

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



To the
West Virginia
2016-2022
Group III – Music

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| PUBLISHER: | Savvas Learning Company | | |
| SUBJECT: | Music | SPECIFIC GRADE: | Kindergarten |
| COURSE: | Group III Music K-2 | TITLE | Online Learning Exchange® Interactive Music Powered by Silver Burdett™ with Alfred |
| COPYRIGHT: | 2016 | | |
| SE ISBN: | 9781418262259 (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 | | | | |
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| 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>Jim Along Josie: Instructional Activity (Orff) (Projectable)</i> <i>Grizzly Bear: Instructional Activity (Projectable)</i> <i>Kaeru no uta (The Frog Song): Song Pronunciation Track</i></p> |

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| | | | <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, Leroy Anderson</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> | | | | | |
| Elephant Song: Song Notation (Projectable) and Song Teacher Notes Ee jer ha ba go (The Hungry Dog): Song Notation (Projectable) and Song Teacher Notes James Brown: 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. | | | | |
| Grizzly Bear: Instructional Activity (Projectable) (Orff Arrangement) and Orff Arrangement Teacher Notes Muffin Man: Play-Along Percussion (Projectable) and Play-Along Percussion 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. | | | | |

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| <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>Get On Board: Song Notation (Projectable) and Song Teacher Notes Old MacDonald Had a Farm (Anderson): Listening Activity (Projectable) and Listening Activity (Interactive) and Listening Activity Teacher Notes for each</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>Jim Along Josie: Song Notation (Projectable) and Song Teacher Notes Mon son pha (Mon Hides the Cloth) Song Notation (Projectable) and Song Teacher Notes Hey, Hey, Look at Me: Song Notation (Projectable) and Song Teacher Notes Down in the Meadow: Music Reading Notation (Projectable) and Music Reading Teacher Notes</p> | <p>5. present standard rhythmic and melodic notation in a developmentally appropriate sequence.</p> | | | | | |
| <p>Kaeru no uta (The Frog Song): Song Notation (Projectable) and Song Teacher Notes</p> | <p>6. use global connections to expand musical experiences.</p> | | | | | |

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| <p>Mbombera: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hey, Hey, Look at Me: Song Notation (Projectable) and Song Teacher Notes, page 2</p> <p>El caracol (Little Snail): 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>Down in the Meadow: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Little Red Wagon: 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>Little Spider: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>On a Log, Mister Frog: 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>The Old Gray Cat: Movement Directions</p> <p>A la ruru niño (Hush, My Little Baby): Song Notation (Projectable) and Song Teacher Notes</p> <p>Get on Board: Song Notation (Projectable) and Song Teacher Notes</p> <p>If You're Happy: Song Notation (Projectable) and Song Teacher Notes</p> | <p>10. provide varied and multiple movement-based activities.</p> | | | | | | |

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| Johnny Mister Brown: Song Notation (Projectable) and Song Teacher Notes | | | | | | | | |
| <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>Miss Susie Anna Sue: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Get On Board: Song Notation (Projectable) and Song Teacher Notes</p> <p>The Bus: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>El caracol (Snail's Dance): Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> | 11. offer interdisciplinary connections. | | | | | | | |
| <p>Fais dodo: Song Notation (Projectable) and Song Teacher Notes</p> <p>Get On Board: Song Notation (Projectable) and Song Teacher Notes</p> <p>O ma washi (Go Around the Cat's Eye): Song Notation (Projectable) and Song Teacher Notes</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>Old MacDonald Had a Farm: Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>See also: Music Maker Multimedia Resources and Recorded Interviews</p> | 13. provide multiple and varied resources for the study of art careers to increase arts literacy across disciplines. | | | | | | | |

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| <p>Kinderszenen (Scenes from Childhood): VII. Traumerei (Dreaming): Listening Activity (Interactive) and Listening Activity Teacher Notes</p> <p>Old MacDonald Had a Farm: Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>Old MacDonald Had a Farm: Listening Activity (Interactive) 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>Put the Beat in Your Feet: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>We Are Dear Little Birdies: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hey, Hey, Look At Me: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Dinner Music: 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> | | | | | | |
| <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> | <p>16. provide opportunity for student self-assessments.</p> | | | | | | |
| <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> | <p>17. provide teachers with tools to develop student self-assessments.</p> | | | | | | |

