

2017 Arts & Humanities Review

Arts & Humanities Evaluation Tool – Grades K-6 & Secondary General Music

Publisher Name:	Savvas Learning Company
Title:	Interactive Music
ISBN #	K: 9781418263867, G1: 9781418263874; G2: 9781418263881; G3: 9781418263898; G4: 9781418263904; G5: 9781418263911; G6: 9781418263928; G7: 9781418263935; G8: 9781418263942
Author:	Brinckmeyer, et al
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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment– **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

		<p>Song Notation (Projectable): I'm Tall. I'm Small Song Teacher Notes: I'm Tall, I'm Small Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hey, Hey Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ikhanda maslombe Song Teacher Notes: Ikhanda maslombe</p> <p>Song Notation (Projectable): O ma washi Song Teacher Notes: O ma washi Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2</p>	
	<p>b. With guidance, generate musical ideas, such as movements or motives.</p>	<p>The children generate musical ideas by engaging in activities in which they create four-beat <i>so-mi</i> melodic patterns; create four-beat rhythmic patterns; create movement to show steady beat, tempo, dynamics, and melodic contour; and identify and compare melodic patterns.</p> <p>Instructional Activity (Interactive): See Saw Pulling Straw</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Interactive) Teacher Notes: See Saw Pulling Straw Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Do Your Ears Hang Low? Instructional Activity (Interactive) Teacher Notes: Do Your Ears Hang Low? Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Six Little Ducks Instructional Activity (Projectable) Teacher Notes: Six Little Ducks Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Ee jer ha ba go Song Teacher Notes: Ee jer ha ba go Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chippewa Lullaby Song Teacher Notes: Chippewa Lullaby Assessment: Activity, p. 2</p>	
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<p>Grade 1 MU:Cr1.1.1</p>	<p>a. With limited guidance, create musical ideas, such as answering a musical question for a specific purpose.</p>	<p>The children create musical ideas by engaging in activities in which they improvise and play on barred instruments to accompany a spiritual; create melodic patterns; respond to questions about a call-and-response song; improvise steady-beat dramatic movements that reflect the text of a song; and experiment on classroom instruments to explore low-to-high sounds.</p> <p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Star Light, Star Bright Song Teacher Notes: Star Light, Star Bright Assessment: Activity, p. 2</p> <p>Song Notation (Projectable); Michael Row the Boat Ashore Song Teacher Notes: Michael Row the Boat Ashore Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone Assessment: Activity, pp. 2, 3</p> <p>Instructional Activity (Projectable): Apples and Bananas Instructional Activity (Projectable) Teacher Notes: Apples and Bananas Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Michael Row the Boat Ashore Instructional Activity (Projectable) Teacher Notes: Michael Row the Boat Ashore Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Little Green Frog Instructional Activity (Projectable) Teacher Notes: Little Green Frog Assessment: Activity, p. 3</p> <p>Orff Arrangement Teacher Notes: Willowbee Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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	<p>b. With limited guidance, generate musical ideas in multiple tonalities, such as major and minor and meters, duple and triple.</p>	<p>The children generate musical ideas by engaging in activities in which they compare and contrast meter in 2 and meter in 3; move and play rhythmic patterns on nonpitched percussion instruments to show meter in 2; improvise on barred instruments in C pentatonic; and create and play a <i>so-mi-la-do</i> melody in C.</p> <p>Song Notation (Projectable): Sway to the Beat Song Teacher Notes: Sway to the Beat Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Skip to My Lou Instructional Activity (Projectable) Teacher Notes: Skip to My Lou Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Knock the Cymbals Song Teacher Notes: Knock the Cymbals Assessment: Activity, p. 2</p> <p>Song Notation Projectable: A Spider Song Teacher Notes: A Spider Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Old Blue Instructional Activity (Projectable) Teacher Notes: Old Blue</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p>	<p>Choose an item.</p>
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<p>Grade 2 MU:Cr1.1.2</p>	<p>a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p>The children create rhythmic and melodic patterns on instruments in call-and-response style; create melodic patterns to match abac form; and create question-and-answer phrases.</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Every Morning When I Wake Up Song Teacher Notes: Every Morning When I Wake Up Assessment: Activity, p. 3</p> <p>Music Reading Notation (Projectable) Teacher Notes: Riddle Ree</p> <p>Song Notation (Projectable): Four in a Boat Song Teacher Notes: Four in a Boat</p> <p>Song Notation (Projectable): Great Big House Song Teacher Notes: Great Big House</p>	<p>Choose an item.</p>
	<p>b. Generate musical patterns and ideas within the context of a given tonality, such as major and minor and meter, such as duple and triple.</p>	<p>The children generate musical patterns and ideas by engaging in activities in which they read, write, create, and play rhythmic patterns in 2/4 meter; move and play rhythmic patterns on nonpitched percussion instruments to show meter in 2; create ostinato patterns in 2/4 meter to accompany a song; create <i>do-re-mi-so-la</i> melodies; and create three-beat word rhythms and string them together into four-measure compositions to accompany a song.</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kum bachur atzel (Hear the Rooster Crowing) Song Teacher Notes: Kum bachur atzel (Hear the Rooster Crowing) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Earthworms Instructional Activity (Projectable) Teacher Notes: Earthworms Assessment: Activity, p. 2</p>	
<p>Grade 3 MU:Cr1.1.3</p>	<p>a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context, such as personal and social.</p>	<p>Students improvise rhythmic and melodic ideas by engaging in activities in which they create, through improvisation, rhythmic ostinato phrases, and then perform them to accompany a song; create and perform melodic ostinatos derived from a song representative of American culture; use Latin-style nonpitched percussion to create an introduction and a coda; and create melodic phrases to demonstrate two-part form.</p> <p>Song Notation (Projectable): La calle ancha (The Wide Street) Song Teacher Notes: La calle ancha (The Wide Street) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Catch The Rhythm Song Teacher Notes: Catch the Rhythm</p> <p>Song Notation (Projectable): Old Dan Tucker</p>	<p>Choose an item.</p>

		Song Teacher Notes: Old Dan Tucker	
	b. Generate musical ideas, such as rhythms and melodies within a given tonality and/or meter.	<p>Students generate rhythmic and melodic ideas by engaging in activities in which they create melodic phrases using <i>do, re, mi, so, la</i>, and high <i>do</i>; create melodic and rhythmic patterns in 2/4 meter; and create a melody that includes low <i>la</i> as the home tone.</p> <p>Instructional Activity (Interactive): Li'l Liza Jane Instructional Activity (Interactive) Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Erdö, erdö de magos Song Teacher Notes: Erdö, erdö de magos Assessment: Activity, p. 2</p>	Choose an item.
Grade 4 MU:Cr1.1.4	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social and cultural.	<p>Students improvise rhythmic, melodic, and harmonic ideas by engaging in activities in which they create an appropriate accompaniment to a Native American song; use known musical symbols and terminology to explain melodic phrases created through improvisation; and create melodic phrases in minor mode.</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree) Song Teacher Notes: Beriozka (The Birch Tree) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pollerita Song Teacher Notes: Pollerita Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p>	Choose an item.

		Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)	
	b. Generate musical ideas, such as rhythms, melodies, and simple accompaniment patterns within related tonalities, such as major, minor and meters.	<p>Students generate rhythmic, melodic, and harmonic ideas by engaging in activities in which they compose four-measure rhythmic phrases in 2/4 meter; compose melodic phrases based on an Irish folk song; create melodic phrases in minor mode; and create extended pentatonic patterns through improvisation.</p> <p>Song Notation (Projectable): The Glendy Burke Song Teacher Notes: The Glendy Burke Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree) Song Teacher Notes: Beriozka (The Birch Tree) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pollerita Song Teacher Notes: Pollerita Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>	Choose an item.
Grade 5 MU:Cr1.1.5	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social, cultural, and historical.	Students improvise rhythmic, melodic, and harmonic ideas by engaging in activities in which they create rhythmic patterns that include eighth and sixteenth notes; create a one-measure example of syncopated rhythm in 4/4 meter; create rhythmic and melodic phrases to accompany the singing of a two-part song; and create rhythmic phrases that include quarter notes, quarter rests, eighth notes, eighth rests, eighth-note triplets, and dotted eighth/sixteenth notes, to accompany a Civil War song; create call-and-response phrases in D	Choose an item.

		<p>major.</p> <p>Song Notation (Projectable): California Song Teacher Notes: California Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Instructional Activity (Projectable): Winter Wonderland Instructional Activity (Projectable) Teacher Notes: Winter Wonderland Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Zum gali gali Song Teacher Notes: Zum gali gali Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Battle Hymn of the Republic Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Shenandoah Instructional Activity (Interactive) Teacher Notes: Shenandoah Assessment: Activity, p. 2</p>	
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	<p>b. Generate musical ideas, such as rhythms, melodies, and accompaniment patterns within specific related tonalities, meters, and simple chord changes.</p>	<p>Students generate rhythmic, melodic, and accompaniment patterns by engaging in activities in which they create movements that demonstrate strong and weak beats in duple meter; create rhythmic patterns that include eighth and sixteenth notes; improvise melodic patterns to accompany a spiritual; improvise a call-and-response melody; and compose pentatonic melodic phrases to accompany a song.</p> <p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): California Song Teacher Notes: California Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ev'rytime I Feel the Spirit Song Teacher Notes: Ev'rytime I Feel the Spirit Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Shenandoah Instructional Activity (Interactive) Teacher Notes: Shenandoah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hitotsu toya Song Teacher Notes: Hitotsu toya Assessment: Activity, p. 3</p> <p>Orff Arrangement Teacher Notes: Don Alfonso</p> <p>Orff Arrangement Teacher Notes: Hitotsu toya</p> <p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</p> <p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Play-Along (Keyboard) Teacher Notes: Imbabura</p>	<p>Choose an item.</p>
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<p>Grade 6 MU:Cr1.1.6</p>	<p>a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p>	<p>Students generate rhythmic, melodic, and harmonic phrases within AB and ABA forms by engaging in activities in which they create increasingly complex rhythmic phrases, incorporating appropriate dynamics, to accompany an AB song; compose melodic phrases in AB form in the key of B minor; and create a five-note motive and develop it into an ABA composition.</p> <p>Play-Along (Percussion) Notation (Projectable): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Listening Activity (Projectable): Batman: Main Title Theme Listening (Projectable) Teacher Notes: Batman: Main Title Theme Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Novice MU:Cr1.1.7</p>	<p>a. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p>Students generate rhythmic, melodic, and harmonic phrases within AB and ABA forms by engaging in activities in which they create increasingly complex rhythmic phrases, incorporating appropriate dynamics, to accompany an AB song; compose melodic phrases in AB form in the key of B minor; create a five-note motive and develop it into an ABA composition; and create two or four-measure rhythmic patterns in 6/8 meter to accompany a piece in theme-and-variation form.</p> <p>Play-Along (Percussion) Notation (Projectable): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly)</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Listening Activity (Projectable): Batman: Main Title Theme Listening (Projectable) Teacher Notes: Batman: Main Title Theme Assessment: Activity, p. 3</p> <p>Listening Interactive Activity: American Salute Listening (Interactive) Teacher Notes: American Salute Assessment: Activity, p. 9</p>	
<p>Proficient MU:Cr1.1.8</p>	<p>a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms which would include introductions, transitions, and codas, that convey expressive intent.</p>	<p>Students generate rhythmic, melodic, and harmonic phrases and accompaniments within expanded forms by engaging in activities in which they create increasingly complex rhythmic phrases, incorporating appropriate dynamics, to accompany an AB song; compose melodic phrases in AB form in the key of B minor; create a five-note motive and develop it into an ABA composition; create two or four-measure rhythmic patterns in 6/8 meter to accompany a piece in theme-and-variation form; and create an accompaniment by improvising syncopated rhythmic patterns and melodic patterns based on the chord tones of a song's harmony.</p> <p>Play-Along (Percussion) Notation (Projectable): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields)</p>	<p>Choose an item.</p>

		<p>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run River) Song Teacher Notes: Riendo el río corre (Run, Run River) Assessment: Activity, p. 4</p>	
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#MU:Cr2.1

Process Component: GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade	<u>Objective-</u> The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Grade K MU:Cr2.1.K	a. With guidance, demonstrate and choose favorite musical ideas.	<p>The children demonstrate and choose favorite musical ideas by engaging in activities in which they identify and compare same and different sections of a folk song; relate their own personal interests, knowledge, and skills, and how these elements impact their response; listen to and provide feedback to refine performances; and state their personal interest in choosing rhythmic patterns.</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo Assessment: Activity, p. 3</p>	Choose an item.
	b. With guidance, organize personal musical ideas using	<p>The children organize personal musical ideas by engaging in activities in which they identify, perform, and arrange notated rhythmic patterns; compose rhythmic patterns and read icons for one, two, and no sounds on</p>	Choose an item.

