

A Correlation of

Interactive Music
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To the

Alabama Course of Study
Arts Education, General Music
Kindergarten

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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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General Music	
Kindergarten	
<p>Most children enter kindergarten with a repertoire of songs they may have learned from family members or from childcare or preschool experiences. These songs are the basis from which music educators begin, moving the student from the familiar to new learning experiences in the area of music. Through the four Artistic Processes, students will experience, with guidance, the following six concepts of music: rhythm (steady beat, long/short, one sound/two sounds/silence), melody (high/low, upward/downward, so/mi), form (echo, same/different), timbre (speaking, singing, shouting, whispering voices), harmony (texture, one sound/more than one sound, accompaniment/no accompaniment, thick/thin), and expression (loud/soft, fast/slow, march/lullaby). 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. Explore and experience music concepts. Example: Explore musical sources freely, using found sounds, electronic sounds, or sounds from voice or instruments found in classroom, remembering to use both sound and silence.</p>	<p>SE/TE: Instructional Activity (Projectable) and Teacher Notes: Cobbler, Cobbler Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Instructional Activity (Projectable) and Teacher Notes: Mbombera Instructional Activity (Projectable) and Teacher Notes: Jinny Go 'Round Song Notation (Projectable) and Song Teacher Notes: Koriko! Instructional Activity (Projectable) and Teacher Notes: Mi cuerpo hace musica Song Notation (Projectable) and Song Teacher Notes: Dinner Music Song Notation (Projectable) and Song Teacher Notes: Juan pirulero (John Lollypop-Seller) Instructional Activity (Interactive) and Teacher Notes: London Bridge Instructional Activity (Projectable) and Teacher Notes: My Valentine</p>

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<p>Continued Explore and experience music concepts. Example: Explore musical sources freely, using found sounds, electronic sounds, or sounds from voice or instruments found in classroom, remembering to use both sound and silence.</p>	<p>Continued Instructional Activity (Projectable) and Teacher Notes: Jingle Bells Listening Activity (Projectable) and Teacher Notes: Kinderszenen: VII. Traumerei Listening Interactive Activity and Listening (Interactive) Teacher Notes: Love for 3 Oranges, March Song Notation (Projectable) and Song Teacher Notes: Andy Pandy Song Notation (Projectable) and Song Teacher Notes: I'm Tall, I'm Small Song Notation (Projectable) and Song Teacher Notes: Here We Go Round Song Notation (Projectable) and Song Teacher Notes: Oliver Twist Instructional Activity (Interactive) and Song Teacher Notes: Elephant Song</p>
<p>2. Generate musical ideas. Example: Improvise rhythmic and melodic variations on given simple melodies.</p>	<p>SE/TE: Instructional Activity (Projectable) and Teacher Notes: Cobbler, Cobbler Instructional Activity (Projectable) and Teacher Notes: Little and Lots Instructional Activity (Projectable) and Teacher Notes: London Bridge Enrichment Activity (Projectable) and Teacher Notes: Johnny Mister Brown Instructional Activity (Projectable) and Teacher Notes: Kaeru no uta (The Frog Song) Music Reading Notation (Projectable) and Music Reading Teacher Notes: Koriko! Movement Activity Instructions (Printable): Dinner Music</p>

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Plan and Make	
3. Demonstrate and choose favorite musical ideas.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Mbombera Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me Song Notation (Projectable) and Song Teacher Notes: Rig-a-jig-jig Song Notation (Projectable) and Song Teacher Notes: Clouds Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: Looby Loo
4. Organize personal musical ideas using iconic notation and/or recording technology, with guidance.	SE/TE: Instructional Activity (Interactive) and Teacher Notes: Down in the Meadow Instructional Activity (Interactive) and Teacher Notes: Kaeru no uta (The Frog Song) Instructional Activity (Interactive) and Teacher Notes: Hey, Hey, Look at Me
Evaluate and Refine	
5. Apply personal, peer, and teacher feedback in refining personal musical ideas.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: Looby Loo Song Notation (Projectable) and Song Teacher Notes: Rig-a-jig-jig

