

A Correlation of  
**Online Learning Exchange™**  
**Interactive Music**  
**powered by Silver Burdett™**  
Grade 3, ©2016



To the  
**West Virginia**  
**2016-2022**  
**Group III – Music**

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<b>PUBLISHER:</b>	Savvas Learning Company		
<b>SUBJECT:</b>	Music	<b>SPECIFIC GRADE:</b>	Grade 3
<b>COURSE:</b>	Group III-Music Grade 3-5	<b>TITLE</b>	Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred
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<b>SE ISBN:</b>	9781418262280 (Grade Level Package)	<b>TE ISBN:</b>	Package includes Interactive Music teacher & student content.

### NON-NEGOTIBLE EVALUATION CRITERIA

**2016-2022  
Group III - Music  
Grade 3-5**

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
			<p><b>1. INTER-ETHNIC</b> The <b>instructional</b> 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>Alabama Gal: Song Notation (Projectable)</i>  <i>Train is A-Comin': Song Notation (Projectable)</i>  <i>Erdö, erdö de magos (In the Silent Forest): Song Pronunciation Practice Track</i></p>

			<p><b>2. EQUAL OPPORTUNITY</b>  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  Music Makers Multimedia Reference: Ella Fitzgerald, Pete Seeger, Amy Beach, William Schuman, Louis Armstrong</i></p>
			<p><b>3. FORMAT</b>  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><b>4. BIAS</b>  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 21<sup>st</sup> Century which includes opportunities for students to develop:</i>				
<b>21st Century Music Education Content Standards and Objections Policy 2520.10:</b>					
<b>Performing (Performing, Presenting, Producing)</b>					
<i>The instructional materials will:</i>					
Alabama Gal: Song Notation (Projectable) and Song Teacher Notes  That’s What I Call a Friend: Song Notation (Projectable) and Song Teacher Notes  El rabel (The Violin): 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.				

<p>Soakin' Up the Sunshine: Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes</p> <p>Old Dan Tucker: Play-Along Recorder and Play-Along Recorder Teacher Notes</p> <p>Li'l Liza Jane: Orff Arrangement and Orff Teacher Notes</p>	<p>2. support student understanding through inquiry-based learning that builds on prior knowledge and experience of performing on instruments, alone and with others.</p>						
<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><b>Thinking and Problem-Solving Skills (Exploring)</b></p> <p><i>The instructional materials will:</i></p>							
<p>Train is A-Comin': Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p> <p>The Groundhog Blues: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hush, Hush: 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>Coffee Grows on White Oak Trees: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Alabama Gal: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Li'l Liza Jane: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Shakin' It Up: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>5. present standard rhythmic and melodic notation in a developmentally appropriate sequence.</p>						
<p>Karangatia ra: Song Notation (Projectable) and Song Teacher Notes</p> <p>Jan ken pon: Enrichment Activity (Interactive) And Enrichment Activity Teacher Notes</p> <p>Ambos a dos: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p>	<p>6. use global connections to expand musical experiences.</p>						
<p>I've Been Working on the Railroad: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Knock No More: 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>Take Me Out to the Ballgame: Instructional Activity (Interactive), Instructional Resource (Printable) and Instructional Activity Teacher Notes</p> <p>Knock No More: Instructional Activity (Interactive) and instructional Activity Teacher notes</p> <p>Coffee Grows on White Oak Trees: Music Reading (projectable) and Music Reading Teacher Notes</p>	<p>8. provide a music theory component.</p>							
<p><b>Creating</b></p> <p><i>The instructional materials will:</i></p>								
<p>Chanukah Games: Song Notation Teacher Notes, page 2</p> <p>Old Dan Tucker: Song Teacher Notes, page 4</p> <p>Children Go Where I send Thee: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hot Cross Buns: Song Teacher Notes, page 3</p> <p>Li'l Liza Jane: Instructional Activity (Interactive) 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>You're a Grand Old Flag: Movement Activity and Animated Instructions</p> <p>That's What I Call a Friend: Movement Activity</p> <p>Old Dan Tucker: Movement Activity</p> <p>Karangatia ra: Movement Activity</p> <p>Alabama Gal: Movement Activity and Animated Instructions</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>Don Gato: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Creepy Creatures: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Maps and Globes: Song Notation (Projectable) and Song Teacher Notes</p> <p>Old Dan Tucker: Song Notation (Projectable) Teacher Notes, pages 3-4</p>	<p>11. offer interdisciplinary connections.</p>							
<p>Train is A-Comin': Song Notation (Projectable) and Song Teacher Notes</p> <p>You're a Grand Old Flag: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>The Entertainer: Listening Activity (Projectable) 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>Catch the Rhythm: instructional Activity (Interactive) Teacher Notes, pages 2-3</p> <p>Recorded Interviews and Music Maker Audio Files including: Rick Bassett, Igor Stravinsky, Liam Burke, John Adams</p>	<p>13. provide multiple and varied resources for the study of art careers to increase arts literacy across disciplines.</p>							