	<p>iconic notation and/or recording technology.</p>	<p>a beat; and identify same/different and higher/lower in a simple two-tone melody using iconic representation.</p> <p>Instructional Activity (Interactive): Down in the Meadow Instructional Activity (Interactive) Teacher Notes: Down in the Meadow Assessment: Review, p. 2</p> <p>Instructional Activity (Interactive): Kaeru no uta (The Frog Song) Instructional Activity (Interactive) Teacher Notes: Kaeru no uta (The Frog Song)</p> <p>Instructional Activity (Interactive): Hey, Hey, Look at Me Instructional Activity (Interactive) Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 3</p>	
<p>Grade 1 MU:Cr2.1.1</p>	<p>a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>	<p>The children demonstrate and discuss personal reasons for selecting musical ideas by engaging in activities in which they decide which expressive element or emotion they will use to sing a verse of a song; investigate the use of steady beat as they sing, creatively move, and play classroom instruments to accompany a traditional gospel song; use movement to illustrate the expressive effect of tempo; and create movement patterns to show steady beat.</p> <p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Assessment: Activity, p. 1</p> <p>Instructional Activity (Projectable): My Father's House Instructional Activity (Projectable) Teacher Notes: My Father's House Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Five Little Chickadees Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Someday Very Soon</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Run, Molly, Run Song Teacher Notes: Run, Molly, Run Assessment: Activity, p. 2</p>	
	<p>b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>The children organize personal musical ideas by engaging in activities in which they read, write, and perform <i>so-mi-la</i> melodic patterns; create and notate melodies with the same pitch patterns found in a song; and create and read rhythmic patterns with quarter notes and quarter rests.</p> <p>Song Notation (Projectable): Hickory, Dickory, Dock Song Teacher Notes: Hickory, Dickory, Dock Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake Evaluating: Developing Criteria, p. 5</p>	<p>Choose an item.</p>
<p>Grade 2 MU:Cr2.1.2</p>	<p>a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p>	<p>The children demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent by engaging in activities in which they create melodic patterns and perform by singing and playing instruments; describe and explain the tempos they hear, and perform a song and clapping game in different tempos; notate, sing, and create <i>do-re-mi-so-la</i> melodies using iconic notation; and identify and discuss the use of instrumental timbres.</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 2 Listening Interactive Activity: Shoo Fly Listening Interactive Activity Teacher Notes: Shoo Fly Assessment: Activity, p. 3	
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	<p>b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>	<p>The children document personal musical ideas by engaging in activities in which they use standard notation to read, write, and reproduce rhythmic patterns in 2/4 meter, and create and perform simple part work; and compose, read, and perform rhythmic patterns that use half, quarter, eighth, sixteenth notes, and quarter rests.</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El barquito Song Teacher Notes: El barquito Assessment: Review, p. 2</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Cr2.1.3</p>	<p>a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p>	<p>Students demonstrate selected musical ideas to express intent and describe connections by engaging in activities in which they categorize children and adult voices, recognize known melodic elements, identify specific musical events, and respond verbally to short musical examples through improvisation; create, clap, and chant rhythmic phrases through improvisation to accompany a holiday song; create a four-beat rhythmic ostinato in 2/2 meter; and improvise a rhythmic ostinato accompaniment that reflects the instrumentation of a holiday song.</p> <p>Song Notation (Projectable): Old House, Tear it Down Song Teacher Notes: Old House, Tear it Down Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah Games Song Teacher Notes: Chanukah Games Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, pp. 1, 2</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan Assessment: Activity, p. 2</p>	
	<p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>Students document personal rhythmic and melodic musical ideas by engaging in activities in which they use standard notation to compose a chance composition; create and notate melodic phrases using the pitch syllables <i>do, re, mi, so, la</i>, and high <i>do</i>; and write and perform rhythmic patterns in 4/4 meter that include whole notes and whole rests.</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p> <p>Instructional Activity (Interactive): Li'l Liza Jane Instructional Activity (Interactive) Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share Assessment: Formal, p. 3</p>	<p>Choose an item.</p>
<p>Grade 4 MU:Cr2.1.4</p>	<p>a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>	<p>Students demonstrate selected and organized musical ideas by engaging in activities in which they respond to and explore the social and cultural context of a Native American song, then create an appropriate accompaniment through improvisation; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; compose extended pentatonic melodic patterns; and compose rhythmic phrases in order to create rondo form.</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko Assessment: Activity, p. 2</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Santa Clara Play-Along (Percussion) Teacher Notes: Santa Clara Assessment: Activity, p. 3</p>	
	<p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>Students document personal rhythmic, melodic, and harmonic musical ideas by engaging in activities in which they use standard notation to create and perform eight-measure interludes for a song; write four different rhythmic patterns in 2/4 meter and create four-measure rhythmic phrases; compose melodic phrases in a given key; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; and compose extended pentatonic melodic patterns.</p> <p>Instructional Activity (Interactive): Bonavist' Harbor Instructional Activity (Interactive) Teacher Notes: Bonavist' Harbor Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Glendy Burke Song Teacher Notes: The Glendy Burke Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 2</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p>	
<p>Grade 5 MU:Cr2.1.5</p>	<p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>	<p>Students demonstrate selected and developed musical ideas by engaging in activities in which they create movements showing the strong and weak beats of duple meter; compose an accompaniment for a holiday song, with appropriate expression; and create and perform patterned movement to show melodic sequence.</p> <p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Still, Still, Still Song Teacher Notes: Still, Still, Still Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

	<p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>	<p>Students document personal rhythmic, melodic, and harmonic musical ideas by engaging in activities in which they use standard notation to notate rhythms to create their 10-measure rhythm compositions to perform with the refrain of a song; compose and perform pentatonic melodic phrases to accompany a Japanese holiday song; read and write extended diatonic melodic patterns; and read, create, and write a two-chord keyboard accompaniment.</p> <p>Music Reading Resource (Printable): Drill Ye Tarriers Music Reading Teacher Notes: Drill Ye Tarriers Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hitotsu toya (Temple Bells) Song Teacher Notes: Hitotsu toya (Temple Bells) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Winter Wonderland Song Teacher Notes: Winter Wonderland Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Play-Along (Guitar) Notation (Projectable): Adelita Play-Along (Guitar) Teacher Notes: Adelita</p> <p>Music Reading Notation (Projectable): This Train Music Reading Teacher Notes: This Train Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Play-Along (Keyboard) Notation (Projectable): Imbabura Play-Along (Keyboard) Teacher Notes: Imbabura Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	<p>Choose an item.</p>
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<p>Grade 6 MU:Cr2.1.6</p>	<p>a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>	<p>Students organize, construct, and document personal musical ideas by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song in AB form; create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; create, notate, and perform melodic and rhythmic phrases with increasing complexity to accompany a song in ABA form.</p> <p>Play Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
	<p>b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p>	<p>Students document personal rhythmic phrases, melodic phrases, and harmonic musical ideas by engaging in activities in which they use standard notation to create and notate melodic phrases, with dynamics, based on the pitches and rhythms of selected phrases in a holiday pop song; create and perform rhythmic motifs and melodic phrases using known rhythms and pitches and with increasing complexity; compose and notate melodic phrases in meter in 2 and the key of B minor; and create and notate rhythmic and melodic phrases in aaba form.</p> <p>Song Notation (Projectable): Santa Mash-Up Song Teacher Notes: Santa Mash-Up Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Santa Mash-Up Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Ensemble) Notation (Projectable): Mama Don't 'Low Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low Assessment: Activity, p. 3</p>	
<p>Novice MU:Cr2.1.7</p>	<p>a. Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p>	<p>Students organize, develop, and document personal musical ideas by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song in AB form; create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; create, notate, and perform melodic and rhythmic phrases with increasing complexity to accompany a song in ABA form; compose increasingly complex rhythmic phrases, incorporating appropriate dynamics, to accompany an AB song; create a five-note motive and develop it into an ABA composition; and create two or four-measure rhythmic patterns in 6/8 meter to accompany a piece in theme-and-variation form.</p> <p>Play Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Listening Interactive Activity: American Salute Listening (Interactive) Teacher Notes: American Salute</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 9</p> <p>Students document personal rhythmic phrases, melodic phrases, and harmonic sequences by engaging in activities in which they use standard notation to create and notate melodic phrases, with dynamics, based on the pitches and rhythms of selected phrases in a holiday pop song; create and perform rhythmic motifs and melodic phrases using known rhythms and pitches and with increasing complexity; compose and notate melodic phrases in meter in 2 and the key of B minor; and create and notate rhythmic and melodic phrases in aaba form.</p> <p>Song Notation (Projectable): Santa Mash-Up Song Teacher Notes: Santa Mash-Up Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Santa Mash-Up Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Ensemble) Notation (Projectable): Mama Don't 'Low Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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<p>Proficient MU:Cr2.1.8</p>	<p>a. Select, organize, develop, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p>	<p>Students organize, develop, and document musical ideas by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song in AB form; create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; create, notate, and perform melodic and rhythmic phrases with increasing complexity to accompany a song in ABA form; compose increasingly complex rhythmic phrases, incorporating appropriate dynamics, to accompany an AB song; create a five-note motive and develop it into an ABA composition; and create two or four-measure rhythmic patterns in 6/8 meter to accompany a piece in theme-and-variation form.</p> <p>Play Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Listening Interactive Activity: American Salute Listening (Interactive) Teacher Notes: American Salute Assessment: Activity, p. 9</p>	<p>Choose an item.</p>
	<p>b. Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>Students document personal rhythmic phrases, melodic phrases, and harmonic sequences by engaging in activities in which they use standard notation to create and notate melodic phrases, with dynamics, based on the pitches and rhythms of selected phrases in a holiday pop song; create and perform rhythmic motifs and melodic phrases using known rhythms and pitches and with increasing complexity; compose and notate melodic</p>	<p>Choose an item.</p>

		<p>phrases in meter in 2 and the key of B minor; and create and notate rhythmic and melodic phrases in aaba form.</p> <p>Song Notation (Projectable): Santa Mash-Up Song Teacher Notes: Santa Mash-Up Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Santa Mash-Up Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 4</p> <p>Play-Along (Ensemble) Notation (Projectable): Mama Don't 'Low Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low Assessment: Activity, p. 3</p>	
#MU:Cr3.1			
Process Component: GMS-Evaluate and Refine -Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.		Anchor Standard: Refine and complete artistic work.	
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		Essential Question: How do musicians improve the quality of their creative work?	
Grade K MU:Cr3.1.K	a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	<p>The children apply personal, peer, and teacher feedback in refining personal musical ideas by engaging in activities in which they move to identify and compare same and different parts (sections) of a folk song; and play a musical game with a speech piece and explore the timbres of found sounds in the classroom.</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2</p>	Choose an item.

		<p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo Assessment: Formal, p. 3</p>	
<p>Grade 1 MU:Cr3.1.1</p>	<p>a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p>	<p>The children apply personal, peer, and teacher feedback in refining personal musical ideas by engaging in activities in which they demonstrate their understanding of ways to convey expressive intent when singing a song; play classroom instruments, including melodic patterns; and move to and perform two songs in contrasting styles.</p> <p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Assessment: Activity, p. 1</p> <p>Instructional Activity (Projectable): Little Shell Instructional Activity (Projectable) Teacher Notes: Little Shell Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Beach Rap Instructional Activity (Projectable) Teacher Notes: Beach Rap Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 2 MU:Cr3.1.2</p>	<p>a. Interpret and apply personal, peer, and teacher feedback to revise personal music.</p>	<p>The children interpret and apply personal, peer, and teacher feedback to revise personal music by engaging in activities in which they perform a song with appropriate dynamics; sing a spiritual in gospel style and create and perform rhythmic patterns using movement and instruments; create melodic patterns and perform by singing and playing instruments; and create, evaluate, and perform speech ostinatos.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): He's Got the Whole World in His Hands Song Teacher Notes: He's Got the Whole World in His Hands</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Ev'rybody Smiles (Ostinatos) Instructional Activity (Projectable) Teacher Notes: Ev'rybody Smiles (Ost.)</p>	
<p>Grade 3 MU:Cr3.1.3</p>	<p>a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provide and collaboratively-developed criteria and feedback.</p>	<p>Students evaluate, refine, and document revisions to personal musical ideas by engaging in activities in which they read, write, and perform rhythmic patterns in 4/4 and 2/4 meter; read and sing a patriotic American song; write rhythmic patterns using standard notation; and create and notate four-beat ostinatos to accompany a song.</p> <p>Song Notation (Projectable): In the Pumpkin Patch Song Teacher Notes: In the Pumpkin Patch Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Chitty Chitty Bang Bang Instructional Activity (Interactive) Teacher Notes: Chitty Chitty Bang Bang</p>	<p>Choose an item.</p>
<p>Grade 4 MU:Cr3.1.4</p>	<p>a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback</p>	<p>Students evaluate, refine, and document revisions to personal music by engaging in activities in which they create four-measure melodic phrases in a given key; create rhythmic phrases in 4/4 meter; create, notate, and perform rhythmic and movement variations on a theme; read, write, and reproduce extended pentatonic melodic patterns through singing, composing, and verbal analysis; and create melodic phrases and simple</p>	<p>Choose an item.</p>

	to show improvement over time.	<p>accompaniments through improvisation and composition.</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko Assessment: Activity, p. 2</p> <p>Orff Arrangement Notation (Printable): Los niños en España cantan Orff Arrangement Teacher Notes: Los niños en España cantan Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p> <p>Orff Arrangement Notation (Printable): Xiao Orff Arrangement Teacher Notes: Xiao Assessment: Activity, p. 3</p>	
Grade 5 MU:Cr3.1.5	a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.	<p>Students evaluate, refine, and document revisions to personal music by engaging in activities in which they describe music in calypso style and create simple accompaniments through composition; and read, write, and perform rhythmic patterns in 2/4 meter.</p> <p>Orff Arrangement Notation (Printable): Hosanna, Me Build a House Orff Arrangement Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Orff Arrangement Notation (Printable): `Ūlili E Orff Arrangement Teacher Notes: `Ūlili E Assessment: Activity, p. 3</p>	Choose an item.

