

A Correlation of
Online Learning Exchange™
Interactive Music
powered by Silver Burdett™
Grade 2, ©2016



To the
West Virginia
2016-2022
Group III – Music

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PUBLISHER:	Savvas Learning Company		
SUBJECT:	Music	SPECIFIC GRADE:	Grade 2
COURSE:	Group III-Music K-2	TITLE	Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred
COPYRIGHT:	2016		
SE ISBN:	9781418262273 (Grade Level Package)	TE ISBN:	Package includes Interactive Music teacher & student content.

NON-NEGOTIBLE EVALUATION CRITERIA

**2016-2022
Group III - Music
Kindergarten – Grade 2**

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			<p>1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>Interactive Music Powered by Silver Burdett™ with Alfred presents concepts, content, and illustrations that represent inter-ethnic and diverse cultural groups. Songs and recordings in Interactive Music provide opportunities for students to experience authentic music from many cultures. Every non-English song in the program has a supporting Audio Track performed by a native female singer. Illustrations and art work representing various cultures and ethnic groups support the lessons with appropriate visuals to engage and motivate learning.</p> <p><i>Bob-a-Needle Song Notation (Projectable)</i> <i>Au clair de la lune: Song Pronunciation Practice Track</i> <i>Xiao yin chuan (Silver Moon Boat): Song Notation (Projectable)</i> <i>Achshav: Enrichment Activity (Projectable)</i></p>

			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>The instructional materials in Interactive Music Powered by Silver Burdett™ with Alfred provide biographies of renowned male and female performers and composers who have made major contributions to the world of music. Throughout the program, songs and listening selections are included to emphasize the increasing recognition of women during the twentieth century while continuing to emphasize the experiences and achievements of both genders. <i>Recorded Interviews with Rosalyn Burrough, Igor Stravinsky, Evelyn Glennie, Aaron Copland</i> <i>Music Makers Multimedia Reference: Ella Fitzgerald, Pete Seeger, Amy Beach, William Schuman, Louis Armstrong</i></p>
			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>Interactive Music is a web-based program compatible with all interactive whiteboards and includes Interactive Activities, Projectable presentations, iPad-compatible activities, Audio tracks (downloadable, streamable, and on CD-ROM), and printables.</p>
			<p>4. BIAS The instructional material is free of political bias.</p>	<p>Interactive Music is free of political bias.</p>

GENERAL EVALUATION CRITERIA

2016-2022 Group III - Music Kindergarten – Grade 2

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
	<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>				
21st Century Music Education Content Standards and Objections Policy 2520.10:					
Performing (Performing, Presenting, Producing)					
<i>The instructional materials will:</i>					
Old Texas: Song Notation (Projectable) and Song Teacher Notes John Kanaka: Song Notation (Projectable) and Song Teacher Notes	1. support student understanding through inquiry-based learning that builds on prior knowledge and experiences of singing alone and/or with others.	I	A	M	N
Recycle Rap: Instructional Activity (Projectable) (Found Sound) and Instructional Activity Teacher Notes Tideo: Instructional Activity (Projectable) and Instructional Activity Teacher Notes	2. support student understanding through inquiry-based learning that builds on prior knowledge and experience of performing on instruments, alone and with others.	I	A	M	N

<p>Through a partnership with Naxos of America, Interactive Music provides supplemental materials within each grade level course. Content from this partnership includes Listening Tracks and Interactive and Animated Listening Activities</p>	<p>3. provide supplemental materials of a varied repertoire of music.</p>					
<p>Thinking and Problem-Solving Skills (Exploring) <i>The instructional materials will:</i></p>						
<p>Shoo Fly: Listening Activity (Interactive) and Listening Activity Teacher Notes Hoedown Fiddle Tunes: Listening Activity (Interactive) and Listening Activity Teacher Notes</p>	<p>4. foster complex analysis of content that is presented in a variety of mediums; promote development of mental perspectives; develop life-long curiosity about the arts; and/or reference the historical influences of the arts.</p>					
<p>Chicka Hanka: Song Notation (Projectable) and Song Teacher Notes Tideo: Song Notation (Projectable) and Song Teacher Notes Great Big House: Song Notation (Projectable) and Song Teacher Notes Rocky Mountain: Song Notation (Projectable) and Song Teacher Notes</p>	<p>5. present standard rhythmic and melodic notation in a developmentally appropriate sequence.</p>					
<p>Xiao yin chuan (Silver Moon Boat): Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes La víbora (The Serpent): Song Notation (Projectable) and Song Teacher Notes</p>	<p>6. use global connections to expand musical experiences.</p>					

