

A Correlation of
Online Learning Exchange™
Interactive Music
powered by Silver Burdett™
Grade 5, ©2016



To the
West Virginia
2016-2022
Group III – Music

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PUBLISHER:	Savvas Learning Company		
SUBJECT:	Music	SPECIFIC GRADE:	Grade 5
COURSE:	Group III-Music Grade 3-5	TITLE	Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred
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SE ISBN:	9781418262303 (Grade Level Package)	TE ISBN:	Package includes Interactive Music teacher & student content.

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Music
Grade 3-5

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>Come Hear the Band: Song Notation (Projectable)</i> <i>Erie Canal: Enrichment Activity (Projectable)</i> <i>A Hero In Us All: Enrichment Activity (Projectable)</i> <i>Meng jian nu: Song Pronunciation Practice Track</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.</p> <p><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
Grade 3-5**

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>					
Camptown Races: Song Notation (Projectable) and Song Teacher Note Ego sum pauper (Nothing Do I Own): Song Notation (Projectable) and Song Teacher Note Tancovačka (Dancing): Song Notation (Projectable) and Song Teacher Note	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
Laredo: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes Singin’ in the Rain: Play-Along Recorder (Projectable) and Play-Along Recorder 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 partnerships with Naxos of America and Opus You, Interactive Music provides supplemental materials within each grade level course. Content from these partnerships include Listening Tracks, Interactive and Animated Listening Activities, and videos of students performing orchestral works.</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>Shenandoah: Listening Activity (Projectable) and Listening Activity Teacher Notes I Love a Piano: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes Ev'ry Time I Feel the Spirit: Song Notation (Projectable) and Song 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>Drill Ye Tarriers: Music Reading Notation (Projectable) and Music Reading Teacher Notes Arirang: Music Reading Notation (Projectable) and Music Reading Teacher Notes Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song Teacher Notes Erie Canal: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>5. present standard rhythmic and melodic notation in a developmentally appropriate sequence.</p>					

<p>A Big Wide Wonderful World: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song Teacher Notes</p>	<p>6. use global connections to expand musical experiences.</p>					
<p>Sing, Sing, Sing: Play-Along Percussion Teacher Notes</p> <p>Mango Walk: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Singin' In the Rain: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>7. support personalized learning through developmentally appropriate materials and content, including enrichment activities.</p>					
<p>Erie Canal: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>De colores: Song Notation (Projectable) and Song Teacher Notes</p> <p>Tumba: Song Notation (Projectable) and Song Teacher Notes</p>	<p>8. provide a music theory component.</p>					

Creating

The instructional materials will:

<p>Over There: Song Notation (Projectable) and Song Teacher Notes</p> <p>Sing, Sing, Sing: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> <p>Arirang: Song Notation (Projectable) and Song Teacher Notes</p> <p>Meng jian nu: Song Notation (Projectable) and Song Teacher Notes</p> <p>Sing, Sing, Sing: Song Notation (Projectable) and Song 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>Adelita: Song Notation (Projectable) and Song Teacher Notes</p> <p>Come Hear the Band: Movement Activity</p> <p>Erie Canal: Movement Activity</p> <p>Shenadoah: Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>10. provide varied and multiple movement-based activities.</p>						

Developmentally Appropriate Instructional Resources and Strategies:

For student mastery of content standards and objectives, the instructional materials will:

<p>Shenandoah: Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>I Love a Piano: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Cho'i hát bô (The Theater Game): Song Notation (Projectable) and Song Teacher Notes</p> <p>Mango Walk: Enrichment Activity (Interactive) and Enrichment Activity Teacher notes</p>	<p>11. offer interdisciplinary connections.</p>					
<p>Pictures at an Exhibition: La grande port de Kiev: Animated Listening Map and Listening Activity Teacher Notes</p> <p>Funwa Alafia: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song 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>How Lucky You Are: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>How Lucky You Are: Song Teacher Notes</p> <p>Simple Gifts: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Recorded Interviews and Music Maker Audio Files including: Igor Stravinsky, Richard Rodgers, Aaron Copland and more.</p>	<p>13. provide multiple and varied resources for the study of art careers to increase arts literacy across disciplines.</p>					
<p>Pictures at an Exhibition: La grande port de Kiev: Animated Listening Map and Listening Activity Teacher Notes</p> <p>Overture and March "1776": Listening Activity (Projectable) and listening Activity Teacher Notes</p>	<p>14. provide multiple and varied resources to study works of art.</p>					
<p>Assessment / Interpersonal and Self-Direction Skills</p> <p><i>The instructional materials will:</i></p>						
<p>The Ash Grove: Song Notation (Projectable) and Song Teacher Notes</p> <p>California: Song Notation (Projectable) and Song Teacher Notes</p> <p>Happy Days Are Here Again: Song Notation (Projectable) and Song Teacher Notes</p> <p>How Lucky You Are: Song Notation (Projectable) and Song Teacher Notes</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>					