<p>Grade 6 MU:Cr3.1.6</p>	<p>a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.</p>	<p>Students evaluate their own work, applying criteria, by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song; and perform a layered percussion piece, describe and demonstrate rhythmic elements, and identify and interpret notation and form symbols, including the percussion clef and coda.</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Play-Along (Percussion) Notation (Projectable): Riendo el río corre Play-Along (Percussion) Teacher Notes: Riendo el río corre Assessment: Activity, p. 5</p>	<p>Choose an item.</p>
	<p>b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p>	<p>Students describe the rationale for making revisions based on evaluation criteria and feedback by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song.</p> <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 4	
Novice MU:Cr3.1.7	a. Evaluate one's own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources.	<p>Students evaluate their own work, applying selected criteria, by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song; and perform a layered percussion piece, describe and demonstrate rhythmic elements, and identify and interpret notation and form symbols, including the percussion clef and coda.</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Play-Along (Percussion) Notation (Projectable): Riendo el río corre Play-Along (Percussion) Teacher Notes: Riendo el río corre Assessment: Activity, p. 5</p>	Choose an item.
	b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others, which would include the teacher and peers.	<p>Students describe the rationale for making revisions based on evaluation criteria and feedback by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song.</p> <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the</p>	Choose an item.

		Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4	
Proficient MU:Cr3.1.8	a. Evaluate one's own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.	Students evaluate their own work, selecting and applying criteria, by engaging in activities in which they create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song; and perform a layered percussion piece, describe and demonstrate rhythmic elements, and identify and interpret notation and form symbols, including the percussion clef and coda. Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Formal, p. 4 Play-Along (Percussion) Notation (Projectable): Riendo el río corre Play-Along (Percussion) Teacher Notes: Riendo el río corre Assessment: Formal, p. 5	Choose an item.
	b. Describe the rationale for refining works by explaining the choices, based on evaluation criteria.	Students describe the rationale for refining works, based on evaluation criteria, by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and perform a percussion ensemble that includes sixteenth-note rhythmic patterns and improvisation to accompany a song. Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4 Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon	Choose an item.

		<p>Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields)</p> <p>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Assessment: Activity, p. 4</p>	
#MU:Cr3.2			
Process Component: GMS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		Anchor Standard: Refine and complete artistic work.	
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.		Essential Question: When is creative work ready to share?	
<p>Grade K</p> <p>MU:Cr3.2.K</p>	<p>a. With guidance, demonstrate a final version of personal musical ideas to peers.</p>	<p>The children demonstrate a final version of personal musical ideas to peers by engaging in activities in which they identify, perform, and arrange rhythmic patterns with quarter and eighth notes; move to identify and compare same and different sections of a folk song; and identify same and different rhythmic patterns by performing a speech piece.</p> <p>Instructional Activity (Interactive): Down in the Meadow Instructional Activity (Interactive) Teacher Notes: Down in the Meadow Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo</p>	<p>Choose an item.</p>

		Assessment: Formal, p. 3	
Grade 1 MU:Cr3.2.1	a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	<p>The children convey expressive intent by presenting a final version of personal musical ideas by engaging in activities in which they demonstrate their understanding of ways to convey expressive intent when singing a song; sing a seasonal song and demonstrate their understanding of the strong beat through creative movement; and improvise an introduction to a song.</p> <p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Just Like A... (Orff) Instructional Activity (Projectable) Teacher Notes: Just Like A... (Orff)</p>	Choose an item.

<p>Grade 2 MU:Cr3.2.2</p>	<p>a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>	<p>The children convey expressive intent by presenting a final version of personal musical ideas by engaging in activities in which they perform a patriotic song, demonstrating dynamics; distinguish between higher and lower pitches in a musical performance and identify and respond to fast and slow tempos in a song; perform a song, using appropriate dynamics; and create melodic patterns and perform by singing and playing instruments.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Cr3.2.3</p>	<p>a. Present the final version of personal created music to others, and describe connection to expressive intent.</p>	<p>Students describe expressive intent by presenting a final version of personal created music to others by engaging in activities in which they perform rhythmic patterns, including four sixteenth notes, in a traditional American song in 2/4 meter; create and perform a four-beat rhythmic ostinato as an accompaniment to a song; play improvised rhythmic ostinatos to accompany the song; and create and perform rhythmic patterns, using standard notation, in 4/4 meter.</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, pp. 1, 2</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom Aleichem Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	
<p>Grade 4 MU:Cr3.2.4</p>	<p>a. Present the final version of personal created music to others, and explain connection to expressive intent.</p>	<p>Students explain expressive intent by presenting a final version of personal created music to others by engaging in activities in which they create, through improvisation, an appropriate accompaniment for a Native American song; compose and perform melodic phrases in a given key; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; create, notate, and perform movement and rhythmic variations on a theme; compose and perform extended pentatonic melodic patterns; and create and perform melodic phrases and accompaniments through improvisation and composition.</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko Assessment: Activity, p. 2</p> <p>Orff Arrangement Notation (Printable): Los niños en España cantan (In Spain, the Children Sing) Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain, the Children Sing) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p> <p>Orff Arrangement Notation (Printable): Xiao (Bamboo Flute) Orff Arrangement Teacher Notes: Xiao (Bamboo Flute) Assessment: Activity, p. 3</p>	
<p>Grade 5 MU:Cr3.2.5</p>	<p>a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p>	<p>Students explain expressive intent by presenting a final version of personal created music to others by engaging in activities in which they create arrangements to accompany a calypso folk song; and create and perform rhythmic patterns to be used as part of an Orff arrangement utilizing I, IV, and V chords in 2/4 meter.</p> <p>Orff Arrangement Notation (Printable): Hosanna, Me Build a House Orff Arrangement Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Orff Arrangement Notation (Printable): 'Ūlili E Orff Arrangement Teacher Notes: 'Ūlili E Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 6 MU:Cr3.2.6</p>	<p>a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>	<p>Students present the final version of their personal composition or arrangement, demonstrating effective beginning, middle, and ending, and conveying expressive intent, by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; and create and perform melodic and rhythmic phrases with increasing complexity.</p> <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 3	
Novice MU:Cr3.2.7	a. Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	<p>Students present the final version of their personal composition, song, or arrangement, demonstrating unity and variety, and conveying expressive intent, by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; and create and perform melodic and rhythmic phrases with increasing complexity.</p> <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p>	Choose an item.

Proficient MU:Cr3.2.8	a. Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	Students present the final version of their composition, song, or arrangement, demonstrating unity and variety, tension and release, and balance to convey expressive intent, by engaging in activities in which they evaluate, and compare and contrast exemplary musical performances, applying such skills as singing, listening, creating, and the use of technology; create, and perform in an exemplary fashion, original compositions; and create and perform melodic and rhythmic phrases with increasing complexity. Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere Assessment: Activity, p. 4 Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3	Choose an item.
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General Music/Performing

#MU:Pr4.1

Process Component: GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.	Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Essential Question: How do performers select repertoire?

Grade K MU:Pr4.1.K	a. With guidance, demonstrate and state personal interest in varied musical selections.	The children demonstrate and state personal interest in varied musical selections by engaging in activities in which they use movement and iconic representation to identify and compare higher/lower in a two-tone melody; play a musical game with a speech piece and explore the timbres of found sounds in the classroom; and move to identify and compare same and different sections of a folk song. Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me	Choose an item.
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<p>Grade 1 MU:Pr4.1.1</p>	<p>a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>The children demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections by engaging in activities in which they play a variety of singing games, identifying where and how each game is played; explore a song from Jamaica by identifying and moving to the steady beat, and singing and playing a musical game; explore steady beat as they sing, use movement, dramatize song verses, and play classroom instruments; and sing a seasonal song, play a rhythmic pattern on classroom instruments, identify and talk about special days and holidays, and discuss how music is an important part of many celebrations.</p> <p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p> <p>Song Notation (Projectable): Lost My Gold Ring Song Teacher Notes: Lost My Gold Ring Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Celebrate! Song Teacher Notes: Celebrate! Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Proud to Be an American Song Teacher Notes: Proud to Be an American Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Amefuri Song Teacher Notes: Amefuri Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p>	
<p>Grade 2 MU:Pr4.1.2</p>	<p>a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>The children demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections by engaging in activities in which they sing and play a listening game to identify dynamic levels and use appropriate music terminology; compose, read, and perform rhythmic patterns on classroom percussion instruments; identify the sound and image of an instrument; explore meter and dynamics as they perform a Maori song; use movement to interpret song lyrics; sing short solos; and explore the timbre of a banjo.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Formal, p. 1 Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Banjo Sam</p>	<p>Choose an item.</p>

		Song Teacher Notes: Banjo Sam Assessment: Activity, p. 3	
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<p>Grade 3 MU:Pr4.1.3</p>	<p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>	<p>Students demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context by engaging in activities in which they sing and move to demonstrate their understanding of the musical terms and symbols for <i>legato</i> and slurs, as they relate to a melody; identify music from different historical periods and describe a variety of compositions using specific music vocabulary referring to articulation; identify and categorize instruments in families of the orchestra and describe their characteristic sound; and identify, categorize, and explain a variety of instruments from diverse cultures.</p> <p>Song Notation (Projectable): Ichi-gatsu tsuitachi (A New Year’s Greeting) Song Teacher Notes: Ichi-gatsu tsuitachi (A New Year’s Greeting) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mubarak (Happy Birthday) Song Teacher Notes: Mubarak (Happy Birthday) Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): The Twelve Days of Christmas Song Teacher Notes: The Twelve Days of Christmas Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): Al tambor Instructional Activity (Interactive) Teacher Notes: Al tambor Assessment: Formal, p. 3</p>	<p>Choose an item.</p>
<p>Grade 4 MU:Pr4.1.4</p>	<p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p>	<p>Students demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill by engaging in activities in which they use symbols and terms referring to dynamics to explain a performance of a song; identify and describe diverse genres and styles of music by formulating an opinion about a cowboy song and performances of that musical style; describe a variety of compositions and performance as they prepare for, rehearse, and refine their own performance; sing an American freedom song and identify and describe its genre, style, and historical context; identify, describe, and perform music from the 20th century; and play a percussion accompaniment for a country</p>	<p>Choose an item.</p>

		<p>song.</p> <p>Song Notation (Projectable): Texas, Our Texas Song Teacher Notes: Texas, Our Texas Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range Assessment: Formal, p. 2</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning Assessment: Formal, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p>	
<p>Grade 5 MU:Pr4.1.5</p>	<p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p>	<p>Students demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill by engaging in activities in which they interpret dynamic symbols and terms through performance; and identify and interpret symbols referring to rhythm and meter.</p> <p>Song Notation (Projectable): I've Been Ev'rywhere Song Teacher Notes: I've Been Ev'rywhere Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Frosty, the Snowman Instructional Activity (Projectable) Teacher Notes: Frosty, the Snowman Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

<p>Grade 6 MU:Pr4.1.6</p>	<p>a. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p>	<p>Students apply teacher-provided criteria for selecting music to perform for a specific purpose by engaging in activities in which they listen to and sing a pop-rock song and identify its elements of music, genre and style, and tonality; perform a song with accurate intonation, rhythm, and proper expression; develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sight read an American folk song in meter in 4; and perform an Orff arrangement independently and expressively, interpreting with accurate rhythm and demonstrating fundamental skills.</p> <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Dona nobis pacem (Grant Us Peace) Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Novice MU:Pr4.1.7</p>	<p>a. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</p>	<p>Students apply collaboratively-developed criteria for selecting music of contrasting styles by engaging in activities in which they perform a song with accurate intonation, rhythm, and proper expression; develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sight read an American folk song in meter in 4; and perform an Orff arrangement independently and expressively, interpreting with accurate rhythm and demonstrating fundamental skills.</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Dona nobis pacem (Grant Us Peace) Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	
<p>Proficient MU:Pr4.1.8</p>	<p>a. Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p>	<p>Students apply personally-developed criteria for selecting music of contrasting styles by engaging in activities in which they perform a song with accurate intonation, rhythm, and proper expression; develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sight read an American folk song in meter in 4; and perform an Orff arrangement independently and expressively, interpreting with accurate rhythm and demonstrating fundamental skills.</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Dona nobis pacem (Grant Us Peace) Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

#MU:Pr4.2			
Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.		Anchor Standard: Select, analyze and interpret artistic work for presentation.	
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.		Essential Question: How does understanding the structure and context of musical works inform performance?	
Grade K MU:Pr4.2.K	a. With guidance, explore and demonstrate awareness of music contrasts, (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance.	<p>The children explore and demonstrate awareness of music contrasts in a variety of music selected for performance by engaging in activities in which they move to and sing a song to show thin and thick texture; identify, and play on barred instruments, low and high sounds; sing a song using high, medium, and low registers as a way to identify and compare higher and lower; identify and compare higher/lower in two-tone and three-tone melodies; use movements to identify and compare steady beat and rhythm; and compare and identify loud and soft dynamics through singing.</p> <p>Instructional Activity (Interactive): Elephant Song Instructional Activity (Interactive) Teacher Notes: Elephant Song Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable) (Up Down Low): Do Your Ears Hang Low? Instructional Activity (Projectable) (Up Down Low) Teacher Notes: Do Your Ears Hang Low?</p> <p>Song Notation (Projectable): Old MacDonald Song Teacher Notes: Old MacDonald Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Johnny Caught a Flea Song Teacher Notes: Johnny Caught a Flea Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Cobbler, Cobbler Song Teacher Notes: Cobbler, Cobbler Assessment: Activity, p. 2</p>	Choose an item.