Organization, Presentation, and Format

The instructional materials will:

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| <p>Toy Symphony, Mvt. 1: Allegro (L. Mozart): Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>The Add-On Machine (Chappelle): Listening Animated Map and Listening Teacher Notes</p> <p>Johnny Mister Brown: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Andy Pandy: Instructional Activity (Orff) (Projectable) and Instructional 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>Jim Along Josie: Song Notation (Projectable) and Song Teacher Notes</p> <p>Ikhanda, maslombe (My Head and My Shoulders): Song Notation (Projectable) and Song Teacher Notes</p> | <p>20. support differentiated instruction.</p> | | | | | | |

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| <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>Little Red Wagon: Song Notation (Projectable) and Song Teacher Notes Galop (Shostakovich): Listening Activity (Projectable) and Listening Activity Teacher Notes, page 2</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 <i>Instructional materials will provide students with opportunity to:</i></p> | | | | | | |
| <p>Clouds: Song Notation (Projectable) and Song Teacher Notes, page 3 James Brown: Song Notation (Projectable) and Song Teacher Notes, page 3</p> | <p>23. conduct research, validate source and report ethically on findings.</p> | | | | | |
| <p>Miss Susie Anna Sue: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes El Caracol: 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>Looby Loo: Song Notation (Projectable) and Song Teacher Notes Rig-a-Jig-Jig: Song Notation (Projectable) and Song Teacher Notes</p> | <p>25. work collaboratively.</p> | | | | | |

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| <p>Clouds: Song Notation (Projectable) and Song Teacher Notes, page 3</p> <p>James Brown: Song Notation (Projectable) and Song Teacher Notes, page 3</p> | <p>26. engage in self-directed inquiry.</p> | | | | | | |
| <p>Rig-a-Jig-Jig: Song Notation (Projectable) and Song Teacher Notes, page 2</p> | <p>27. practice time-management and project management skills.</p> | | | | | | |

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 | | | | |
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| | I=In-depth, A=Adequate, M=Minimal, N=Nonexistent | I | A | M | N |
| Performing | | | | | |
| <p>Nanny Goat: Song Notation (Projectable) and Song Teacher Notes</p> <p>Muffin Man: Song Notation (Projectable) and Song Teacher Notes</p> <p>Mi cuerpo hace música (There's Music in Me): Song Notation (Projectable) and Song Teacher Notes</p> <p>James Brown: Song Notation (Projectable) and Song Teacher Notes</p> <p>Chippewa Lullaby: Song Notation (Projectable) and Song Teacher Notes</p> <p>Put the Beat in Your Feet: Song Notation (Projectable) and Song Teacher Notes</p> | <p>1. participate in singing a variety of songs.</p> | | | | |
| <p>Clouds: Song Notation (Projectable) and Song Teacher Notes</p> <p>A la ruru niño (Hush, My Little Baby): Song Notation (Projectable) and Song Teacher Notes</p> | <p>2. sing loudly and softly.</p> | | | | |

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| <p>Hey, Hey, Look at Me: Song Notation (Projectable) and Song Teacher Notes</p> <p>See-Saw Pulling straw: Song Notation (Projectable) and Song Teacher Notes</p> | <p>3. sing high and low pitches.</p> | | | | | | |
| <p>Little Spider: Song Notation (Projectable) and Song Teacher Notes</p> <p>Miss Susie Anna sue: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> | <p>4. echo a simple rhythmic pattern.</p> | | | | | | |
| <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> <p>Miss Susie Anna sue: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> | <p>5. perform steady beat and melodic rhythm.</p> | | | | | | |
| <p>On a Log, Mister Frog: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Johnny Works with One Hammer: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> | <p>6. perform rhythms using quarter notes, quarter rests, beamed eighth notes, half notes and half rests.</p> | | | | | | |
| <p>We Are Dear Little Birdies: Song Notation (Projectable) and Song Teacher Notes</p> <p>A la ruru niño (Hush, My Little Baby): Song Notation (Projectable) and Song Teacher Notes</p> | <p>7. communicate by moving expressively to music.</p> | | | | | | |