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Present	
6. Demonstrate a final version of personal musical ideas to peers.	SE/TE: Instructional Activity (Interactive) and Teacher Notes: Down in the Meadow Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: Looby Loo Song Notation (Projectable) and Song Teacher Notes: Rig-a-Jig-Jig
PERFORMING	
Select	
7. Demonstrate and state personal interest in varied musical selections.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: Looby Loo Song Notation (Projectable) and Song Teacher Notes: Rig-a-Jig-Jig Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me
Analyze	
8. Explore and achieve awareness of music contrasts in a variety of music selected for performance. Examples: Demonstrate high/low, loud/soft, same/different.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: I'm Tall, I'm Small Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me Song Notation (Projectable) and Song Teacher Notes: Little and Lots Music Reading Notation (Projectable) and Music Reading Teacher Notes: When I Grow Up Song Notation (Projectable) and Song Teacher Notes: Clouds

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<p>Continued Explore and achieve awareness of music contrasts in a variety of music selected for performance. Examples: Demonstrate high/low, loud/soft, same/different.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: If You're Happy Song Notation (Projectable) and Song Teacher Notes: Head and Shoulders Instructional Activity (Interactive) and Teacher Notes: Hey, Hey, Look at Me Song Notation (Projectable) and Song Teacher Notes: Corn Grinding Song Song Notation (Projectable) and Song Teacher Notes: Mon son pha (Mon Hides the Cloth) Song Notation (Projectable) and Song Teacher Notes: Kuma san (Little Bear) Song Notation (Projectable) and Song Teacher Notes: O ma washi (Go Around the Cat's Eye) Song Notation (Projectable) and Song Teacher Notes: Ikhanda, maslombe (My Head and My Shoulders) Song Notation (Projectable) and Song Teacher Notes: Mbombera Song Notation (Projectable) and Song Teacher Notes: Get On Board Song Notation (Projectable) and Song Teacher Notes: pon, pon, pon Song Notation (Projectable) and Song Teacher Notes: Koriko! Song Notation (Projectable) and Song Teacher Notes: Nanny Goat Song</p>

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Interpret	
<p>9. Demonstrate awareness of expressive qualities that support the creators' expressive intent. Example: Interpret a story through vocal exploration, dynamics, and tempo.</p>	<p>SE/TE: Listening Animated Map and Listening (Animated) Teacher Notes: Grizzly Bear Instructional Activity (Projectable) and Teacher Notes: Here We Go Round the Mulberry Bush Instructional Activity (Projectable) and Teacher Notes: Cobbler, Cobbler Song Notation (Projectable) and Song Teacher Notes: Dinner Music Instructional Activity (Projectable) and Teacher Notes: Roll Over Song Notation (Projectable) and Song Teacher Notes: Koriko! Song Notation (Projectable) and Song Teacher Notes: We Are Dear Little Birdies Song Notation (Projectable) and Song Teacher Notes: A la ruru niño (Hush, My Little Baby) Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: James Brown Instructional Activity (Interactive) and Teacher Notes: Little and Lots</p>

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Rehearse, Evaluate, and Refine	
10. Apply personal, teacher, and peer feedback to refine performances.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Corn Grinding Song</p> <p>Song Notation (Projectable) and Song Teacher Notes: Rig-a-Jig-Jig</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Looby Loo</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Rig-a-Jig-Jig</p>
11. Use suggested strategies in rehearsal to improve the expressive qualities of music.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: We Are Dear Little Birdies</p> <p>Song Notation (Projectable) and Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mbombera</p> <p>Song Notation (Projectable) and Song Teacher Notes: Get on Board</p> <p>Instructional Activity (Projectable) and Teacher Notes: Ee jer ha ba go (The Hungry Dog)</p> <p>Song Notation (Projectable) and Song Teacher Notes: A la rurru niño (Hush, My Little Baby)</p>

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Present	
12. Perform music with expression.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: We Are Dear Little Birdies</p> <p>Song Notation (Projectable) and Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable) and Song Teacher Notes: A la ruru niño (Hush, My Little Baby)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Elephant Song</p> <p>Song Notation (Projectable) and Song Teacher Notes: Koriko!</p> <p>Song Notation (Projectable) and Song Teacher Notes: James Brown</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: A la ruru niño</p>
13. Perform appropriately for the audience.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Andy Pandy</p> <p>Instructional Activity (Projectable) and Teacher Notes: Do Your Ears (Dialog)</p> <p>Instructional Activity (Projectable) and Teacher Notes: Put the Beat (Play)</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: When I Grow Up</p>