		<p>Song Notation (Projectable): Chippewa Lullaby Song Teacher Notes: Chippewa Lullaby Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Oliver Twist Song Teacher Notes: Oliver Twist Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Alphabet Song Song Teacher Notes: The Alphabet Song Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Pr4.2.1</p>	<p>a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.</p>	<p>The children demonstrate knowledge of music concepts in music from a variety of cultures by engaging in activities in which they sing a Hungarian folk song to identify steady beat and read rhythmic patterns; read, write, and perform <i>so-mi-la</i> melodic patterns; move to show contrasting sections in a folk song; demonstrate steady beat as they sing, use movement, dramatize song verses, and play classroom instruments in a traditional counting song from Mexico; listen to recognize and identify melodic direction and respond through movement; and read and play rhythmic patterns that include quarter notes, quarter rests, and paired eighth notes.</p> <p>Song Notation (Projectable): Cirmos cica (Naughty Tabby Cat) Song Teacher Note: Cirmos cica (Naughty Tabby Cat) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Bounce High, Bounce Low Song Teacher Notes: Bounce High, Bounce Low Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Willowbee Song Teacher Notes: Willowbee Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Apples and Bananas Song Teacher Notes: Apples and Bananas Assessment: Activity, p. 2</p> <p>Song Notation (Projectable); Ackabacka, Soda Cracker Song Teacher Notes: Ackabacka, Soda Cracker Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p> <p>Song Notation (Projectable): Hokey Pokey Song Teacher Notes: Hokey Pokey</p> <p>Song Notation (Projectable): Cha wang yu Song Teacher Notes: Cha wang yu</p>	
	<p>b. Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music.</p>	<p>The children read and perform rhythmic patterns using iconic or standard notation by engaging in activities in which they read, write, play, and create rhythmic patterns, including quarter notes, eighth notes, and quarter rests; read rhythmic patterns, including quarter note/paired eighth</p>	<p>Choose an item.</p>

notes, and distinguish between beat and rhythm; chant, clap, move, and play instrumental ostinatos as they sing a song from Spain to show same and different in steady beat and rhythm; and clap and sing an ostinato to accompany a song.

Song Notation (Projectable): Beach Rap

Song Teacher Notes: Beach Rap

Assessment: Activity, p. 2

Song Notation (Projectable): Pease Porridge Hot

Song Teacher Notes: Pease Porridge Hot

Assessment: Activity, pp. 2, 3

Song Notation (Projectable): Bee, Bee, Bumblebee

Song Teacher Notes: Bee, Bee, Bumblebee

Assessment: Activity, p. 1

Play-Along (Percussion) Notation (Projectable): Celebrate

Play-Along (Percussion) Teacher Notes: Celebrate

Assessment: Activity, p. 2

Instructional Activity (Projectable): El burrito enfermo

Instructional Activity (Projectable) Teacher Notes: El burrito enfermo

Assessment: Activity, p. 3

Song Notation (Projectable): The Farmer's Dairy Key

Song Teacher Notes: The Farmer's Dairy Key

Assessment: Activity, p. 2

Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums

Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums

Assessment: Activity, p. 2

Music Reading Notation (Projectable): Bee, Bee, Bumblebee

Music Reading Teacher Notes: Bee, Bee, Bumblebee

		<p>Instructional Activity (Projectable): I Bought Me a Cat Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat</p> <p>Music Reading Notation (Projectable): Cha yang wu Music Reading Teacher Notes: Cha yang wu</p> <p>Instructional Activity (Projectable): Apple Tree Instructional Activity (Projectable) Teacher Notes: Apple Tree</p> <p>Song Notation (Projectable): Knock the Cymbals Song Notation (Projectable) Teacher Notes, page 2: Knock the Cymbals</p>	
<p>Grade 2 MU:Pr4.2.2</p>	<p>a. Demonstrate knowledge of music concepts, such as tonality and meter in music from a variety of cultures selected for performance.</p>	<p>The children demonstrate knowledge of music concepts in music from a variety of cultures by engaging in activities in which they identify, read, and sing a melodic pattern in a folk song from Spain; identify West African percussion instruments visually and aurally, and play rhythmic patterns on similar instruments in call-and-response style; identify and perform tied quarter notes while singing a French folk; create three-beat word rhythms to accompany a song in meter in 3; sing a verse-and-refrain folk song from Mexico; and identify the A and B sections in a traditional singing game from Puerto Rico.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Frère Jacques Song Teacher Notes: Frère Jacques Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower) Assessment: Activity, p. 2</p>	
	<p>b. Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music.</p>	<p>The children read and perform rhythmic and melodic patterns using iconic or standard notation by engaging in activities in which they identify, read, and sing a melodic pattern in a folk song from Spain; read, write, create, and play rhythmic patterns in 2/4 meter, including half notes and half rests; play rhythmic patterns on West African percussion instruments in call-and-response style; play and create melodic patterns as they sing a work song from a historical period in U.S. history; and read, write, and perform a rhythmic ostinato to accompany a song from Mexico.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Formal, p. 1 Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		Song Notation (Projectable): El tambor (The Drum) Song Teacher Notes: El tambor (The Drum) Assessment: Review, p. 3	
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<p>Grade 3 MU:Pr4.2.3</p>	<p>a. Demonstrate understanding of the structure in music selected for performance.</p>	<p>Students demonstrate understanding of the structure in music by engaging in activities in which they use music symbols and terms, as well as movement, to identify and explore the form of a song; identify, label, and sing a song in AB form; identify, label, and perform small and large musical forms; sing a round, with accurate intonation and rhythm; and identify, sing, and label the call-and-response form of a folk song from Hawaii.</p> <p>Song Notation (Projectable): Big Rock Candy Mountain Song Teacher Notes: Big Rock Candy Mountain Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El rabel (The Violin) Song Teacher Notes: El rabel (The Violin) (The Violin) Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day Assessment: Activity, pp. 3, 4</p> <p>Song Notation (Projectable): Morning Is Come Song Teacher Notes: Morning Is Come Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nani wala na hala Song Teacher Notes: Nani wala na hala Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	<p>Choose an item.</p>
	<p>b. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation when analyzing selected music.</p>	<p>Students read and perform rhythmic patterns and melodic phrases using iconic and standard notation by engaging in activities in which they read and perform rhythmic patterns in a Christmas carol from Puerto Rico, using standard notation in 2/4 meter; use pitch syllables to sing extended melodic patterns in <i>la</i> pentatonic; identify, read, and perform syncopated rhythmic patterns in 4/4 meter; read, write, and perform rhythmic and melodic patterns in a folk song from England; and identify and perform the</p>	<p>Choose an item.</p>

dotted-quarter/eighth-note rhythmic pattern in a Mandarin folk song.

Song Notation (Projectable): Aguinaldo

Song Teacher Notes: Aguinaldo

Assessment: Activity, p. 2

Song Notation (Projectable): Erdö, erdö de magos (In the Silent Forest)

Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest)

Assessment: Activity, p. 2

Assessment: Formal, p. 2

Song Notation (Projectable): Four White Horses

Song Teacher Notes: Four White Horses

Assessment: Activity, pp. 2, 3

Song Notation (Projectable): Good Morning

Song Teacher Notes: Good Morning

Assessment: Activity, p. 1

Song Notation (Projectable): Hot Cross Buns

Song Teacher Notes: Hot Cross Buns

Assessment: Activity, p. 2

Assessment: Formal, p. 2

Song Notation (Projectable): Hwa yuan li-de young wa wa (Garden Lullaby)

Song Teacher Notes: Hwa yuan li-de young wa wa (Garden Lullaby)

Assessment: Activity, p. 2

Song Notation (Projectable): In the Pumpkin Patch

Song Teacher Notes: In the Pumpkin Patch

Song Notation (Projectable): It's a Beautiful Land We Share

Song Teacher Notes: It's a Beautiful Land We Share

Song Notation (Projectable): Keep Your Eyes on the Prize

Song Teacher Notes: Keep Your Eyes on the Prize

		<p>Song Notation (Projectable): La calle ancha Song Teacher Notes: La calle ancha</p> <p>Song Notation (Projectable): Mama paquita Song Teacher Notes: Mama paquita</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p>	
	c. Describe how context, such as personal and social, can inform a performance.	<p>Students describe how context can inform a performance by engaging in activities in which they identify music from diverse genres and styles, describe the expected audience behavior associated with particular musical styles, and exhibit appropriate behaviors when listening to both recorded and live performances; and perform a song from the 1960s civil rights movement.</p> <p>Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize Assessment: Activity, p. 3</p>	Choose an item.
Grade 4 MU:Pr4.2.4	a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, and form) in music selected for performance.	<p>Students demonstrate understanding of the structure and the elements of music by engaging in activities in which they identify and interpret symbols and terms referring to dynamics; read, write, and perform rhythmic patterns in 3/4 meter; identify, through listening and movement, ABA form and the instrumental sections of introduction, interlude, and <i>coda</i>; identify and describe tempo and tempo changes in a Ukrainian folk song; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and use known music symbols and terminology to explain the harmony of a chord progression used to accompany a song, and compose their own melodies to fit a chord progression.</p> <p>Song Notation (Projectable): Wade in the Water</p>	Choose an item.

Song Teacher Notes: Wade in the Water
Assessment: Activity, pp. 2, 3

Song Notation (Projectable): How Can I Keep from Singing?
Song Teacher Notes: How Can I Keep from Singing?
Assessment: Activity, p. 3
Assessment: Formal, p. 3

Song Notation (Projectable): La Tarara
Song Teacher Notes: La Tarara
Assessment: Activity, p. 3

Song Notation (Projectable): My Bonnie Lies Over the Ocean
Song Teacher Notes: My Bonnie Lies Over the Ocean
Assessment: Activity, p. 3

Song Notation (Projectable): Minka
Song Teacher Notes: Minka
Assessment: Activity, p. 3
Assessment: Formal, p. 3

Song Notation (Projectable): Chiapanecas
Song Teacher Notes: Chiapanecas
Assessment: Activity, p. 3
Assessment: Formal, p. 3

Song Notation (Projectable): The Keel Row
Song Teacher Notes: The Keel Row
Assessment: Activity, p. 2

Song Notation (Projectable): Woke Up This Morning
Song Teacher Notes: Woke Up This Morning

Song Notation (Projectable): Xiao
Song Teacher Notes: Xiao

Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway
Play-Along (Recorder) Teacher Notes: Pat Works on the Railway

Music Reading Notation (Projectable): A Merry Modal Christmas

		<p>Music Reading Teacher Notes: A Merry Modal Christmas</p> <p>Music Reading Notation (Projectable): Soldier, Soldier</p> <p>Music Reading Teacher Notes: Soldier, Soldier</p>	
	<p>b. Read and perform using iconic and/or standard notation when analyzing selected music.</p>	<p>Students read and perform using iconic and standard notation by engaging in activities in which they read, write, and perform rhythmic patterns in 3/4 meter; read, write, and perform rhythmic patterns with dotted half and separated eighth notes and eighth- sixteenth-note combinations in 4/4 meter; match rhythmic patterns in 4/4 meter with those in a song; compose and notate melodic phrases; and use known musical symbols and terminology to explain musical sounds presented aurally, including melody in minor and melodic phrases created through improvisation.</p> <p>Song Notation (Projectable): How Can I Keep from Singing? Song Teacher Notes: How Can I Keep from Singing? Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains Song Teacher Notes: My Home's Across the Blue Ridge Mountains Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Soldier, Soldier Song Teacher Notes: Soldier, Soldier Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Beriozka Song Teacher Notes: Beriozka Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?</p>	<p>Choose an item.</p>

		<p>Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?</p> <p>Play-Along (Recorder) Notation (Projectable): The Keel Row Play-Along (Recorder) Teacher Notes: The Keel Row</p> <p>Music Reading Notation (Projectable): Soldier, Soldier Music Reading Teacher Notes: Soldier, Soldier</p> <p>Music Reading Notation (Projectable): Walk in Jerusalem Music Reading Teacher Notes: Walk in Jerusalem</p> <p>Listening Interactive Activity: Sakura Listening (Interactive) Teacher Notes: Sakura</p>	
	<p>c. Explain how social and cultural context informs a performance.</p>	<p>Students explain how social and cultural context informs a performance by engaging in activities in which they identify, describe, and perform a percussion accompaniment for a country song; sing an American freedom song and identify and describe its genre, style, and historical context; interpret symbols and terms referring to dynamics in a spiritual; use movement to illustrate strong and weak beats and 6/8 meter in a sea shanty; explain a variety of musical sounds, including those found in various cultures; and analyze and interpret <i>legato</i> articulation in a Chinese folk song.</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ala Da'lona Song Teacher Notes: Ala Da'lona Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Xiao (Bamboo Flute) Song Teacher Notes: Xiao (Bamboo Flute) Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p>	
<p>Grade 5 MU:Pr4.2.5</p>	<p>a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>Students demonstrate understanding of the structure and the elements of music by engaging in activities in which they identify and interpret terms referring to tempo by singing and analyzing performances of a Civil War-era song; analyze compound meter by singing a song in 6/8 time while performing created rhythmic ostinatos; move to show compound meter and perform a traditional folk song from Spain; read, write, and perform a syncopated rhythmic pattern found in a spiritual; aurally identify, label, and perform a two-part canon; read, write, and perform syncopated rhythmic patterns in 2/2 meter; and identify and explain the AB form of a verse/refrain song and perform an Orff arrangement to accompany the song.</p> <p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Choose an item.</p>

Assessment: Activity, p. 2

Song Notation (Projectable): Blow the Wind Southerly

Song Teacher Notes: Blow the Wind Southerly

Assessment: Activity, p. 2

Song Notation (Projectable): Don Alfonso

Song Teacher Notes: Don Alfonso

Assessment: Activity, p. 4

Song Notation (Projectable): Down By the Riverside

Song Teacher Notes: Down By the Riverside

Assessment: Activity, p. 2

Song Notation (Projectable): Ego sum pauper (Nothing Do I Own)

Song Teacher Notes: Ego sum pauper (Nothing Do I Own)

Assessment: Activity, p. 3

Song Notation (Projectable): Happy Days Are Here Again

Song Teacher Notes: Happy Days Are Here Again

Assessment: Activity, p. 3

Assessment: Formal, p. 3

Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live)

Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)