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| <p>Get On Board: Song Notation (Projectable) and Song Teacher Notes</p> <p>Little Red Wagon Movement Directions</p> | <p>8. demonstrate slow and fast tempi through movement.</p> | | | | | | |
| <p>Nanny Goat: Song Notation (Projectable) and Song Teacher Notes</p> <p>Bluebird, Bluebird: Song Notation (Projectable) and Song Teacher Notes</p> | <p>9. demonstrate high and low pitches through movement.</p> | | | | | | |
| <p>Johnny Works with One Hammer: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> | <p>10. demonstrate strong and weak beats through movement.</p> | | | | | | |
| <p>Looby Loo: Song Notation (Projectable) and Song Teacher Notes</p> <p>Rig-a-Jig-Jig: Song Notation (Projectable) and Song Teacher Notes</p> | <p>11. demonstrate AB form through movement.</p> | | | | | | |
| <p>Little Red Wagon: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Going on a Picnic: Song Notation (Projectable) and Song Teacher Notes, page 3</p> | <p>12. perform an accompaniment to song, i.e., rhythm instruments, melodic instruments, or body percussion.</p> | | | | | | |

| Exploring | | | | | | |
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| <p>James Brown: Song Notation (Projectable) and Song Teacher Notes</p> <p>Koriko!: Song Notation (Projectable) and Song Teacher Notes</p> <p>Tap It! Rap It!: Song Notation (Projectable) and Song Teacher Notes</p> | <p>1. identify and distinguish uses of the voice, i.e., whisper, shout, speak and sing.</p> | | | | | |
| <p>See-Saw Pulling Straw: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Ee jer ha ba go (The Hungry Dog): Song Notation (Projectable) and Song Teacher Notes, page 3</p> | <p>2. identify and manipulate/notate high and low pitches on a music staff.</p> | | | | | |
| <p>This standard is met in grades 1 and 2</p> <p>Preparation for this is provided in:</p> <p>Nanny Goat: Song Notation (Projectable) and Song Teacher Notes</p> | <p>3. identify steps, skips, and leaps in staff notation.</p> | | | | | |
| <p>Mon son pha (Mon Hides the Cloth): Song Notation (Projectable) and Song Teacher Notes</p> <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> | <p>4. distinguish between steady beat and rhythmic patterns.</p> | | | | | |
| <p>Do Your Ears Hang Low?: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Down In the Meadow: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> | <p>5. read notation for quarter notes, quarter rests, beamed eighth notes, half notes and half rests.</p> | | | | | |

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| <p>Johnny Works with One Hammer: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> | <p>6. read rhythmic notation in 2/4 and 4/4 meter.</p> | | | | | |
| <p>Fais dodo : Song Notation (Projectable) and Song Teacher Notes Going On a Picnic : Song Notation (Projectable) and Song Teacher Notes</p> | <p>7. distinguish between same and different musical phrases.</p> | | | | | |
| <p>This standard is met in grades 1 & 2</p> | <p>8. identify introduction and coda.</p> | | | | | |
| <p>Looby Loo : Song Notation (Projectable) and Song Teacher Notes Dinner Music: : 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>This standard is met in grades 1 & 2</p> | <p>10. identify and demonstrate proper use of repeat signs.</p> | | | | | |
| <p>This standard is met in grades 1 & 2 For lessons on soft and loud see: Clouds: Song Notation (Projectable) and Song Teacher Notes A la ruru niño (Hush, My Little Baby): Song Notation (Projectable) and Song Teacher Notes</p> | <p>11. define piano (p) and forte (f).</p> | | | | | |
| <p>This standard is met in grades 1 & 2 Preparation for this can be found in: Get On Board: Song Notation (Projectable) and Song Teacher Notes Little Red Wagon Movement Directions</p> | <p>12. define Allegro and Adagio.</p> | | | | | |

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| <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> <p>Tap It! Rap It!: Song Notation (Projectable) and Song Teacher Notes, page 2-3</p> | <p>13. evaluate their own musical performance, e.g., pitch, dynamics, tempo.</p> | | | | | | |
| <p>The Bus: Song Notation (Projectable) and Song Teacher Notes</p> <p>Johnny works With One Hammer: Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p> <p>Banjo Sam: Listening Activity Teacher Notes</p> | <p>14. identify musical instruments, e.g., classroom, symphonic, folk, global, etc.</p> | | | | | | |