<p>Every Morning When I Wake Up: Song Notation (Projectable) and Song Teacher Notes</p> <p>Kum bachur atzel (Hear the Rooster Crowing): Song Notation (Projectable) and Song Teacher Notes</p> <p>Shake My Maracas: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>7. support personalized learning through developmentally appropriate materials and content, including enrichment activities.</p>							
<p>Four in a Boat: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Great Big House: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>8. provide a music theory component.</p>							
<p>Creating</p> <p><i>The instructional materials will:</i></p>								
<p>Recycle Rap: Instructional Activity (Projectable) (Found Sound) and Instructional Activity Teacher Notes, page 3</p> <p>Banjo Sam: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Chicka Hanka: Song Notation (Projectable) and Song Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>9. provide multiple and varied instructional materials for improvisation and composition to utilize different medium (i.e., instrumental, vocal, and electronic music) at all levels.</p>							

<p>Shake Them 'Simmons Down: Movement Directions</p> <p>Xiao yin chuan (Silver Moon Boat): Movement Directions</p> <p>Down the Ohio: Song Notation (Projectable) and Song Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Precipitation Day: Movement Directions</p>	<p>10. provide varied and multiple movement-based activities.</p>						
<p>Developmentally Appropriate Instructional Resources and Strategies:</p> <p><i>For student mastery of content standards and objectives, the instructional materials will:</i></p>							
<p>El florón (The Flower) Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Down the Ohio: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Skinamarink: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>11. offer interdisciplinary connections.</p>						
<p>Hoedown Fiddle Tunes: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Stars and Stripes Forever (Sousa): Listening Activity (Interactive) and Listening Activity Teacher Notes</p>	<p>12. provide resources to connect the social, political, cultural and economic contexts of works of art while maintaining in-depth focus on each work.</p>						

<p>Shoo Fly: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Hoedown Fiddle Tunes: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>See also: Music Maker Multimedia Resources and Recorded Interviews</p>	<p>13. provide multiple and varied resources for the study of art careers to increase arts literacy across disciplines.</p>				
<p>Stars and Stripes Forever: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Divertimento in B-flat major, K. Anh. 227: I. Allegro: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Allemande IV-III-IV (anon): Listening Animated Map and Listening Activity Teacher Notes</p> <p>Grand Canyon Suite: "Cloudburst" (Grofé): Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>14. provide multiple and varied resources to study works of art.</p>				

Assessment / Interpersonal and Self-Direction Skills

The instructional materials will:

<p>Leatherwing Bat: Song Notation (Projectable) and Song Teacher Notes</p> <p>Somebody Waiting: Song Notation (Projectable) and Song Teacher Notes</p> <p>Bob-a-Needle: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Every Morning When I Wake Up: Song Notation (Projectable) and Song Teacher Notes</p> <p>Banjo Sam: Instructional Activity (Interactive) and Instructional Activity Teacher Notes, page 3</p>	<p>15. provide tools for assessment to include diagnostic and formative and summative assessments. These assessments will be presented in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).</p>						
<p>Banjo Sam: Instructional Activity (Interactive) and Instructional Activity Teacher Notes, page 3</p> <p>Bob-a-Needle: Movement Directions</p>	<p>16. provide opportunity for student self-assessments.</p>						
<p>Banjo Sam: Instructional Activity (Interactive) and Instructional Activity Teacher Notes, page 3</p>	<p>17. provide teachers with tools to develop student self-assessments.</p>						

Organization, Presentation, and Format

The instructional materials will:

<p>Le banjo (Gottschalk): Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>Down in the Valley Two by Two: instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>18. offer a variety of visual aids including graphic organizers, graphs, charts, and listening guides.</p>					
<p>Interactive Music is a web-based program compatible with all interactive whiteboards and includes Interactive Activities, Projectable presentations, iPad-compatible activities, Audio tracks (downloadable, streamable, and on CD-ROM), and printables.</p>	<p>19. provide interactive resource(s) (i.e., website, app, DVD, CD, interactive white boards).</p>					
<p>Recycle Rap: Song Notation (Projectable) and Song Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Song Notation (Projectable) and Song Teacher Notes</p> <p>Riddle Ree: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>20. support differentiated instruction.</p>					