Assessment: Activity, p. 3

Orff Arrangement Notation (Printable): Camptown Races

Orff Arrangement Teacher Notes: Camptown Races

Assessment: Activity, p. 4

Song Notation (Projectable): Tancovacka

Song Teacher Notes: Tancovacka

Song Notation (Projectable): Tumba

Song Teacher Notes: Tumba

	<p>b. Read and perform using standard notation when analyzing selected music.</p>	<p>Students read and perform using standard notation by engaging in activities in which they identify, move to, and perform backbeat rhythmic patterns in a song; read rhythmic patterns in 3/4 meter that include a dotted-quarter note followed by an eighth note; and sing and read, from notation, a song that is based on the diatonic major scale, incorporating known music symbols, terminology, pitch syllables, and hand signs.</p> <p>Song Notation (Projectable): Come and Go With Me to That Land Song Teacher Notes: Come and Go With Me to That Land Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las estrellitas (Stars of the Heavens) Song Teacher Notes: Las estrellitas (Stars of the Heavens) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las velitas (Candles Burning Bright) Song Teacher Notes: Las velitas (Candles Burning Bright) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Over There Song Teacher Notes: Over There Assessment: Activity, p. 4 Assessment: Formal, p. 4</p> <p>Instructional Activity (Projectable): Deck the Hall Instructional Activity (Projectable) Teacher Notes: Deck the Hall,</p> <p>Instructional Activity (Projectable): Las velitas (Candles Burning Bright) Instructional Activity (Projectable) Teacher Notes: Las velitas (Candles Burning Bright)</p>	<p>Choose an item.</p>
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	<p>c. Explain how context, such as social, cultural, and historical informs performances.</p>	<p>Students explain how social, cultural, and historical context informs performances by engaging in activities in which they move to show compound meter and perform a traditional folk dance from Spain; read, write, and perform syncopated rhythmic patterns in 2/2 meter in a song from the Great Depression; identify rhythmic elements in a calypso folk song from Jamaica; and distinguish among musical timbres representative of Vietnamese culture.</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Cho'í hát bôì (The Theater Game) Song Teacher Notes: Cho'í hát bôì (The Theater Game) Assessment: Review, p. 3 Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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<p>Grade 6 MU:Pr4.2.6</p>	<p>a. Explain how understanding the structure and the elements of music are used in music selected for performance.</p>	<p>Students explain how understanding the structure and the elements of music are used by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; sing an old English round with accurate rhythm and intonation, demonstrating an understanding of style, form, and texture; identify, describe, analyze, and interpret the musical form and basic rhythms of a traditional American folk song; and sight read and sing a historic and traditional three-part canon in meter in 3, expressively.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Red River Valley Song Teacher Notes: Red River Valley Assessment: Activity, pp. 2, 4</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
	<p>b. Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics when analyzing selected music.</p>	<p>Students read and identify symbols for rhythm, pitch, articulation, and dynamics by engaging in activities in which they identify, analyze, and interpret articulation terms and symbols in the notation of a song in jazz swing style; read, sight read, sing, and notate the intervals of a folk song from New York in 6/8 meter; will sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3 and the key of C major; notate the pitches of a blues scale and blues notes, using standard notation; describe and demonstrate syncopated rhythms; and use a military march to identify, interpret, and analyze section and phrase form and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Just a Snap-Happy Blues</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Just a Snap-Happy Blues Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Texas in My Soul Song Teacher Notes: Texas in My Soul Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Jambo Bwana Song Teacher Notes: Jambo Bwana</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p>	
	<p>c. Identify how cultural and historical context inform performances.</p>	<p>Students identify how cultural and historical context inform performances by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>joropo</i>; sight read and sing a historic and traditional three-part canon in meter in 3, expressively, with <i>legato</i> articulation and accurate intonation; perform a jazz song in swing style and identify swing eighth-note rhythms and syncopation; sight read music notation from a traditional baseball song in the key of C major and meter in 3; and sight read a folk song in dorian</p>	<p>Choose an item.</p>

		<p>mode from the historical era of medieval England.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night)</p>	
<p>Novice MU:Pr4.2.7</p>	<p>a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p>	<p>Students explain and demonstrate the structure of contrasting pieces of music and how elements of music are used by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; and sing an old English round, with accurate rhythm and intonation, demonstrating fundamental singing skills and an understanding of style, form, and texture.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

	<p>b. Read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form when analyzing selected music.</p>	<p>Students read and identify symbols for rhythm, pitch, articulation, dynamics, tempo, and form by engaging in activities in which they identify, analyze, and interpret articulation terms and symbols in the notation of a song in jazz swing style; read, sight read, sing, and notate the intervals of a folk song from New York in 6/8 meter; notate the pitches of a blues scale and blues notes, using standard notation; describe and demonstrate syncopated rhythms; sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3 and the key of C major; and use a military march to identify, interpret, and analyze section and phrase form, and identify and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Just a Snap-Happy Blues Song Teacher Notes: Just a Snap-Happy Blues Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Texas in My Soul Song Teacher Notes: Texas in My Soul Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Jambo Bwana Song Teacher Notes: Jambo Bwana</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p>	<p>Choose an item.</p>
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		<p>Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p>	
	<p>c. Identify how cultural and historical context inform performances and result in different music interpretations.</p>	<p>Students identify how cultural and historical context inform performances and result in different music interpretations by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>joropo</i>; listen to and perform a jazz song in swing style, identify swing eighth-note rhythms and syncopation; and sight read music notation from a traditional baseball song in the key of C major and meter in 3; sight read a folk song in dorian mode from the historical era of medieval England; and identify and interpret expressive music symbols and terms for dynamics and tempo in a Christmas carol from the 19th century.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>

<p>Proficient MU:Pr4.2.8</p>	<p>a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<p>Students compare the structure of contrasting pieces of music, explaining how elements of music are used in each, by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; and sing an old English round, with accurate rhythm and intonation, demonstrating fundamental singing skills and an understanding of style, form, and texture.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation when analyzing selected music.</p>	<p>Students sight-read rhythmic, melodic, and harmonic notation by engaging in activities in which they sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3 and the key of C major; describe, demonstrate, and compare and contrast style, rhythmic, and melodic elements, including swing, syncopated patterns, and "blue" notes, using standard terminology, in a jazz song from the 1940s; and sight read melodic intervals in a folk song from New York.</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow) Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 3</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

	<p>c. Identify how cultural and historical context inform performances and result in different musical effects.</p>	<p>Students identify how cultural and historical context inform performances and result in different musical effects by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>joropo</i>; listen to and perform a jazz song in swing style, identify swing eighth-note rhythms and syncopation; and sight read music notation from a traditional baseball song in the key of C major and meter in 3; sight read a folk song in dorian mode from the historical era of medieval England; and identify and interpret expressive music symbols and terms for dynamics and tempo in a Christmas carol from the 19th century.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>
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#MU:Pr4.3			
Process Component: GMS-Interpret - Develop personal interpretations that consider creators' intent.		Anchor Standard: Select, analyze and interpret artistic work for presentation.	
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.		Essential Question: How do performers interpret musical works?	
Grade K MU:Pr4.3.K	a. With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamics, and tempo) that support the creator's expressive intent.	<p>The children demonstrate awareness of expressive qualities by engaging in activities in which they describe, and show through movement, how loud and soft dynamics are used in a song; respond to <i>fast</i> and <i>slow</i> through movement and singing; use movements to identify the timbres of singing voices of adults and children; and sing and move in order to identify and compare same and different dynamic levels.</p> <p>Listening Animated Map: Grizzly Bear Listening (Animated Map) Teacher Notes: Grizzly Bear Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Here We Go Round the Mulberry Bush Instructional Activity (Projectable) Teacher Notes: Here We Go Round the Mulberry Bush Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinner Music Song Teacher Notes: Dinner Music Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko! Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): A la ruru niño Song Teacher Notes: A la ruru niño</p>	Choose an item.

		<p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable): James Brown Song Teacher Notes: James Brown</p> <p>Instructional Activity (Interactive): Little and Lots Instructional Activity (Interactive) Teacher Notes: Little and Lots</p>	
<p>Grade 1 MU:Pr4.3.1</p>	<p>a. Demonstrate and describe music's expressive qualities (e.g., dynamics and tempo).</p>	<p>The children demonstrate and describe music's expressive qualities by engaging in activities in which they distinguish same/different between faster/slower while performing a musical game; perform a song with tempo changes and use basic terminology (<i>allegro</i> and <i>largo</i>) to describe the tempo; explore tempo through singing and moving to a Chanukah song and playing instruments to accompany the song; distinguish between same and different in faster and slower tempos in musical performances by comparing two versions of a song; and use basic music terminology to identify and describe changes in dynamics, including <i>forte</i> and <i>piano</i>, as they listen to, sing, and accompany a lullaby, and listen to a polka.</p> <p>Song Notation (Projectable): Geef jij mij die schoen (Pass This Shoe) Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe) Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Five Little Chickadees Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p> <p>Song Notation (Projectable): Hey, Diddle, Diddle Song Teacher Notes: Hey, Diddle, Diddle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 2	
Grade 2 MU:Pr4.3.2	a. Demonstrate understanding of expressive qualities (e.g., dynamics and tempo) and how creators use them to convey expressive intent.	<p>The children demonstrate understanding of expressive qualities by engaging in activities in which they read, write, and perform different tempos, including <i>allegro</i> and <i>largo</i>; identify and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; perform a song, through singing and moving, using <i>moderato</i> tempo and <i>piano</i> dynamics; and perform a hand jive to experience and identify steady beat and tempo changes.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ev'rybody Smiles in the Same Language Song Teacher Notes: Ev'rybody Smiles in the Same Language Assessment: Activity, p. 3</p>	Choose an item.
Grade 3 MU:Pr4.3.3	Demonstrate and describe how intent is conveyed through expressive qualities (e.g., dynamics and tempo).	<p>Students demonstrate and describe how intent is conveyed through expressive qualities by engaging in activities in which they aurally and visually identify, use, and interpret through performance music symbols and terms referring to dynamics, including <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, and <i>crescendo</i>; use music symbols and terminology referring to dynamics to identify musical sounds presented aurally; and sing and move to a song at different tempos and learn the terminology for those tempos.</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Sweet Potatoes</p>	Choose an item.

		<p>Song Teacher Notes: Sweet Potatoes Assessment: Formal, p. 2 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant Assessment: Activity, pp. 1, 3</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin' Assessment: Activity, p. 2</p>	
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<p>Grade 4 MU:Pr4.3.4</p>	<p>a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, and timbre).</p>	<p>Students demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities by engaging in activities in which they explain the musical sounds of instruments from various cultures, and play instruments to accompany a song from the Middle East; categorize and explain the sounds of children's and adult soprano and alto voices; categorize and explain the sound of keyboard instruments, and create simple accompaniments through improvisation or composition; identify, interpret, and use musical terms and symbols related to <i>legato</i> articulation, and explore the connection between mood and expressive elements; and describe a variety of compositions and performances as they prepare to rehearse and refine their own performance.</p> <p>Song Notation (Projectable): Ala Da'lona Song Teacher Notes: Ala Da'lona Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Harambee Song Teacher Notes: Harambee Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sakura Song Teacher Notes: Sakura Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p>	<p>Choose an item.</p>
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<p>Grade 5 MU:Pr4.3.5</p>	<p>a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, timbre, and articulation/style).</p>	<p>Students demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities by engaging in activities in which they interpret, through performance, music symbols and terms referring to dynamics, meter, articulation, and form; explain how changes in the tempo of performances influence both the meaning and the feeling of a song through interpretation; use music symbols, terminology, and appropriate vocabulary to identify, explain, and interpret melodic elements referring to tempo and articulation; and explore the use of a variety of instrumental timbres from the Chinese culture.</p> <p>Song Notation (Projectable): Frosty the Snowman Song Teacher Notes: Frosty the Snowman Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Meng Jian Nu Instructional Activity (Projectable) Teacher Notes: Meng Jian Nu Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): Comin' Up Christmas</p>	<p>Choose an item.</p>