<p>Bamboula: Animated Listening Map and Teacher Notes</p> <p>Circulating Ocean: Waves: Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>“Garland Valse (Flower Waltz)” from the ballet Sleeping Beauty: Animated Listening Map and Teacher Notes</p>	<p>14. provide multiple and varied resources to study works of art.</p>							
<p><b>Assessment / Interpersonal and Self-Direction Skills</b></p> <p><i>The instructional materials will:</i></p>								
<p>Aguinaldo: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hot Cross Buns: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hevenu shalom aleichem (We Come to Greet You in Peace): Song Notation (Projectable) and Song Teacher Notes</p> <p>Scotland’s Burning: Instructional Activity (Interactive) and Instructional Activity Teacher Note</p> <p>The Planets: 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>Ragtime Cowboy Joe: Song Notation (Projectable) and Song Teacher Notes</p> <p>Chanukah Games: Song Notation (Projectable) and Song Teacher Notes</p>	<p>16. provide opportunity for student self-assessments.</p>							

<p>Ragtime Cowboy Joe: Song Notation (Projectable) and Song Teacher Notes</p>	<p>17. provide teachers with tools to develop student self-assessments.</p>						
<p><b>Organization, Presentation, and Format</b>  <i>The instructional materials will:</i></p>							
<p>Karangatia ra: Song Notation (Projectable) slide 9, and Song Teacher Notes, page 3</p> <p>Chitty Chitty Bang-Bang: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Ballet of the Chickens in Their Shells: Animated Listening Map and Teacher Notes</p> <p>The Syncopated Clock: Listening Activity (Projectable) and Listening 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>That's What I Call a Friend: Instructional Activity (Interactive) and Instructional Activity Teacher Notes, page 2</p> <p>I've Been Working on the Railroad: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Alligator, Crocodile: Play-Along Percussion (Projectable) and Play-Along Percussion 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>Hush, Hush: Song Notation (Projectable) and Song Teacher Notes</p> <p>Scotland's Burning: instructional Activity (Interactive), Instructional Activity Resource (Printable) and Instructional Activity (Interactive) Teacher Notes</p> <p>Li'l Liza Jane: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p>	<p>22. include text-based questions and performance tasks that address and support music terminology and music literacy.</p>						
<p><b>Personal and Workplace Productivity Skills</b></p> <p><i>Instructional materials will provide students with opportunity to:</i></p>							
<p>Creepy Creatures: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Alligator, Crocodile: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>23. conduct research, validate source and report ethically on findings.</p>						
<p>Aguinaldo: Song Notation (Projectable) and Song Teacher Notes, page 3</p>	<p>24. identify, evaluate, and apply appropriate technology tools for a variety of purposes.</p>						