<p>Interactive Music includes a complete Scope and Sequence as an electronic (PDF) document. At each grade level, Lesson Packets offer a suggested sequence of instruction. From the Home Page, click Subscriptions, choose a grade level, then click on Lesson Sequence.</p>	<p>21. present materials in developmental scope and sequence.</p>					
<p>Haere: Song Notation (Projectable) and Song Teacher Notes</p> <p>La mar estaba serena (The Sea Is Calm): Song Notation (Projectable) and Song Teacher Notes</p> <p>Bob-a-Needle: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>22. include text-based questions and performance tasks that address and support music terminology and music literacy.</p>					
<p>Personal and Workplace Productivity Skills</p> <p><i>Instructional materials will provide students with opportunity to:</i></p>						
<p>Shake My Maracas: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>23. conduct research, validate source and report ethically on findings.</p>					
<p>Join the Conga Line: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>24. identify, evaluate, and apply appropriate technology tools for a variety of purposes.</p>					
<p>Recycle Rap: Instructional Activity (Projectable) (Found Sound) and Instructional Activity Teacher Notes</p> <p>Grand Canyon Suite: "Cloudburst" (Grofé): Listening Activity (Projectable) and Listening Activity Teacher Notes, page 4</p>	<p>25. work collaboratively.</p>					

Shake My Maracas: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes	26. engage in self-directed inquiry.						
Rocky Mountain: Song Notation (Projectable) and Song Teacher Notes Zudio: Movement Directions	27. practice time-management and project management skills.						

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Music Kindergarten-Grade 2

K-2 students explore the world of music through singing, playing instruments, moving and listening. They develop a beginning recognition of simple music notation and an awareness of the singing voice. Opportunities are provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness is introduced to the student through experiencing the music of other cultures. Collaboration skills are emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills are sharpened as students are taught to actively listen and respond to what they hear. Their creativity and problem-solving skills are developed through simple composition and improvisation. Students begin relating music to other disciplines, including literature, math, science, and visual art.

WV Standard 1: Performing

Singing, playing, and moving are fundamental processes of musical expression. Basic performing skills in singing and in playing a variety of pitched and non-pitched instruments are developed in the K-8 general music area of study. Students who participate in the concentrated study of choral and/or instrumental music area of study will develop advanced musical skills and technical accuracy through a varied repertoire of musical literature. Piano and fold music areas of study may also be taught at the high school level.

WV Standard 2: Exploring

Skills in the analysis of music enables students to listen to a wide variety of music with discernment and enjoyment. Broad experiences with a variety of music assist students in evaluating musical works and performances. The ability to read and notate music is the foundation for independent study and performance. Exploring musical notation is a key to lifelong learning and participation in music. Music reading experiences begin in kindergarten and are stressed through all levels of study.

WV Standard 3: Creating

Creating music by improvisation and composition is encouraged and developed through experiences in music. Students at the secondary level may further develop improvisation and composition skills through participation in small ensembles and classes in music theory or composition.

WV Standard 4: Relating

Students will be encouraged to explore the commonalities and relationship between music and other disciplines. As it becomes easier to maneuver around our world, students must become more diverse in their knowledge of history, other cultures and the importance of music as it pertains to these. In an increasingly independent world, students must develop awareness of diversity in cultures and the uniqueness of music to cultures.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses					
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N	
Performing						
Banjo Sam: Song Notation (Projectable) and Song Teacher Notes Down the Ohio: Song Notation (Projectable) and Song Teacher Notes Dr. Seuss, We Love You: Song Notation (Projectable) and Song Teacher Notes Old Texas: Song Notation (Projectable) and Song Teacher Notes La mar estaba serena (The Sea is Calm): Song Notation (Projectable) and Song Teacher Notes	1. participate in singing a variety of songs.					
Abiyoyo, Song Notation (Projectable) and Song Teacher Notes America: Song Notation (Projectable) and Song Teacher Notes	2. sing loudly and softly.					
Frog and Toad Together: Song Notation (Projectable) and Song Teacher Notes Dr. Seuss, We Love You: Song Notation (Projectable) and Song Teacher Notes	3. sing high and low pitches.					

<p>Knock, Knock!: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Old Texas: Song Notation (Projectable) and Song Teacher Notes</p>	<p>4. echo a simple rhythmic pattern.</p>					
<p>Hosisipa: Song Notation (Projectable) and Song Teacher Notes</p> <p>Shake Them 'Simmons Down: Song Notation (Projectable) and Song Teacher Notes</p>	<p>5. perform steady beat and melodic rhythm.</p>					
<p>Canoe Song: Song Notation (Projectable) and Song Teacher Notes</p> <p>Kum bachur atzel (Hear the Rooster): Song Notation (Projectable) and Song Teacher Notes</p>	<p>6. perform rhythms using quarter notes, quarter rests, beamed eighth notes, half notes and half rests.</p>					
<p>Ev'rybody Smiles in the Same Language: Instructional Activity (Projectable) (Phrases) and Instructional Activity (Phrases) Teacher Notes</p> <p>The Four Seasons: "Winter" (Vivaldi): Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>7. communicate by moving expressively to music.</p>					
<p>La mar estaba serena (The Sea Is Calm): Song Notation (Projectable) and Song Teacher Notes</p> <p>Somebody Waiting: Song Notation (Projectable) and Song Teacher Notes</p>	<p>8. demonstrate slow and fast tempi through movement.</p>					