		<p>Play-Along Percussion (Projectable) Teacher Notes: Comin' Up Christmas</p> <p>Play-Along (Percussion) Notation (Projectable): Ragupati Ragava Play-Along Percussion (Projectable) Teacher Notes: Ragupati Ragava</p> <p>Play-Along (Percussion) Notation (Projectable): Tancovacka Play-Along Percussion (Projectable) Teacher Notes: Tancovacka</p>	
<p>Grade 6 MU:Pr4.3.6</p>	<p>a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p>Students perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent by engaging in activities in which they sight read and perform a countermelody on soprano recorder, independently and expressively, with accurate intonation and rhythm, developing and demonstrating fundamental skills and appropriate solo performance techniques; perform and demonstrate vocal fundamental techniques, alone and in groups, and interpret terms and symbols for dynamics in an expressive pop song; identify and interpret music terms and symbols referring to different tempos, as they perform a song with several tempo changes; demonstrate, model, sight read, and sing, alone and in groups, characteristic vocal timbre in an American folk song; and identify, analyze, and interpret music symbols and terms referring to dynamics.</p> <p>Play-Along (Recorder) Notation (Projectable): Ribbons in the Sky Play-Along (Recorder) Teacher Notes: Ribbons in the Sky Assessment: Activity, p. 6</p> <p>Song Notation (Projectable): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky Assessment: Activity, p. 7</p> <p>Song Notation (Projectable): Hooray for Hollywood Song Teacher Notes: Hooray for Hollywood Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): You Were on My Mind Song Teacher Notes: You Were on My Mind Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Sing In Harmony Instructional Activity (Projectable) Teacher Note: Sing In Harmony</p> <p>Orff Arrangement (Printable): St. Louis Blues Orff Arrangement Teacher Notes: St. Louis Blues</p>	
<p>Novice MU:Pr4.3.7</p>	<p>a. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p>Students perform contrasting pieces of music demonstrating how their interpretations of the elements of music and expressive qualities convey intent by engaging in activities in which they sight read and perform a countermelody on soprano recorder, independently and expressively, with accurate intonation and rhythm, developing and demonstrating fundamental skills and appropriate solo performance techniques; conduct and sing a song with <i>rubato</i> tempo, and apply and demonstrate a process to self-evaluate performances and artistic improvement; perform a song with accurate intonation, rhythm, and proper expression; and develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; and sight read and sing a historic and traditional three-part canon in meter in 3, expressively, with <i>legato</i> articulation and accurate intonation.</p> <p>Play-Along (Recorder) Notation (Projectable): Ribbons in the Sky Play-Along (Recorder) Teacher Notes: Ribbons in the Sky Assessment: Activity, p. 6</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Don nobis pacem (Grant Us Peace) Song Teacher Notes: Don nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Hooray for Hollywood Song Teacher Notes: Hooray for Hollywood Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky Assessment: Activity, p. 7</p> <p>Song Notation (Projectable): You Were on My Mind Song Teacher Notes: You Were on My Mind Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Sing In Harmony Instructional Activity (Projectable) Teacher Note: Sing In Harmony</p> <p>Orff Arrangement (Printable): St. Louis Blues Orff Arrangement Teacher Notes: St. Louis Blues</p>	
<p>Proficient MU:Pr4.3.8</p>	<p>a. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).</p>	<p>Students perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities by engaging in activities in which they sight read and perform a countermelody on soprano recorder, independently and expressively, with accurate intonation and rhythm, developing and demonstrating fundamental skills and appropriate solo performance techniques; conduct and sing a song with <i>rubato</i> tempo, and apply and demonstrate a process to self-evaluate performances and artistic improvement; perform a song with accurate intonation, rhythm, and proper expression; and develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; and sight read and sing a historic and traditional three-part canon in meter in 3, expressively, with <i>legato</i> articulation and accurate intonation.</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Don nobis pacem (Grant Us Peace) Song Teacher Notes: Don nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hooray for Hollywood Song Teacher Notes: Hooray for Hollywood Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky Assessment: Activity, p. 7</p> <p>Song Notation (Projectable): You Were on My Mind Song Teacher Notes: You Were on My Mind Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Sing In Harmony Instructional Activity (Projectable) Teacher Note: Sing In Harmony</p> <p>Orff Arrangement (Printable): St. Louis Blues Orff Arrangement Teacher Notes: St. Louis Blues</p>	
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#MU:Pr5.1			
Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.		Anchor Standard: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		Essential Question: How do musicians improve the quality of their performance?	
Grade K MU:Pr5.1.K	a. With guidance, apply personal, teacher, and peer feedback to refine performances.	The children apply feedback to refine performances by engaging in activities in which they use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; move to identify and compare same and different parts of a folk song; perform a speech piece to show same and different rhythmic patterns; and perform partwork to identify same and different in steady beat and rhythm. Song Notation (Projectable): Corn Grinding Song Song Teacher Notes: Corn Grinding Song Assessment: Activity, p. 2 Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2 Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3 Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo Assessment: Formal, p. 3 Music Reading Notation (Projectable): Rig-a-Jig-Jig Music Reading Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 3	Choose an item.
	b. With guidance, use suggested	The children use suggested strategies to improve the expressive qualities	Choose an item.

	<p>strategies in rehearsal to improve the expressive qualities of music.</p>	<p>of music by engaging in activities in which they sing and move in order to identify and compare same and different dynamic levels (louder and softer); and perform a song using loud and soft singing.</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Pr5.1.1</p>	<p>a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p>	<p>The children apply feedback to refine performances by engaging in activities in which they will sing a seasonal song and demonstrate their understanding of the strong beat through movement; play rhythmic patterns using quarter and eighth notes, and sing a folk song and play a musical game; perform simple part work by clapping rhythmic ostinatos while singing a folk song; and play melodic and rhythmic patterns on classroom instruments to accompany a song.</p> <p>Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): A-Tisket, A-Tasket Song Teacher Notes: A-Tisket, A-Tasket Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Song Notation (Projectable): Bingo Song Teacher Notes: Bingo Assessment: Activity, p. 2</p> <p>Orff Arrangement Notation (Printable): Yang wa wa Orff Arrangement Teacher Notes: Yang wa wa Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Orff Arrangement Notation (Printable): Niño querido Orff Arrangement Teacher Notes: Niño querido Assessment: Activity, p. 2</p> <p>Movement Activity Instructions (Printable): Mon papa Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake</p>	
	b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	<p>The children use suggested strategies to address interpretive challenges of music by engaging in activities in which they move together in march formations; play rhythmic patterns using quarter and eighth notes, and sing a folk song and play a musical game; perform simple part work by clapping rhythmic ostinatos while singing a folk song; and play melodic and rhythmic patterns on classroom instruments to accompany a song.</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In Assessment: Review, p. 3</p> <p>Orff Arrangement Notation (Printable): Yang wa wa Orff Arrangement Teacher Notes: Yang wa wa Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Niño querdo Orff Arrangement Teacher Notes: Niño querido Assessment: Activity, p. 2</p>	Choose an item.
Grade 2 MU:Pr5.1.2	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	<p>The children apply criteria to judge the accuracy, expressiveness, and effectiveness of performances by engaging in activities in which they perform a lullaby with appropriate dynamics; perform and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; interpret and perform a Maori song from New Zealand using basic music terminology, including meter, <i>piano</i>, <i>forte</i>, and <i>fermata</i>; and create, perform, and evaluate ostinato patterns.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo</p>	Choose an item.

		<p>Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam Evaluating: Developing Criteria, p. 3 Assessment: Activity, p. 3</p>	
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	<p>b. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.</p>	<p>The children rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music by engaging in activities in which they perform a lullaby with appropriate dynamics; perform and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; interpret and perform a Maori song from New Zealand using basic music terminology, including meter, <i>piano</i>, <i>forte</i>, and <i>fermata</i>; and create, perform, and evaluate ostinato patterns; use appropriate dynamics when performing a patriotic song; and create, evaluate, and perform speech ostinatos.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam Evaluating: Developing Criteria, p. 3 Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Ev'rybody Smiles in the Same Language Instructional Activity (Projectable) Teacher Notes: Ev'rybody Smiles in the Same Language</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Pr5.1.3</p>	<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p>	<p>Students apply criteria and feedback to evaluate accuracy of ensemble performances by engaging in activities in which they perform a movement sequence to accompany a patriotic song; and perform rhythmic patterns in 4/4 meter.</p> <p>Movement Activity Instructions (Printable): It's a Beautiful Land We Share Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Music Reading Notation (Projectable): Shakin' it Up Music Reading Teacher Notes: Shakin' it Up</p>	
	<p>b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>Students rehearse to refine technical accuracy, expressive qualities, and identified performances challenges by engaging in activities in which they utilize good intonation and accurate rhythm as they play a recorder countermelody to the refrain of an African American spiritual; and perform rhythmic patterns in 4/4 meter.</p> <p>Play-Along (Recorder) Notation (Projectable): Do, Lord Play-Along (Recorder) Teacher Notes: Do, Lord Assessment: Activity, p. 2</p> <p>Music Reading Notation (Projectable): Shakin' it Up Music Reading Teacher Notes: Shakin' it Up</p>	<p>Choose an item.</p>
<p>Grade 4 MU:Pr5.1.4</p>	<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p>	<p>Students apply criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances by engaging in activities in which they create a performance plan that includes appropriate dynamics for a spiritual; sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; explore rhythmic and melodic patterns in 6/8 meter, and play ostinatos as an accompaniment; sing with accurate intonation and evaluate their own intonation, as well as that of others; and identify and interpret, through performance music terms and symbols referring to tempo.</p> <p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pat Works on the Railway Song Teacher Notes: Pat Works on the Railway Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Now Let Me Fly Song Teacher Notes: Now Let Me Fly Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): St. Patrick Was a Gentleman Song Teacher Notes: St. Patrick Was a Gentleman Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): We're Making Popcorn Song Teacher Notes: We're Making Popcorn</p> <p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Orff Arrangement Notation (Printable): Beriozka Orff Arrangement Teacher Notes: Beriozka</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p> <p>Orff Arrangement Notation (Printable): Sakura Orff Arrangement Teacher Notes: Sakura</p> <p>Instructional Activity (Projectable): Sambalele Instructional Activity (Projectable) Teacher Notes: Sambalele</p> <p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>	
	<p>b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>	<p>Students rehearse to refine technical accuracy and expressive qualities, and address performances challenges by engaging in activities in which they sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; explore rhythmic and melodic patterns in 6/8 meter, and play ostinatos as an accompaniment; sing with</p>	<p>Choose an item.</p>

accurate intonation and evaluate their own intonation, as well as that of others; and identify and interpret, through performance music terms and symbols referring to tempo; and identify, use, and interpret music symbols and terms referring to articulation through performance, singing with accurate intonation.

Song Notation (Projectable): My Bonnie Lies Over the Ocean

Song Teacher Notes: My Bonnie Lies Over the Ocean

Assessment: Activity, p. 3

Song Notation (Projectable): Pat Works on the Railway

Song Teacher Notes: Pat Works on the Railway

Assessment: Activity, p. 2

Song Notation (Projectable): Now Let Me Fly

Song Teacher Notes: Now Let Me Fly

Assessment: Activity, p. 3

Song Notation (Projectable): St. Patrick Was a Gentleman

Song Teacher Notes: St. Patrick Was a Gentleman

Assessment: Activity, p. 2

Instructional Activity (Projectable): The Bard of Armagh

Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh

Assessment: Review, p. 3

Assessment: Activity, p. 3

Movement Activity Instructions (Printable): Green Eggs and Ham

Instructional Activity (Projectable): Humpty Dumpty

Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty

Movement Activity Instructions (Printable): Sailboat in the Sky

Instructional Activity (Projectable): Sambalele

Instructional Activity (Projectable) Teacher Notes: Sambalele

Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow!
Let It Snow!

Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It

		<p>Snow!</p> <p>Song Notation (Projectable): We're Making Popcorn Song Teacher Notes: We're Making Popcorn</p>	
<p>Grade 5 MU:Pr5.1.5</p>	<p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p>	<p>Students apply criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances by engaging in activities in which they sing melody, in unison, and harmony parts, in parallel thirds, and play a recorder accompaniment; perform a two-part song with a descant; perform a song as a two-part canon; and play complementary rhythms and improvisations, using percussion instruments to accompany a song.</p> <p>Song Notation (Projectable): Camptown Races Song Teacher Notes: Camptown Races Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Ash Grove Song Teacher Notes: The Ash Grove Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own) Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own) Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): Sing, Sing, Sing Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing</p>	<p>Choose an item.</p>
	<p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>	<p>Students rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time by engaging in activities in which they use specific criteria to evaluate the performances of a song; move alone and with others while performing an American play party game; and play two-measure rhythmic patterns to accompany a song.</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 2 Movement Activity Instructions: Cindy Assessment: Activity, p. 3 Play-Along (Percussion) Notation (Projectable): Laredo Play-Along (Percussion) Teacher Notes: Laredo Assessment: Activity, p. 3	
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<p>Grade 6 MU:Pr5.1.6</p>	<p>a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>	<p>Students identify and apply criteria to rehearse, refine, and determine when a piece is ready to perform by engaging in activities in which they sing a song with <i>rubato</i> tempo and apply and demonstrate a process to self-evaluate performances and artistic improvement; perform an Orff Arrangement in 9/8 compound meter, expressively with accurate rhythm, individually and in small ensembles, and demonstrate appropriate physical fundamental and small ensemble performance techniques; identify the technical and expressive qualities of music and demonstrate how they are expressed in song and in movement; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and offer constructive suggestions for improvement.</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Orff Arrangement (Printable): Down in the Valley Orff Arrangement Teacher Notes: Down in the Valley Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): There is Love Somewhere Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Born to Be Someone Instructional Activity (Projectable) Teacher Notes: Born to Be Someone Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
<p>Novice MU:Pr5.1.7</p>	<p>a. Identify and apply collaboratively-developed criteria, (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact,</p>	<p>Students identify and apply criteria to rehearse, refine, and determine when the music is ready to perform by engaging in activities in which they perform an Orff Arrangement in 9/8 compound meter, expressively with accurate rhythm, individually and in small ensembles, and demonstrate appropriate physical fundamental and small ensemble performance techniques; identify the technical and expressive qualities of music and</p>	<p>Choose an item.</p>

	<p>and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p>demonstrate how they are expressed in song and in movement; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and offer constructive suggestions for improvement.</p> <p>Orff Arrangement (Printable): Down in the Valley Orff Arrangement Teacher Notes: Down in the Valley Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): There is Love Somewhere Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Born to Be Someone Instructional Activity (Projectable) Teacher Notes: Born to Be Someone Assessment: Activity, p. 2</p>	
<p>Proficient MU:Pr5.1.8</p>	<p>a. Identify and apply personally-developed criteria, (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p>Students identify and apply criteria to rehearse, refine, and determine when the music is ready to perform by engaging in activities in which they sing a song with <i>rubato</i> tempo and apply and demonstrate a process to self-evaluate performances and artistic improvement; perform an Orff Arrangement in 9/8 compound meter, expressively with accurate rhythm, individually and in small ensembles, and demonstrate appropriate physical fundamental and small ensemble performance techniques; identify the technical and expressive qualities of music and demonstrate how they are expressed in song and in movement; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and offer constructive suggestions for improvement.</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Orff Arrangement (Printable): Down in the Valley</p>	<p>Choose an item.</p>

		<p>Orff Arrangement Teacher Notes: Down in the Valley Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): There is Love Somewhere Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Born to Be Someone Instructional Activity (Projectable) Teacher Notes: Born to Be Someone Assessment: Activity, p. 2</p>	
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#MU:Pr6.1

Process Component: GMS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade K
MU:Pr6.1.K

a. With guidance, perform music with expression.