<p>That's What I Call a Friend: Instructional Activity (Interactive) and Instructional Activity Teacher Notes, pages 2-3</p> <p>Alligator, Crocodile: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>25. work collaboratively.</p>							
<p>Creepy Creatures: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>26. engage in self-directed inquiry.</p>							
<p>Knock No More: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p> <p>Creepy Creatures: Enrichment Activity (Projectable) and Enrichment Activity 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											
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					I		A		M		N
<b>Performing</b>												
Knock No More: Song Notation (Projectable) and Song Teacher Notes  Knock No More: Instructional Activity (Interactive) and Instructional Activity Teacher Notes  Creepy Creatures: Song Snippet (Animated) and Song Snippet Teacher Notes  You're a Grand Old Flag: Song Notation (Projectable) and Song Teacher Notes	1. expand singing songs in major and minor keys.											
Scotland's Burning: Song Notation (Projectable) and Song Teacher Notes  Li'l Liza Jane: Orff Arrangement Notation and Orff Arrangement Teacher Notes	2. sing or perform an ostinato.											
Scotland's Burning: Song Notation (Projectable) and Song Teacher Notes  A Ram Sam Sam: Song Notation (Projectable) and Song Notation Teacher Notes	3. sing two part round and partner songs.											

<p>Old Dan Tucker: Instructional Activity (Interactive ) and Instructional Activity (Interactive) Teacher Notes</p> <p>Four White Horses: Song Notation (Projectable) and Song Teacher Notes</p> <p>Don't Let the Wind: Song Notation (Projectable) and Song Teacher Notes</p>	<p>4. perform syncopated patterns.</p>						
<p>Love Somebody: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p> <p>Catch the Rhythm: Play Along (Percussion) Printable or Projectable and Play-Along (Percussion) Teacher Notes</p> <p>Hot Cross Buns: Song Notation (Projectable) and Song Teacher Notes</p>	<p>5. perform rhythmic patterns from notation.</p>						
<p>Take Me Out to the Ballgame: Play-Along Recorder Printable or Projectable and Teacher Notes</p> <p>Jan Ken Pon: Play-Along Recorder Projectable or Interactive Fingering Chart and Teacher Notes</p>	<p>6. play melodic patterns from notation.</p>						
<p>Knock No More: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p> <p>Nani wale na hala: Song Notation (Projectable) and Song Teacher Notes</p> <p>Song of the Fishes: Song Notation (Projectable) and Song Teacher Notes</p>	<p>7. play chords to harmonize melody.</p>						



<p>I've Been Working On the Railroad: Play-Along Ensemble (Projectable) and Play-Along Ensemble Teacher Notes</p> <p>La calle ancha: Song Notation (Projectable) and Song Teacher Notes</p> <p>Ragtime Cowboy Joe: Song Notation (Projectable) and Song Teacher Notes</p>	<p>8. accompany singing on a variety of classroom instruments.</p>						
<p>Train is A-Comin': Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p>	<p>9. perform rhythmic and melodic patterns to add special effects to songs.</p>						
<p>Train is A-Comin': Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes</p> <p>The Planets: Song Notation (Projectable) and Song Teacher Notes</p>	<p>10. demonstrate presto, moderato, andante, and largo through movement.</p>						
<p>Train is A-Comin': Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes</p>	<p>11. demonstrate ritardando and accelerando and a tempo through movement.</p>						

<p>Creepy Creatures: Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes [crescendo]</p> <p>Hush, Hush: Song Notation (Projectable) and Song Teacher Notes [crescendo]</p> <p>There Was an Old Man: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes [crescendo/decrescendo]</p> <p>Ah, eu entrei na roda: Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes [crescendo/decrescendo]</p>	<p>12. perform music containing crescendo and diminuendo.</p>						
<p>Water Music by Handel: Animated Listening Map and Teacher Notes</p> <p>If I Only Had a Brain: Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p>	<p>13. communicate ABA form through movement.</p>						
<p>Country Dance (Dibdin): Listening Activity (Projectable) and Listening Activity Teacher Notes</p> <p>Syncopated Clock by Anderson: Listening Activity (Projectable) and Listening Activity Teacher Notes</p>	<p>14. communicate rondo form through movement.</p>						
<p>Love Somebody: Play-Along Recorder Teacher Notes</p> <p>Don Gato: Play-Along Recorder Teacher Notes</p>	<p>15. sing or play instruments, following the cues of a conductor.</p>						