I Love the Mountains: Instructional Activity (Interactive) and Instructional Activity Teacher Notes						
Sing, Sing, Sing: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes The Ash Grove: Song Notation (Projectable) and Song Teacher Notes Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song Teacher Notes	16. provide opportunity for student self-assessments.					
The Ash Grove: Song Notation (Projectable) and Song Teacher Notes	17. provide teachers with tools to develop student self-assessments.					
<p>Organization, Presentation, and Format</p> <p><i>The instructional materials will:</i></p>						
L'Orfeo: Lasciate i monti: Animated Listening Map and Listening Activity Teacher Notes With Valor and Honor: Listening Activity (Projectable) and Listening Activity Teacher Notes	18. offer a variety of visual aids including graphic organizers, graphs, charts, and listening guides.					
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.	19. provide interactive resource(s) (i.e., website, app, DVD, CD, interactive white boards).					

<p>Turn the Beat Around: Play-Along Recorder (Projectable) and Play-Along Recorder Teacher Notes</p> <p>Sing, Sing, Sing: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> <p>I Love the Mountains: Song Notation (Projectable) and Song 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>Strike Up the Band: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Peace Like a River: Song Notation (Projectable) and Song 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>Wabash Cannonball: Song Notation (Projectable) and Song Teacher Notes, pages 3-4</p> <p>Simple Gifts: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes, page 3</p>	<p>23. conduct research, validate source and report ethically on findings.</p>					

<p>Get On Your Feet: Song Notation (Projectable) and Song Teacher Notes, page 2</p> <p>Wabash Cannonball: Song Notation (Projectable) and Song Teacher Notes, pages 3-4</p>	<p>24. identify, evaluate, and apply appropriate technology tools for a variety of purposes.</p>						
<p>A Hero In Us All: Enrichment Activity (projectable) and Enrichment Activity Teacher Notes</p> <p>Cho'i hát bô (The Theater Game): Song Notation (Projectable) and Song Teacher Notes</p> <p>Get On Your Feet: Song Teacher Notes, page 2</p>	<p>25. work collaboratively.</p>						
<p>A Hero In Us All: Enrichment Activity (projectable) and Enrichment Activity Teacher Notes</p>	<p>26. engage in self-directed inquiry.</p>						
<p>Cho'i hát bô (The Theater Game): Song Notation (Projectable) and Song Teacher Notes</p>	<p>27. practice time-management and project management skills.</p>						

SPECIFIC EVALUATION CRITERIA

2016-2022 Group III - Music Grade 3-5

Grade 3-5 students develop further independence in the use of the singing voice. Terms are added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history 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				
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Performing					
Simple Gifts: Song Notation (Projectable) and Song Teacher Notes Singin' in the Rain: Song Notation (Projectable) and Song Teacher Notes Erie Canal: Song Notation (Projectable) and Song Teacher Notes Joshua Fought the Battle: Song Notation (Projectable) and Song Teacher Notes	1. expand singing songs in major and minor keys.				
I Love the Mountains: Song Snippet (Animated) and Song Snippet Teacher Note De colores: Song Notation (Projectable) and Song Teacher Notes I Love the Mountains: Song Notation (Projectable) and Song Teacher Notes	2. sing or perform an ostinato.				