The children perform music with expression by engaging in activities in which they sing and move in order to identify and compare same and different dynamic levels (louder and softer); compare and identify loud and soft dynamics through singing, listening, and performing movements; and perform and compare loud and soft dynamics by listening and playing classroom percussion instruments.

Song Notation (Projectable): We Are Dear Little Birdies
Song Teacher Notes: We Are Dear Little Birdies
Assessment: Activity, p. 2

Song Notation (Projectable): Clouds
Song Teacher Notes: Clouds
Assessment: Activity, p. 2

Song Notation (Projectable): A la ruru niño (Hush, My Little Baby)
Song Teacher Notes: A la ruru niño (Hush, My Little Baby)
Assessment: Activity, p. 3

Play-Along (Percussion) Notation (Projectable): A la ruru niño
Play-Along (Percussion) Teacher Notes: A la ruru niño
Assessment: Activity, p. 3

Choose an item.

b. Perform appropriately for the audience.

The children perform appropriately for the audience by engaging in activities in which they create and perform two new verses to a song; sing a song and perform movements to identify steady beat; and perform movements to identify and compare same and different parts of a song.

Choose an item.

		<p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2 Extension Activity, p. 2</p> <p>Song Notation (Projectable): Eensy Weensy Spider Song Teacher Notes: Eensy Weensy Spider Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): When I Grow Up Song Teacher Notes: When I Grow Up Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Pr6.1.1</p>	<p>a. With limited guidance, perform music for a specific purpose with expression.</p>	<p>The children perform music for a specific purpose with expression by engaging in activities in which they create movements to perform during different sections of a song; sing and accompany a lullaby using appropriate dynamics; and demonstrate an understanding of tempo through singing a Chanukah song and playing instruments to accompany the song.</p> <p>Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Walk in the Room Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Chanukah, Chanukah</p> <p>Movement Activity Instructions (Printable): Yankee Doodle</p> <p>Movement Activity Instructions (Printable): Hey, Diddle, Diddle</p> <p>Movement Activity Instructions (Printable): Counting Song</p>	<p>Choose an item.</p>

	b. Perform appropriately for the audience and purpose.	<p>The children perform appropriately for the audience and purpose by engaging in activities in which they use movement to accompany a traditional holiday song; and sing a Christmas carol and identify and demonstrate appropriate audience behavior during musical performances.</p> <p>Movement Activity Instructions (Printable): Jolly Old St. Nicholas Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): I Saw Three Ships Song Teacher Notes: I Saw Three Ships Assessment: Activity, p. 2</p>	Choose an item.
Grade 2 MU:Pr6.1.2	a. Perform music for a specific purpose with expression and technical accuracy.	<p>The children perform music for a specific purpose with expression and technical accuracy by engaging in activities in which they use appropriate dynamics when performing a patriotic song; demonstrate understanding of the musical terms meter, <i>fermata</i>, <i>forte</i>, and <i>piano</i> by performing a Maori song from New Zealand; and identify as same and different, move to, and perform the phrases in a Hawaiian singing game.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Kapulu kane Song Teacher Notes: Kapulu kane Assessment: Activity, p. 2</p>	Choose an item.
	b. Perform appropriately for the audience and purpose.	<p>The children perform appropriately for the audience and purpose by engaging in activities in which they use appropriate dynamics when performing a patriotic song; and demonstrate understanding of the musical terms meter, <i>fermata</i>, <i>forte</i>, and <i>piano</i> by performing a Maori song from New Zealand.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America</p>	Choose an item.

		<p>Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p>	
<p>Grade 3 MU:Pr6.1.3</p>	<p>a. Perform music with expression and technical accuracy.</p>	<p>Students perform music with expression and technical accuracy by engaging in activities in which they create and execute a performance plan for a song that includes the symbols for <i>forte</i>, <i>piano</i>, <i>mezzo forte</i>, and <i>mezzo piano</i>; perform layered ostinato patterns using various dynamic levels; and use movement to differentiate between the verse and refrain when singing a song; sing a song in AABA form and show <i>staccato</i> and <i>legato</i> phrasing through movement.</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes Assessment: Formal, p. 2 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Al tambor Song Teacher Notes: Al tambor Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Big Rock Candy Mountain Song Teacher Notes: Big Rock Candy Mountain Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): If I Only Had a Brain Song Teacher Notes: If I Only Had a Brain Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context and venue by engaging in activities in which they exhibit good audience etiquette and the ability to identify and label ABA form while listening to a recorded performance; and explore proper audience etiquette during live and recorded performances as they identify and label sectional form.</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): If a Tiger Calls Song Teacher Notes: If a Tiger Calls Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p>	
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<p>Grade 4 MU:Pr6.1.4</p>	<p>a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p>	<p>Students perform music with expression and technical accuracy, and appropriate interpretation by engaging in activities in which they interpret the dynamic symbols and terms for <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, <i>sforzando piano</i>, <i>crescendo</i>, and <i>decrescendo</i> by executing a performance plan that includes dynamics; sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; perform a round <i>a cappella</i>; sing with accurate intonation and evaluate their own intonation, as well as that of others; and perform a countermelody on soprano recorders with accurate intonation and rhythm.</p> <p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Los niños en España cantan Song Teacher Notes: Los niños en España cantan Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Now Let Me Fly Song Teacher Notes: Now Let Me Fly Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing? Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing? Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway Play-Along (Recorder) Teacher Notes: Pat Works on the Railway</p> <p>Instructional Activity (Projectable): The Bard of Armagh Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p>	<p>Choose an item.</p>
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	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre by engaging in activities in which they perform Christmas songs and act as appropriate audience members for class performances; perform an African American spiritual; perform a song with choreography movements; and rehearse, and refine their own performance and exhibit appropriate audience etiquette during their classmates' performance.</p> <p>Song Notation (Projectable): A Merry Modal Christmas Song Teacher Notes: A Merry Modal Christmas Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Now Let Me Fly Song Teacher Notes: Now Let Me Fly Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p>	<p>Choose an item.</p>
<p>Grade 5 MU:Pr6.1.5</p>	<p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>	<p>Students perform music with expression, technical accuracy, and appropriate interpretation by engaging in activities in which they perform a song using proper diction, with dynamics, as shown in the notation, and <i>legato</i> phrasing; discuss and demonstrate how dynamic choices affect expression and emotion in music; sing a shanty with correct rhythms and intervals; and sing a song in 6/8 time while performing created rhythmic ostinatos; read and perform the traditional 3:2 <i>son clave</i> and syncopated</p>	<p>Choose an item.</p>

		<p>patterns used in Latin American and Caribbean music.</p> <p>Song Notation (Projectable): Tama Tu Song Teacher Notes: Tama Tu Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Get On Your Feet Song Teacher Notes: Get On Your Feet Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Shenandoah Song Teacher Notes: Shenandoah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Blow the Wind Southerly Song Teacher Notes: Blow the Wind Southerly Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner) Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Cindy Song Teacher Notes: Cindy</p> <p>Orff Arrangement Notation (Printable): Las estrellitas del cielo (Stars of the Heavens) Orff Arrangement Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>	
	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style by engaging in activities in which they sing using different tempos to interpret and communicate the mood of a song; exhibit proper audience etiquette while singing and listening to a song; and identify, listen to, and discuss a variety of singing styles people hear in different locations and contexts (school songs, opera, musical theater and show choir, traditional choral singing, pop singing).</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Imbabura Song Teacher Notes: Imbabura Assessment: Activity, p. 2</p> <p>Enrichment Activity (Interactive): Sing Me a Song Enrichment Activity (Interactive) Teacher Notes: Sing Me a Song</p>	
<p>Grade 6 MU:Pr6.1.6</p>	<p>a. Perform the music with technical accuracy to convey the creator's intent.</p>	<p>Students perform the music with technical accuracy to convey the creator's intent by engaging in activities in which they independently sight read an Israeli folk song in a minor key, developing and demonstrating expressive singing, accurate intonation and rhythm, and appropriate solo performance techniques; perform a song with accurate intonation, rhythm, and proper expression; and develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sing a song in reggae style, analyze its melodic sequence and contour, and identify the music symbols that help to define its form; and sight read and perform a two-part song with accurate rhythm and intonation, developing and demonstrating large ensemble performance techniques.</p> <p>Song Notation (Projectable): Alumot (Sheaves of Grain) Song Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Down in the Valley Song Teacher Notes: Down in the Valley</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Give a Little Love Song Teacher Notes: Give a Little Love Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Sing in Harmony! Song Teacher Notes: Sing in Harmony! Assessment: Activity, p. 3</p> <p>Music Reading Practice: Scarborough Fair Music Reading Practice Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable): Sing in Harmony! Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</p>	
	<p>b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette), appropriate for venue and purpose.</p>	<p>Students demonstrate performance decorum, appropriate for venue and purpose by engaging in activities in which they model appropriate concert and audience etiquette as a listener and performer when singing a popular song; sight read a melody from a Broadway musical with accurate rhythm and develop and demonstrate appropriate large ensemble performance techniques; independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, with accurate intonation and rhythm while developing large ensemble performance techniques; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and will offer constructive suggestions for improvement through small group performances and class discussions.</p> <p>Song Notation (Projectable): I Shall Sing Song Teacher Notes: I Shall Sing Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): Another Op'nin', Another Show Song Teacher Notes: Another Op'nin', Another Show Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): A Gift to Share</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Projectable) Teacher Notes: A Gift to Share Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody Assessment: Activity, p. 2</p>	
<p>Novice MU:Pr6.1.7</p>	<p>a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p>	<p>Students perform the music with technical accuracy and stylistic expression to convey the creator's intent by engaging in activities in which they independently sight read an Israeli folk song in a minor key, developing and demonstrating expressive singing, accurate intonation and rhythm, and appropriate solo performance techniques; perform a song with accurate intonation, rhythm, and proper expression; and develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sing a song in reggae style, analyze its melodic sequence and contour, and identify the music symbols that help to define its form; and sight read and perform a two-part song with accurate rhythm and intonation, developing and demonstrating large ensemble performance techniques.</p> <p>Song Notation (Projectable): Alumot (Sheaves of Grain) Song Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Down in the Valley Song Teacher Notes: Down in the Valley Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Give a Little Love Song Teacher Notes: Give a Little Love Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Sing in Harmony! Song Teacher Notes: Sing in Harmony! Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Music Reading Practice: Scarborough Fair Music Reading Practice Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable): Sing in Harmony! Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</p>	
	<p>b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette), appropriate for venue, purpose, and context.</p>	<p>Students demonstrate performance decorum, appropriate for venue, purpose, and context by engaging in activities in which they model appropriate concert and audience etiquette as a listener and performer when singing a popular song; sight read a melody from a Broadway musical with accurate rhythm and develop and demonstrate appropriate large ensemble performance techniques; independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, with accurate intonation and rhythm while developing large ensemble performance techniques; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and will offer constructive suggestions for improvement through small group performances and class discussions.</p> <p>Song Notation (Projectable): I Shall Sing Song Teacher Notes: I Shall Sing Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): Another Op'nin', Another Show Song Teacher Notes: Another Op'nin', Another Show Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): A Gift to Share Instructional Activity (Projectable) Teacher Notes: A Gift to Share Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

<p>Proficient MU:Pr6.1.8</p>	<p>a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p>	<p>Students perform the music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent by engaging in activities in which they independently sight read an Israeli folk song in a minor key, developing and demonstrating expressive singing, accurate intonation and rhythm, and appropriate solo performance techniques; perform a song with accurate intonation, rhythm, and proper expression; and develop, demonstrate, and model appropriate solo performance techniques and vocal timbre to match the style of the music; sing a song in reggae style, analyze its melodic sequence and contour, and identify the music symbols that help to define its form; and sight read and perform a two-part song with accurate rhythm and intonation, developing and demonstrating large ensemble performance techniques.</p> <p>Song Notation (Projectable): Alumot (Sheaves of Grain) Song Teacher Notes: Alumot (Sheaves of Grain) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Down in the Valley Song Teacher Notes: Down in the Valley Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Give a Little Love Song Teacher Notes: Give a Little Love Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Sing in Harmony! Song Teacher Notes: Sing in Harmony! Assessment: Activity, p. 3</p> <p>Music Reading Practice: Scarborough Fair Music Reading Practice Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable): Sing in Harmony! Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p> <p>Instructional Activity (Projectable): Born to Be Somebody</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</p>	
	<p>b. Demonstrate performance decorum, (e.g., stage presence, attire, behavior and audience etiquette) appropriate for venue, purpose, context, and style.</p>	<p>Students demonstrate performance decorum, appropriate for venue, purpose, context, and style by engaging in activities in which they model appropriate concert and audience etiquette as a listener and performer when singing a popular song; sight read a melody from a Broadway musical with accurate rhythm and develop and demonstrate appropriate large ensemble performance techniques; independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, with accurate intonation and rhythm while developing large ensemble performance techniques; and describe, select, apply, and demonstrate the processes for self-evaluation and personal artistic improvement, and will offer constructive suggestions for improvement through small group performances and class discussions.</p> <p>Song Notation (Projectable): I Shall Sing Song Teacher Notes: I Shall Sing Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): Another Op'nin', Another Show Song Teacher Notes: Another Op'nin', Another Show Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): A Gift to Share Instructional Activity (Projectable) Teacher Notes: A Gift to Share Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

General Music/Responding			
#MU:Re7.1			
Process Component: GMS-Select - Choose music appropriate for a specific purpose or context.		Anchor Standard: Perceive and analyze artistic work.	
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		Essential Question: How do individuals choose music to experience?	
Grade K MU:Re7.1.K	a. With guidance, list personal interests and experiences, and demonstrate why they prefer some music selections over others.	<p>The children list personal interests and experiences, and demonstrate why they prefer some music selections over others by engaging in activities in which they identify, compare, and respond to the use of faster and slower tempos through singing, listening, and moving to a song from Zimbabwe; and perform a song using loud and soft singing.</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	Choose an item.
Grade 1 MU:Re7.1.1	a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<p>The children identify and demonstrate how personal interests and experiences influence musical selection for specific purposes by engaging in activities in which they sing, clap the beat, and perform movements to an African American children's song; and play singing games, identifying where and how each game is played.</p> <p>Instructional Activity (Projectable): Run, Molly, Run Instructional Activity (Projectable) Teacher Notes: Run, Molly, Run Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p>	Choose an item.