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| <p>Creating</p> | | | | | | | |
| <p>Tap It! Rap It!: Song Notation (Projectable) and Song Teacher Notes</p> <p>Here We Go 'Round: Song Notation (Projectable) and Song Teacher Notes</p> | <p>1. improvise a melodic or rhythmic phrase.</p> | | | | | | |
| <p>Kaeru no uta (The Frog Song): Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Little Spider: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> | <p>2. create appropriate sounds to accompany stories or poems.</p> | | | | | | |
| <p>On a Log, Mister Frog: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> | <p>3. compose a rhythmic or melodic pattern to represent a character in a story.</p> | | | | | | |

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| <p>Little Spider: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Ee jer ha ba go (The Hungry Dog): Song Notation (Projectable) and Song Teacher Notes</p> | <p>4. improvise on a melodic instrument within specified guidelines.</p> | | | | | | |
| <p>Tap It! Rap It!: Song Notation (Projectable) and Song Teacher Notes</p> | <p>5. improvise a rhythmic accompaniment for a song.</p> | | | | | | |
| <p>This standard is met in grade 1 & 2</p> <p>Preparation for this is found in:</p> <p>Tap It! Rap It! Song Notation (Projectable) and Song Teacher Notes</p> | <p>6. compose an original composition.</p> | | | | | | |
| <p>Hey, Hey, Look at Me: Instructional Activity (Projectable) (Orff) and Instructional Activity (Orff) Teacher Note</p> | <p>7. compose a piece of music in AB form.</p> | | | | | | |
| <p>Relating</p> | | | | | | | |
| <p>Johnny works With one Hammer: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>London Bridge: Song Notation (Projectable) and Song Teacher Notes</p> <p>Get On Board: Song Notation (Projectable) and Song Teacher Notes</p> | <p>1. relate music to other disciplines, e.g., children’s literature, math, science, visual art, etc.</p> | | | | | | |

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| <p>Eensy Weensy Spider: Song Notation (Projectable) and Song Teacher Notes</p> <p>Les petite marionettes (The Little Marionettes): Song Notation (Projectable) and Song Teacher Notes</p> | <p>2. discuss social responsibility through appropriate audience behavior.</p> | | | | | |
| <p>Get On Board: Song Notation (Projectable) and Song Teacher Notes</p> <p>See-Saw Pulling Straw: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Muffin Man: Movement Directions</p> | <p>3. demonstrate civic literacy by singing and discussing American folk songs and songs with patriotic texts.</p> | | | | | |
| <p>A la ruru niño (Hush, My Little Baby): Song Notation (Projectable) and Song Teacher Notes</p> <p>Jingle Bells: Song Notation (Projectable) and Song Teacher Notes</p> <p>My Valentine: Song Notation (Projectable) and Song Teacher Notes</p> <p>Mon son pha: Song Notation (Projectable) and Song Teacher Notes</p> | <p>4. sing and discuss Appalachian, global, and holiday songs.</p> | | | | | |

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| <p>This standard is met in grades 1 & 2</p> <p>Preparation for this is provided through the following singing games:</p> <p>London Bridge</p> <p>O ma washi (Go Around the Cat's Eye)</p> <p>Bluebird, Bluebird</p> <p>Ikhanda maslombe</p> | <p>5. compare singing games from various global cultures.</p> | | | | | |
| <p>Fais dodo: Song Notation (Projectable) and Song Teacher Notes</p> <p>Corn Grinding Song: Song Notation (Projectable) and Song Teacher Notes</p> | <p>6. discuss how music is used in daily life, e.g., television, radio, Internet, etc.</p> | | | | | |
| <p>Old MacDonald Had a Farm (Anderson): Listening Activity (Projectable) and Listening Activity Teacher Notes</p> | <p>7. discuss the roles of musicians in society.</p> | | | | | |
| <p>Kaeru no uta (The Frog Song): Song Notation (Projectable) and Song Teacher Notes</p> | <p>8. identify instruments unique to various global cultures.</p> | | | | | |
| <p>This standard is met in grades 1 & 2</p> <p>Preparation for this can be found in:</p> <p>Little Red Wagon: Song Notation (Projectable) and Song Teacher Notes</p> <p>Galop (Shostakovich): Listening Activity (Projectable) and Listening Activity Teacher Notes</p> | <p>9. discuss Italian origin of music terminology.</p> | | | | | |