<b>Exploring</b>						
<p>Al citron: Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes</p> <p>Don Gato: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p> <p>La calle ancha: Song Notation (Projectable) and Song Teacher Notes</p> <p>Twelve Days of Christmas: Song Notation (Projectable) and Song Teacher Notes</p> <p>Short Ride in a Fast Machine by Adams: Listening Activity (Interactive) and Listening Activity Teacher Notes</p>	<p>1. identify aurally and visually orchestra, band and folk instruments.</p>					
<p>Short Ride in a Fast Machine: Listening Activity (Interactive) and Listening Activity Teacher Notes</p>	<p>2. distinguish between an orchestra and a band.</p>					

<p>Love Somebody: Song Notation (Projectable) and Song Teacher Notes</p> <p>Catch the Rhythm: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes</p> <p>Coffee Grows on White Oak Trees: Music Reading Notation (Projectable) and Music Reading Teacher Notes</p> <p>Hwa yuan li-de young wa wa (Garden Lullaby): Song Notation (Projectable) and Song Teacher Notes</p> <p>Good Morning: Song Notation (Projectable) and Song Teacher Notes</p> <p>Alligator, Crocodile: Song Notation (Projectable) and Song Teacher Notes</p>	<p>3. expand previously learned notation to include single eighth notes and rests and beamed sixteenth notes.</p>				
<p>It's a Beautiful Land We Share: Song Notation (Projectable) and Song Teacher Notes</p> <p>Coffee Grows on White Oak Trees: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Take Me Out to the Ballgame: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>4. expand previously learned notation to include whole notes and rests and dotted half notes.</p>				

<p>Good Morning: Song Notation (Projectable) and Song Teacher Notes</p> <p>Erdö, erdö de magos (In the Silent Forest): Song Notation (Projectable) and Song Teacher Notes</p> <p>Love Somebody: Song Notation (Projectable) and Song Teacher Notes</p> <p>Hot Cross Buns: Song Notation (Projectable) and Song Teacher Notes</p>	<p>5. read notation for songs.</p>				
<p>Coffee Grows on White Oak Trees: Music Reading (Projectable) and Music Reading Teacher Notes</p> <p>Take Me Out to the Ballgame: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>6. read rhythmic notation in 3/4 meter.</p>				
<p>Hot Cross Buns: Music Reading Notation (Projectable) and Music Reading Teacher Notes</p> <p>Ambos a dos: Song Notation (Projectable), Song Keyboard Accomp. (Printable), and Song Teacher Notes</p> <p>Canzon V (Gabrieli): Listening Animated Map and Listening (Animated Map) Teacher Notes</p> <p>Old Dan Tucker: Song Notation (Projectable), Song Keyboard Accomp. (Printable), and Song Teacher Notes</p>	<p>7. identify a treble clef.</p>				

<p>Ambos a dos: Song Notation (Projectable), Song Keyboard Accomp. (Printable), and Song Teacher Notes</p> <p>Canzon V (Gabrieli): Listening Animated Map and Listening (Animated Map) Teacher Notes</p> <p>Old Dan Tucker: Song Notation (Projectable), Song Keyboard Accomp. (Printable), and Song Teacher Notes</p>	<p>8. identify bass clef.</p>				
<p>Take Me Out to the Ball Game: Instructional Activity (Interactive), Instructional Activity Resource (Printable), and Instructional Activity (Interactive) Teacher Notes</p> <p>Hot Cross Buns: Music Reading Notation (Projectable) and Music Reading Teacher Notes</p> <p>Jan ken pon: Play-Along (Recorder) Notation (Projectable), Play-Along (Recorder) Fingering Chart, and Play-Along (Recorder) Teacher Notes</p> <p>Don Gato: Play-Along (Recorder) Fingering Chart, Play-Along (Recorder) Notation (Projectable), and Play-Along (Recorder) Teacher Notes</p>	<p>9. identify notes on the treble clef staff by letter name.</p>				