<p>Come Hear the Band: Song Notation (Projectable) and Song Teacher Notes</p> <p>Tumba: Song Notation (Projectable) and Song Teacher Notes</p> <p>Ego sum pauper (Nothing Do I Own): Song Notation (Projectable) and Song Teacher Notes</p>	<p>3. sing two part round and partner songs.</p>						
<p>Down By the Riverside: Song Notation (Projectable) and Song Teacher Notes</p> <p>Happy Days Are Here Again: Song Notation (Projectable) and Song Teacher Notes</p>	<p>4. perform syncopated patterns.</p>						
<p>Drill Ye Tarriers: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>I Love the Mountains: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>5. perform rhythmic patterns from notation.</p>						
<p>Arirang: Music Reading (Projectable) and Music Reading Teacher Notes, page 2</p> <p>Simple Gifts: Play-Along Recorder (Projectable) and Interactive Fingering Chart and Play-Along recorder Teacher Notes</p> <p>Singin' In the Rain: Play-Along Recorder (Projectable) and Play-Along Recorder Teacher Notes</p>	<p>6. play melodic patterns from notation.</p>						

<p>Old Chisholm Trail: Song Notation (Projectable) and Song Teacher Notes</p> <p>Still, Still, Still: Song Notation (Projectable) and Song Teacher Notes</p> <p>I Love a Piano: Play-Along Keyboard (Projectable or Printable) and Play-Along Keyboard Teacher Notes</p>	<p>7. play chords to harmonize melody.</p>						
<p>Old Chisholm Trail: Song Notation (Projectable) and Song Teacher Notes</p> <p>Simple Gifts: Orff Arrangement (Printable) and Orff Arrangement Teacher Notes</p> <p>Drill Ye Tarriers: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p>	<p>8. accompany singing on a variety of classroom instruments.</p>						
<p>Shenandoah: Orff Arrangement (Printable) and Orff Arrangement Teacher Notes</p> <p>Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song Teacher Notes, page 3</p>	<p>9. perform rhythmic and melodic patterns to add special effects to songs.</p>						
<p>Battle Hymn of the Republic: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>10. demonstrate presto, moderato, andante, and largo through movement.</p>						
<p>This standard is met in grade 3</p> <p>To review these concepts see:</p> <p>Peace Like a River: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>11. demonstrate ritardando and accelerando and a tempo through movement.</p>						

Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes	12. perform music containing crescendo and diminuendo.						
I Vow to you My Country: Song Notation (Projectable) and Song Notation Teacher Notes	13. communicate ABA form through movement.						
This standard is met in grade 4 To review rondo form see: Joshua Fought the Battle of Jericho: Instructional Activity (Interactive) Teacher Notes	14. communicate rondo form through movement.						
Laredo: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes	15. sing or play instruments, following the cues of a conductor.						

Exploring							
Come Hear the Band: Instructional Activity (Interactive) and Instructional Activity Teacher Notes Old Chisholm Trail: Song Notation (Projectable) and Song Notation Teacher Notes Still, Still, Still (Sleep Dearest Child): Song Notation (Projectable) and Song Notation Teacher Notes	1. identify aurally and visually orchestra, band and folk instruments.						
Come Hear the Band: Instructional Activity (Interactive) and Instructional Activity Teacher Notes	2. distinguish between an orchestra and a band.						

<p>California: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Cindy: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>3. expand previously learned notation to include single eighth notes and rests and beamed sixteenth notes.</p>					
<p>De colores: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Strike Up the Band: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>4. expand previously learned notation to include whole notes and rests and dotted half notes.</p>					
<p>Cindy: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Meng Jian Nu: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Himmel und Erde (Music Alone Shall Live): Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>5. read notation for songs.</p>					
<p>De colores: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Himmel und Erde (Music Alone Shall Live): Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>6. read rhythmic notation in 3/4 meter.</p>					
<p>De colores: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Strike Up the Band: Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>7. identify a treble clef.</p>					
<p>Turn the Beat Around: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>8. identify bass clef.</p>					

<p>Get On Your Feet: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Las velitas (Candles Burning Bright): Song Notation (Projectable) and Song Teacher Notes</p>	<p>9. identify notes on the treble clef staff by letter name.</p>					
<p>Strike Up the Band: Song Notation (Projectable) and Song Teacher Notes</p> <p>Strike Up the Band: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>10. identify use of sharps and flats.</p>					
<p>Las velitas (Candles Burning Bright): Song Notation (Projectable) and Song Teacher Notes</p> <p>Get On Your Feet: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>11. manipulate/notate notes for the major scale.</p>					
<p>Tama tu: Song Notation (Projectable) and Song Teacher Notes, page 2</p> <p>Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>12. identify pp, p, mp, mf, f, ff dynamics.</p>					
<p>Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>13. recognize the symbols for crescendo and diminuendo.</p>					
<p>Deck the Hall: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Over There: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>14. identify the four vocal parts: soprano, alto, tenor, bass.</p>					

