preparing for advanced study. Through self-informed, personally-developed criteria, 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, unity and variety, tension and release, balance, 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> | |
| CREATING | |
| Imagine | |
| <p>1. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms, including introductions, transitions, and codas, 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, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, as well as 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 more complex personal rhythmic phrases, melodic phrases, and harmonic sequences. | SE/TE: 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 by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources. | SE/TE: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña Song Notation (Projectable) and Song Teacher Notes: Riendo el río corre (Run, Run, River) |
| Evaluate and Refine | |
| 5. Describe the rationale for refining works by explaining the choices, based on evaluation criteria. | SE/TE: 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 |
| Present | |
| 6. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to 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 |

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| PERFORMING | |
| Select | |
| 7. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices. | SE/TE: 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. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. | 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 |
| 9. Sight-read simple rhythmic, melodic, and/or harmonic notation in treble or bass clef. | SE/TE: Song Notation (Projectable) and Song Teacher Notes: La golondrina (The Swallow) 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 |

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| <p>10. Identify how cultural and historical contexts inform performances and result in different musical effects.</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: 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>Interpret</p> | |
| <p>11. Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities.</p> | <p>SE/TE: 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 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> |

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| Rehearse, Evaluate, and Refine | |
| 12. Identify and apply personally-developed criteria to rehearse and refine music, and determine when it is ready to perform. | <p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p> <p>Instructional Activity (Projectable) and Teacher Notes: There is Love Somewhere</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p> |
| Present | |
| 13. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices 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 venue, purpose, context, and style. | <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 programs of music and demonstrate the connections to an interest or experience 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> |
| Analyze | |
| 16. Compare how the elements of music and expressive qualities relate to the structure within music programming. | <p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Instructional Activity (Interactive) and Teacher Notes: Jambo Bwana</p> |

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| 17. Identify and compare the context of a programmed sequence of musical works from a variety of genres, cultures, and historical periods. | <p>SE/TE: 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> |
| Interpret | |
| 18. Summarize personal interpretations of contrasting music programming and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent. | <p>SE/TE: 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> |
| Evaluate | |
| 19. Apply appropriate personally-developed 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> |

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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: 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. | 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 |