<p>Frog and Toad Together: Song Notation (Projectable) and Song Teacher Notes</p> <p>Dr. Seuss, We Love You: Song Notation (Projectable) and Song Teacher Notes</p>	<p>9. demonstrate high and low pitches through movement.</p>					
<p>La vibora: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>We Wish You a Merry Christmas: Song Notation (Projectable) and Song Teacher Notes</p>	<p>10. demonstrate strong and weak beats through movement.</p>					
<p>El florón: Instructional Activity (Projectable) and Instructional activity Teacher Notes</p>	<p>11. demonstrate AB form through movement.</p>					
<p>Chicka Hanka: Song Notation (Projectable) and Song Teacher Notes</p> <p>Four in a Boat: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Tideo: instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>12. perform an accompaniment to song, i.e., rhythm instruments, melodic instruments, or body percussion.</p>					

Exploring						
This standard is met in grades K & 1	1. identify and distinguish uses of the voice, i.e., whisper, shout, speak and sing.					
Dr. Seuss, We Love You: Song Notation (Projectable) and Song Teacher Notes Great Big House: Song Notation (Projectable) and Song Teacher Notes	2. identify and manipulate/notate high and low pitches on a music staff.					
Down the Ohio: Song Notation (Projectable) and Song Teacher Notes Shake Them 'Simmons Down: Instructional Activity (Interactive) and Instructional Activity Teacher Notes	3. identify steps, skips, and leaps in staff notation.					
Skinamarink: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes Tideo: Song Notation (Projectable) and Song Teacher Notes	4. distinguish between steady beat and rhythmic patterns.					
Canoe Song: Song Notation (Projectable) and Song Teacher Notes Kum bachur atzel (Hear the Rooster Crowing): Song Notation (Projectable) and Song Teacher Notes	5. read notation for quarter notes, quarter rests, beamed eighth notes, half notes and half rests.					
Kum bachur atzel (Hear the Rooster Crowing): Song Notation (Projectable) and Song Teacher Notes Chicka Hanka: Song Notation (Projectable) and Song Teacher Notes	6. read rhythmic notation in 2/4 and 4/4 meter.					

<p>Banjo Sam: Song Snippet (Animated) and Song Snippet Teacher Notes</p> <p>Every Morning When I Wake Up: Song Notation (Projectable) and Song Teacher Notes</p> <p>Precipitation Day: Song Notation (Projectable) and Song Teacher Notes</p>	<p>7. distinguish between same and different musical phrases.</p>					
<p>Frog and Toad Together: Song Notation (Projectable) and Song Teacher Notes</p> <p>Le banjo (Gottschalk): Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>8. identify introduction and coda.</p>					
<p>B-A, Bay: Song Notation (Projectable) and Song Teacher Notes</p> <p>El florón: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Shoo Fly: Song Notation (Projectable) and Song Teacher Notes</p>	<p>9. identify same and different sections of music, e.g., AB form, verse/refrain staff.</p>					
<p>Kum bachur atzel (Hear the Rooster Crowing): Song Notation (Projectable) and Song Teacher Notes</p> <p>Precipitation Day: Song Notation (Printable) and Song Teacher Notes, page 2</p> <p>Shake My Maracas: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>10. identify and demonstrate proper use of repeat signs.</p>					
<p>Abiyoyo: Song Notation (Projectable) and Song Teacher Notes</p> <p>Haere: Song Notation (Projectable) and Song Teacher Notes</p>	<p>11. define piano (p) and forte (f).</p>					

<p>Somebody Waiting: Song Notation (Projectable) and Song Teacher Notes</p> <p>Dr. Seuss, We Love You: Song Notation (Projectable) and Song Teacher Notes</p>	<p>12. define Allegro and Adagio.</p>					
<p>Banjo Sam: instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Bob-a-Needle Movement Activity</p>	<p>13. evaluate their own musical performance, e.g., pitch, dynamics, tempo.</p>					
<p>Bob-a-Needle: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Four in a Boat: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Knock, Knock: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Olé: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>She'll Be Comin' 'Round the Mountain: Song Notation (Projectable) and Song Teacher Notes</p>	<p>14. identify musical instruments, e.g., classroom, symphonic, folk, global, etc.</p>					