Tama tu: Song Notation (Projectable) and Song Notation Teacher Notes	15. identify and demonstrate staccato and legato.						
Laredo: Play-Along Recorder and Play-Along Percussion and corresponding Teacher Notes Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes	16. identify and demonstrate fermata.						
Peace Like a River: Song Notation (Projectable) and Song Notation Teacher Notes Battle Hymn of the Republic: Song Notation (Projectable) and Song Notation Teacher Notes	17. identify <i>ritardando</i> , <i>accelerando</i> and <i>a tempo</i> .						
Happy Days Are Here Again: Song Notation (Projectable) and Song Notation Teacher Notes De colores: Song Notation (Projectable) and Song Notation Teacher Notes	18. identify and demonstrate first and second endings.						
Happy Days Are Here Again: Song Notation (Projectable) and Song Notation Teacher Notes Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes	19. identify and demonstrate D.C. al Fine and D.S.						

<p>I Vow to You My Country: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Joshua Fought the Battle: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>With Valor and Honor: Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>20. identify ABA form.</p>					
<p>The Ash Grove: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Come Ye Thankful People, Come: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Hitotsu toya (Temple Bells): Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>21. evaluate their own musical performances.</p>					
<p>Creating</p>						
<p>Get On Your Feet: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> <p>Shenandoah: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>1. improvise music questions and answers.</p>					
<p>Get On Your Feet: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>2. compose a piece using different dynamic levels.</p>					
<p>Peace Like a River: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>3. given a theme, create variations on that theme.</p>					
<p>Imbabura: Play-Along Keyboard Teacher Notes</p>	<p>4. compose a song in ABA form.</p>					

<p>Joshua Fought the Battle: instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>5. compose a piece using rondo form.</p>					
<p>Relating</p>						
<p>This standard is met in grade 4 To review the concepts or prepare for a production see: How Lucky You Are: Enrichment Activity (projectable) and Enrichment Activity Teacher Notes</p>	<p>1. collaborate with others in a musical play.</p>					
<p>Overture and March “1776” (Ives): Listening Activity (Projectable) and Listening Activity Teacher Notes Shenandoah: Listening activity (Projectable) and Listening Activity Teacher Notes</p>	<p>2. create a visual artwork for a piece of music or create music for visual art.</p>					
<p>Introduction and Allegro for Harp, Flute, Clarinet and String Quartet: Listening Activity (Interactive) and Listening Activity Teacher Notes Overture and March “1776”: Listening Activity (Projectable) and Listening Activity Teachers Notes</p>	<p>3. compare and contrast works of art and music that are based upon the same event, subject, or mood.</p>					
<p>12 Danzas españolas, Op. 37, No. 5: Andaluza: Listening Map (Animated) and Listening Teacher Notes With Valor and Honor: Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>4. relate ABA forms in related arts.</p>					
<p>Tancovačka (Dancing): Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>5. sing and interpret foreign language songs from global cultures.</p>					

<p>De colores: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Cho'i hat boi (The Theater Game): Song Notation (Projectable) and Song Notation Teacher Notes</p>							
<p>Battle Hymn of the Republic: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Frosty, the Snowman: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>6. refine the use of Italian in music terminology.</p>						
<p>Battle Hymn of the Republic: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Over There: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Star-Spangled Banner: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>7. develop civic literacy by singing West Virginia and patriotic songs.</p>						
<p>Drill Ye Tarriers: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Ev'ry Time I Feel the Spirit: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Down By the Riverside: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>8. sing spirituals, gospel songs, and work songs and recognize their roles in American history.</p>						

<p>A Big Wide Wonderful World: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Camptown Races: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Peace Like a River: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Sing, Sing, Sing: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p>	<p>9. identify and discuss tone production for instruments and voices.</p>						
<p>How Lucky You Are: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Singin' In the Rain: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Simple Gifts: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>10. explore musical careers, e.g., conductor, composer, accompanist, etc.</p>						
<p>Simple Gifts: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>11. explore 21st century life skills relevant to musical careers, e.g., leadership, ethics, accountability, etc.</p>						
<p>I Vow to You My Country: Song Notation (Projectable) and Song Notation Teacher Notes</p> <p>Battle Hymn of the Republic: Song Notation (Projectable) and Song Notation Teacher Notes</p>	<p>12. discuss and demonstrate social responsibility through appropriate audience behavior.</p>						