Knock No More: Instructional Activity (Interactive) and Instructional Activity (Interactive) Teacher Notes Creepy Creatures: Song Snippet (Animated) and Song Snippet Teacher Notes	10. identify use of sharps and flats.					
This standard is met in grade 5	11. manipulate/notate notes for the major scale.					
Creepy Creatures: Song Notation (Projectable) and song Teacher Notes Hush, Hush: Song Notation (projectable) and Song Teacher Notes	12. identify pp, p, mp, mf, f, ff dynamics.					
Creepy Creatures: Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes [crescendo] Hush, Hush: Song Notation (Projectable) and Song Teacher Notes [crescendo] There Was an Old Man: Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes [crescendo/decrescendo] Ah, eu entrei na roda: Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes [crescendo/decrescendo]	13. recognize the symbols for crescendo and diminuendo.					
This standard is met in grade 5	14. identify the four vocal parts: soprano, alto, tenor, bass.					
If I Only Had a Brain: Song Notation (Projectable) Teacher Notes "Garland Valse (Flower Waltz)" from the ballet Sleeping Beauty: Animated Listening Map and Teacher Notes	15. identify and demonstrate staccato and legato.					

<p>I've Been Working on the Railroad: Song Notation (Printable), Song Notation (Projectable), and Song Teacher Notes</p> <p>Sleeping Beauty: Valse (excerpt): Listening Animated Map and Listening (Animated Map) Teacher Notes</p> <p>I've Been Working on the Railroad: Play-Along (Ensemble) Notation (Projectable), Play-Along (Ensemble) Notation (Printable), and Play-Along (Ensemble) Teacher Notes</p>	<p>16. identify and demonstrate fermata.</p>						
<p>Train is A-Comin': Instructional Activity (Projectable) and Instructional Activity (Projectable) Teacher Notes</p>	<p>17. identify <i>ritardando</i>, <i>accelerando</i> and <i>a tempo</i>.</p>						
<p>Pust' 'vsegda budet sonse (May the Sun Shine Forever): Song Notation (Projectable), Song Notation (Printable), and Song Teacher Notes</p> <p>Happy Feet: Song Notation (Printable) and Song Teacher Notes</p> <p>Alligator, Crocodile: Song Notation (Printable) and Song Teacher Notes</p>	<p>18. identify and demonstrate first and second endings.</p>						



<p>Coffee Grows on White Oak Trees: Music Reading (Projectable) and Music Reading Teacher Notes [D.C. al Fine]</p> <p>Great Day: Song (Printable) and Song Teacher Notes [D.C. al Fine]</p> <p>That's What I Call a Friend: Song Notation (Printable) and Song Teacher Notes [D.S.]</p> <p>Shakin' It Up: Song Notation (Printable) and Song Teacher Notes [D.S.]</p>	<p>19. identify and demonstrate D.C. al Fine and D.S.</p>				
<p>Great Day: Song Notation (Projectable) and Song Teacher Notes</p> <p>Water Music Suite No. 1 in F major: Menuet: Animated Listening Map and Teacher Notes</p>	<p>20. identify ABA form.</p>				
<p>Al tambor (The Drum Song): Play-Along Recorder Teacher Notes</p>	<p>21. evaluate their own musical performances.</p>				

<p><b>Creating</b></p>					
<p>Nani wale na hala (Lovely Hala Trees): Song Notation (Projectable) and Song Teacher Notes</p>	<p>1. improvise music questions and answers.</p>				
<p>This standard is met in grades 4 &amp; 5 Preparation for this can be found in: Creepy Creatures: Instructional Activity (Projectable) and instructional Activity Teacher Notes, page 2</p>	<p>2. compose a piece using different dynamic levels.</p>				

Good Morning: Song Notation (Projectable) and Song Teacher Notes	3. given a theme, create variations on that theme.				
Great Day: Song Notation (Projectable) and Song Teacher Notes	4. compose a song in ABA form.				
This standard is met in grade 5. Preparation for it can be found in: Al citron: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes, page 3	5. compose a piece using rondo form.				