Creating						
<p>Chicka Hanka: Song Notation (Projectable) and Song Teacher Notes</p> <p>Four in a Boat: Song Notation (Projectable) and Song Teacher Notes</p> <p>My Foot's in My Stirrup: Song Notation (Projectable) and Song Teacher Notes</p>	1. improvise a melodic or rhythmic phrase.					
<p>Precipitation Day: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Grand Canyon Suite: "Cloudburst" (Grofé): Listening Activity (Projectable) and Listening Activity Teacher Notes, pages 4-5</p>	2. create appropriate sounds to accompany stories or poems.					
This standard is met in grade 1	3. compose a rhythmic or melodic pattern to represent a character in a story.					
<p>Four in a Boat: Song Notation (Projectable) and Song Teacher Notes</p> <p>John Kanaka: Song Notation (Projectable) and Song Teacher Notes</p>	4. improvise on a melodic instrument within specified guidelines.					
My Foot's in My Stirrup: Song Notation (Projectable) and Song Teacher Notes	5. improvise a rhythmic accompaniment for a song.					

<p>Every Morning When I Wake Up: Song Notation (Projectable) and Song Teacher Notes</p> <p>Leatherwing Bat: Song Notation (Projectable) and Song Teacher Notes</p>	<p>6. compose an original composition.</p>						
<p>My Foot's in My Stirrup: Song Notation (Projectable) and Song Teacher Note</p> <p>Rocky Mountain: Instructional Activity (Interactive) and Instructional Activity Teacher Note</p>	<p>7. compose a piece of music in AB form.</p>						
<p>Relating</p>							
<p>Shake My Maracas: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Skinnamarink: Enrichment Activity (Interactive) and Enrichment activity Teacher Notes</p> <p>Grand Canyon Suite: "Cloudburst" (Grofé): Listening Activity (Projectable) and Listening activity Teacher Notes, pages 3-4</p>	<p>1. relate music to other disciplines, e.g., children's literature, math, science, visual art, etc.</p>						
<p>America: Song Notation (Projectable) and Song Teacher Notes</p> <p>Allemande IV-III-IV (Anonymous): Listening Animated Map and Listening Animated Map Teacher Notes</p>	<p>2. discuss social responsibility through appropriate audience behavior.</p>						

<p>America: Song Notation (Projectable) and Song Teacher Notes</p> <p>Down the Ohio: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Banjo Sam: Song Notation (Projectable) and Song Teacher Notes</p> <p>Down in the Valley: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>3. demonstrate civic literacy by singing and discussing American folk songs and songs with patriotic texts.</p>							
<p>Down in the Valley: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Banjo Sam: Song Notation (Projectable) and Song Teacher Notes</p> <p>Cookie: Song Notation (Projectable) and Song Teacher Notes</p> <p>We Wish You a Merry Christmas: Song Notation (Projectable) and Song Teacher Notes</p> <p>Xiao yin chuan (Silver Moon Boat): Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>4. sing and discuss Appalachian, global, and holiday songs.</p>							

<p>Singing Games that can be used for comparison:</p> <p>Bob-a-Needle: Movement Directions</p> <p>El florón: Song Teacher Notes</p> <p>Hosisipa: Song Teacher Notes</p> <p>How Many Miles to Babylon: Song Teacher Notes</p> <p>La víbora: Movement Directions</p> <p>Somebody Waiting: Song Teacher Notes</p>	<p>5. compare singing games from various global cultures.</p>						
<p>Somebody Waiting: Song Notation (Projectable) and Song Teacher Notes</p> <p>America: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>6. discuss how music is used in daily life, e.g., television, radio, Internet, etc.</p>						
<p>Shoo Fly: Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Pastoral Symphony: IV. Thunderstorm (Beethoven): Listening Activity (Interactive) and Listening Activity Teacher Notes</p>	<p>7. discuss the roles of musicians in society.</p>						

<p>Cookie: Song Notation (Projectable) and Song Teacher Notes</p> <p>Achshav: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Down in the Valley: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>8. identify instruments unique to various global cultures.</p>						
<p>Shoo Fly: Song Notation (Projectable) and Song Teacher Notes</p> <p>Somebody Waiting: Song Notation (Projectable) and Song Teacher Notes</p>	<p>9. discuss Italian origin of music terminology.</p>						