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RESPONDING	
Select	
14. List personal interests and experiences and demonstrate why they prefer some music selections over others.	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Looby Loo</p> <p>Song Notation (Projectable) and Song Teacher Notes: Rig-a-Jig-Jig</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mbombera</p> <p>Song Notation (Projectable) and Song Teacher Notes: Clouds</p>
Analyze	
15. Demonstrate how a specific music concept is used in music. Example: Respond with purposeful movement to the steady beat of a piece of music.	<p>SE/TE: Movement Activity Instructions (Printable): Mon son pha</p> <p>Movement Activity Instructions (Printable): Juan pirulero</p> <p>Movement Activity Instructions (Printable): Uga, uga, uga</p> <p>Song Notation (Projectable) and Song Teacher Notes: If You're Happy</p> <p>Song Notation (Projectable) and Song Teacher Notes: Head and Shoulders</p> <p>Song Notation (Projectable) and Song Teacher Notes: Corn Grinding Song</p>

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<p>Continue Demonstrate how a specific music concept is used in music. Example: Respond with purposeful movement to the steady beat of a piece of music.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Mon son pha (Mon Hides the Cloth) Song Notation (Projectable) and Song Teacher Notes: Kuma san (Little Bear) Song Notation (Projectable) and Song Teacher Notes: O ma washu (Go Around the Cat's Eye) Song Notation (Projectable) and Song Teacher Notes: Ikhandu, maslombe (My Head and My Shoulders) Song Notation (Projectable) and Song Teacher Notes: Mbombera Song Notation (Projectable) and Song Teacher Notes: Get On Board Song Notation (Projectable) and Song Teacher Notes: pon, pon, pon Song Notation (Projectable) and Song Teacher Notes: Koriko! Song Notation (Projectable) and Song Teacher Notes: Nanny Goat Song</p>
<p>Interpret</p>	
<p>16. Demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent. Example: Use body percussion to reflect dynamics in a piece of music.</p>	<p>SE/TE: Movement Activity Instructions (Printable): Clouds Song Notation (Projectable) and Song Teacher Notes: Mi cuerpo hace música (There's Music in Me) Instructional Activity (Projectable) and Teacher Notes: Here We Go Round the Mulberry Bush Instructional Activity (Projectable) and Teacher Notes: Cobbler, Cobbler</p>

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<p>Continued Demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent. Example: Use body percussion to reflect dynamics in a piece of music.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Dinner Music Instructional Activity (Projectable) and Teacher Notes: Roll Over Song Notation (Projectable) and Song Teacher Notes: Koriko! Song Notation (Projectable) and Song Teacher Notes: We Are Dear Little Birdies Song Notation (Projectable) and Song Teacher Notes: A la ruru niño (Hush, My Little Baby) Song Notation (Projectable) and Song Teacher Notes: Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes: James Brown Instructional Activity (Interactive) and Teacher Notes: Little and Lots</p>
Evaluate	
<p>17. Apply personal and expressive preferences in the evaluation of music.</p>	<p>SE/TE: Song Notation (Projectable) and Song Teacher Notes: Mbombera Song Notation (Projectable) and Song Teacher Notes: Clouds</p>

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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.	SE/TE: Song Notation (Projectable) and Song Teacher Notes: Old MacDonald Song Notation (Projectable) and Song Teacher Notes: Hey, Hey, Look at Me Song Notation (Projectable) and Song Teacher Notes: Going on a Picnic
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: Ég a gyertya (Candle Burning Bright) Song Notation (Projectable) and Song Teacher Notes: Juanito (Little Johnny) Song Notation (Projectable) and Song Teacher Notes: Fais dodo (Close Your Eyes) Song Notation (Projectable) and Song Teacher Notes: Ikhanda, maslombe (My Head and My Shoulders) Song Notation (Projectable) and Song Teacher Notes: A la rurru niño (Hush, My Little Baby)

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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</p> <p>Song Notation (Projectable) and Song Teacher Notes: Rig-a-Jig-Jig</p> <p>Song Notation (Projectable) and Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable) and Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable) and Song Teacher Notes: Going on a Picnic</p> <p>Song Notation (Projectable) and Song Teacher Notes: Pon, pon, pon</p> <p>Song Notation (Projectable) and Song Teacher Notes: Uga, uga, uga (Cake! Cake! Cake!)</p> <p>Song Notation (Projectable) and Song Teacher Notes: You're Not Ev'rybody</p> <p>Song Notation (Projectable) and Song Teacher Notes: Happy Birthday to You</p>