<b>Relating</b>					
Creepy Creatures: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes Don Gato: Instructional Activity (Projectable) Teacher Notes, page 2, Related Arts	1. collaborate with others in a musical play.				
Ballet of Chicks in Their Shells: Animated Listening Map Teacher Notes – Integrated Curriculum Section	2. create a visual artwork for a piece of music or create music for visual art.				
A Ram Sam Sam: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes	3. compare and contrast works of art and music that are based upon the same event, subject, or mood.				

<p>This standard is met in grade 5. Preparation for it can be found in :</p> <p>A Ram Sam Sam: Enrichment Activity (Projectable) and Enrichment Activity Teacher Notes</p>	<p>4. relate ABA forms in related arts.</p>				
<p>Erdö, erdö de magos (In the Silent Forest): Song Notation (Projectable) and Song Teacher Notes</p> <p>La calle ancha (The Wide Street): Song Notation (Projectable) and Song Teacher Notes</p> <p>Hevenu shalom aleichem (We Come to Greet You in Peace): Song Notation (Projectable) and Song Teacher Notes</p> <p>Jan Ken Pon: Song Notation (Projectable) and Song Teacher Notes</p>	<p>5. sing and interpret foreign language songs from global cultures.</p>				
<p>Train is A-Comin': Instructional Activity (Projectable) and Instructional Activity Teacher Notes</p> <p>Hush, Hush: Song Notation (Projectable) and Song Teacher Notes</p> <p>Coffee Grows on white Oak Trees: Music Reading (Projectable) and Music Reading Teacher Notes</p>	<p>6. refine the use of Italian in music terminology.</p>				

<p>You're a Grand Old Flag: Song Notation (Projectable) and Song Teacher Notes</p> <p>Train is-A-Comin': Instructional Activity (Interactive) and Instructional Activity Teacher Notes</p>	<p>7. develop civic literacy by singing West Virginia and patriotic songs.</p>						
<p>Hush, Hush: Song Notation (Projectable) and Song Teacher Notes</p> <p>I've Been Working on the Railroad: Song Notation (Projectable) and Song Teacher Notes</p> <p>I've Been Working on the Railroad: Enrichment Activity (Interactive) and Enrichment Activity Teacher Notes</p> <p>Train is A-Comin': Song Notation (Projectable) and Song Teacher Notes</p>	<p>8. sing spirituals, gospel songs, and work songs and recognize their roles in American history.</p>						
<p>El rabel (The Violin): Song Notation (Projectable) and Song Teacher Notes</p> <p>Train is A-Comin': Song Notation (Projectable) and Song Teacher Notes</p> <p>Support for instrumental tone production can be found in Teacher Notes for the Play-Along Activities</p>	<p>9. identify and discuss tone production for instruments and voices.</p>						

<p>Short Ride in a Fast Machine: Listening Activity Teacher Notes</p> <p>Bamboula (Excerpt): Listening Animated Map Teacher Notes</p> <p>Listening Track: Recorded Interview with Moses Hogan</p> <p>Listening Track: Recorded Interview with Rosalyn Burrough</p> <p>Listening Track: Recorded Interview with Liam Burke</p>	<p>10. explore musical careers, e.g., conductor, composer, accompanist, etc.</p>							
<p>Sansaw akroma: Song Notation (Projectable) and Song Teacher Notes</p>	<p>11. explore 21<sup>st</sup> century life skills relevant to musical careers, e.g., leadership, ethics, accountability, etc.</p>							
<p>Great Day: Song Notation (Projectable) and Song Teacher Notes</p> <p>If a Tiger Calls: Song Notation (Projectable) and Song Teacher Notes</p>	<p>12. discuss and demonstrate social responsibility through appropriate audience behavior.</p>							