<p>Grade 2 MU:Re7.1.2</p>	<p>a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>The children explain and demonstrate how personal interests and experiences influence musical selection for specific purposes by engaging in activities in which they identify the banjo both aurally and visually in an American folk song; explore unison and ensemble singing and perform simple part work through singing an African American spiritual; and read rhythmic patterns in 2/4 meter and use music terminology to explain, identify, write, and perform dynamics in a seasonal song.</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Formal, p. 1 Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again! Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Re7.1.3</p>	<p>a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p>	<p>Students demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes by engaging in activities in which they identify and explore meter in 4 and meter in 2, through listening, creating movements, and singing a special-occasion song; identify the notated syncopated rhythmic pattern in a song; perform the song to categorize and explain a variety of musical sounds, including those of children and adult voices, and identify blues style; listen to, sing, and move to a hit song from a 1930s American film musical; and perform a Hebrew folk song and improvise rhythmic ostinatos to accompany the song.</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Don't Let the Wind Song Teacher Notes: Don't Let the Wind</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): The Groundhog Blues Song Teacher Notes: The Groundhog Blues Assessment: Activity, p. 2 Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Happy Feet Song Teacher Notes: Happy Feet Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</p>	
<p>Grade 4 MU:Re7.1.4</p>	<p>a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Students demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts by engaging in activities in which they explore the musical theater genre and swing style by creating a performance plan for a “production” of a song in that style; use eighth and quarter notes to explain musical sounds presented aurally, and they will perform and describe a hand-clapping game from Africa played in informal settings; identify and describe the style of an African American spiritual and read and reproduce rhythmic patterns in 2/4 meter; identify, describe, and perform songs associated with winter holidays, including Christmas, Chanukah, New Year’s, Kwanzaa, and the Chinese New Year; and perform a traditional Jewish folk dance with an Israeli folk song.</p> <p>Song Notation (Projectable): Green Eggs and Ham</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko Assessment: Formal, p. 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp Assessment: Formal, p. 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): A Merry Modal Christmas Song Teacher Notes: A Merry Modal Christmas Assessment: Formal, p. 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</p>	
<p>Grade 5 MU:Re7.1.5</p>	<p>a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Students demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts by engaging in activities in which they identify rhythmic elements in a song presented aurally, and interpret through performance music symbols and terms referring to simple meter; perform a song that is significant in African American history; identify and distinguish vocal and instrumental timbres by listening to and singing an African American spiritual; and</p>	<p>Choose an item.</p>

		<p>perform a holiday pop song.</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): This Train Song Teacher Notes: This Train Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p>	
<p>Grade 6 MU:Re7.1.6</p>	<p>a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>Students select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose by engaging in activities in which they listen to and perform a gospel song, and describe, examine, and compare the musical elements that help to define the song's genre and style; model, sight read, and sing, alone and in groups, characteristic vocal timbre in an American folk song; and use a military march to identify, interpret, and analyze section and phrase form aurally and through music notation, and identify and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Glory, Glory, Hallelujah Song Teacher Notes: Glory, Glory, Hallelujah Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3</p>	
<p>Novice MU:Re7.1.7</p>	<p>a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p>	<p>Students select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose by engaging in activities in which they listen to and perform a gospel song, and describe, examine, and compare the musical elements that help to define the song's genre and style; model, sight read, and sing, alone and in groups, characteristic vocal timbre in an American folk song; and use a military march to identify, interpret, and analyze section and phrase form aurally and through music notation, and identify and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Glory, Glory, Hallelujah Song Teacher Notes: Glory, Glory, Hallelujah Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Proficient MU:Re7.1.8</p>	<p>a. Select programs of music, such as a CD mix or live performances, and demonstrate the connections to an interest or experience for a specific purpose.</p>	<p>Students select programs of music and demonstrate the connections to an interest or experience for a specific purpose by engaging in activities in which they listen to and perform a gospel song, and describe, examine, and compare the musical elements that help to define the song's genre and style; model, sight read, and sing, alone and in groups, characteristic vocal timbre in an American folk song; and use a military march to identify, interpret, and analyze section and phrase form aurally and through music notation, and identify and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Glory, Glory, Hallelujah Song Teacher Notes: Glory, Glory, Hallelujah</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 4 Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat Assessment: Activity, p. 4 Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3	
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#MU:Re7.2			
Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.		Anchor Standard: Perceive and analyze artistic work.	
Enduring Understanding: Response to music is informed by analyzing context, (e.g., social, cultural, and historical) and how creators and performers manipulate the elements of music.		Essential Question: How does understanding the structure and context of music inform a response?	
Grade K MU:Re7.2.K	a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.	<p>The children demonstrate how a specific music concept is used in music by engaging in activities in which they sing and move to the steady beat of a song; use movement and iconic representation to identify and perform steady beat and rhythm; identify the difference between two vocal timbres; and play a musical game using movements to identify and compare melodic patterns in a traditional Jamaican folk song.</p> <p>Song Notation (Projectable): If You're Happy Song Teacher Notes: If You're Happy Assessment: Review, p. 3</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Corn Grinding Song Song Teacher Notes: Corn Grinding Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mon son pha Song Teacher Notes: Mon son pha Assessment: Activity, pp. 1, 3</p> <p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san</p> <p>Song Notation (Projectable): O ma washi Song Teacher Notes: O ma washi</p> <p>Song Notation (Projectable): Ikhanda maslombe</p>	Choose an item.

		<p>Song Teacher Notes: Ikhanda maslombe</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko!</p>	
<p>Grade 1 MU:Re7.2.1</p>	<p>a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.</p>	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; sing a song from Taiwan; move to the steady beat; follow the melodic direction; and identify and play same and different melodic patterns; sing a patriotic song from the American Revolutionary War and march to the steady beat in a simple movement sequence; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa Song Teacher Notes: Yang wa wa Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

<p>Grade 2 MU:Re7.2.2</p>	<p>a. Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments and describe the uses of instrumental timbre and dynamics in a listening selection.</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon Suite: Cloudburst Listening (Projectable) Teacher Notes: Grand Canyon Suite: Cloudburst Assessment: Review, p. 4</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Re7.2.3</p>	<p>a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal and social.</p>	<p>Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music by examining specific form and expressive elements; categorize and explain the use of instrumental timbre as they listen and move to a holiday song; identify the form of a song as AABA; and move to show the melodic direction of a listening selection.</p> <p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord Assessment: Activity, pp. 2, 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map: Pictures (Ballet of Chickens) Listening (Animated Map) Teacher Notes: Pictures (Ballet of Chickens) Assessment: Activity, p. 2</p>	
<p>Grade 4 MU:Re7.2.4</p>	<p>a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a song to aurally identify steps, leaps, and repeated pitches; move to and sing a Mexican folk song; identify and describe the sound of a <i>mariachi</i> ensemble; and explore the musical theater genre and swing style by creating a performance plan for a "production" of a Broadway song.</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow! Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p>	
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<p>Grade 5 MU:Re7.2.5</p>	<p>a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, such as social, cultural, and historical.</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star-Spangled Banner Song Teacher Notes: The Star-Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home</p>	<p>Choose an item.</p>
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		Song Teacher Notes: When Johnny Comes Marching Home	
Grade 6 MU:Re7.2.6	a. a. Describe how the elements of music and expressive qualities relate to the structure of the pieces	<p>Students describe how the elements of music and expressive qualities relate to the structure of the pieces by engaging in activities in which they examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music; and identify and interpret music terms and symbols referring to dynamics, tempo, and articulation.</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	Choose an item.
	b. Identify the context of music from a variety of genres, cultures, and historical periods.	<p>Students identify the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; sight read and notate melodic intervals of a folk song from New York in 6/8 meter; sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music; sight read a bluegrass song from Appalachia and explore the timbres of a bluegrass jug band; and explore the historical and political context of a South African freedom song.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home) Assessment: Activity, p. 5</p>	Choose an item.

		<p>Song Notation (Projectable): Mama Don't 'Low Song Teacher Notes: Mama Don't 'Low Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba Assessment: Activity, p. 4</p>	
<p>Novice MU:Re7.2.7</p>	<p>a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>Students classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces by engaging in activities in which they examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music; and identify and interpret music terms and symbols referring to dynamics, tempo, and articulation.</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p>	<p>Choose an item.</p>

		Assessment: Activity, p. 5	
Proficient MU:Re7.2.8	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.	<p>Students compare how the elements of music and expressive qualities relate to the structure within programs of music by engaging in activities in which they examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music; and identify and interpret music terms and symbols referring to dynamics, tempo, and articulation.</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	Choose an item.
	b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.	<p>Students identify and compare the context of programs of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home) Assessment: Activity, p. 5</p>	Choose an item.

#MU:Re8.1			
Process Component: GMS-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.		Anchor Standard: Interpret intent and meaning in artistic work.	
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		Essential Question: How do we discern the musical creators' and performers' expressive intent?	
Grade K MU:Re8.1.K	a. With guidance, demonstrate awareness of expressive qualities, such as dynamics and tempo that reflect creators'/performers' expressive intent.	<p>The children demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent by engaging in activities in which they identify and interpret fast and slow in a song; move to identify sections of a song as either loud or soft; move and sing to indicate faster and slower; identify, compare, and respond to the use of faster and slower tempos through singing, listening, and moving to an African American spiritual; and identify the timbres of singing voices of adults and children.</p> <p>Instructional Activity (Interactive): El caracol Instructional Activity (Interactive) Teacher Notes: El caracol Assessment: Activity, p. 2</p> <p>Listening Animated Map: Grizzly Bear Listening (Animated Map) Teacher Notes: Grizzly Bear Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get On Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinner Music Song Teacher Notes: Dinner Music Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Koriko!</p>	Choose an item.

		<p>Song Teacher Notes: Koriko!</p> <p>Song Notation (Projectable): Fais dodo Song Teacher Notes: Fais Dodo</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies</p> <p>Song Notation (Projectable): A la ruru niño Song Teacher Notes: A la ruru niño</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable): James Brown Song Teacher Notes: James Brown</p> <p>Instructional Activity (Interactive): Little and Lots Instructional Activity (Interactive) Teacher Notes: Little and Lots</p> <p>Instructional Activity (Projectable): Mary Came a-Running Instructional Activity (Projectable) Teacher Notes: Mary Came a-Running</p>	
<p>Grade 1 MU:Re8.1.1</p>	<p>a. With limited guidance, demonstrate and identify expressive qualities, such as dynamics and tempo that reflect creators' /performers' expressive intent.</p>	<p>The children demonstrate and identify expressive qualities that reflect creators'/performers' expressive intent by engaging in activities in which they explore and discuss personal reasons for selecting musical ideas that represent expressive intent; perform a song with tempo changes and use basic terminology (<i>allegro</i> and <i>largo</i>) to describe the tempo; and identify and describe changes in dynamics, including <i>forte</i> and <i>piano</i>, as they listen to and perform songs in various styles.</p> <p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Assessment: Activity, p. 1</p> <p>Instructional Activity (Interactive): Five Little Chickadees</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby Assessment: Activity, p. 2</p>	
<p>Grade 2 MU:Re8.1.2</p>	<p>a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>The children demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent by engaging in activities in which they perform movements to demonstrate the ABA form of a song; perform a song, using an appropriate tempo and dynamic level; and identify the sectional form of a piano piece.</p> <p>Song Notation (Projectable): B-A, Bay Song Teacher Notes: B-A, Bay Assessment: Review, p. 2</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm) Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Le banjo Listening (Projectable) Teacher Notes: Le banjo Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Re8.1.3</p>	<p>a. Demonstrate and describe how the expressive qualities, such as dynamics and tempo, are used in performers' interpretations to reflect expressive intent.</p>	<p>Students demonstrate and describe how the expressive qualities are used in performers' interpretations to reflect expressive intent by engaging in activities in which they identify and respond to dynamic changes by moving to the music; interpret and perform a chant using four different tempos; identify dynamics presented aurally; create and execute a performance plan for a song that includes the symbols for <i>forte</i>, <i>piano</i>, <i>mezzo forte</i>, and <i>mezzo piano</i>; and sing and move to a song at different tempos.</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant Assessment: Activity, p. 1 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes Assessment: Formal, p. 2 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): You're a Grand Old Flag Song Teacher Notes: You're a Grand Old Flag</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin' Assessment: Activity, p. 2</p>	
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<p>Grade 4 MU:Re8.1.4</p>	<p>a. Demonstrate and explain how the expressive qualities, such as dynamics, tempo, and timbre, are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Students demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent by engaging in activities in which they interpret dynamic symbols for <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, <i>sforzando piano</i>, <i>crescendo</i>, and <i>decrescendo</i> through performance; create a performance plan that includes appropriate dynamics for a song; explain, identify, and perform <i>legato</i> and <i>staccato</i> articulation; categorize and explain the sounds of children's and adult soprano and alto voices; and explain the tempo of a song and then justify a personal preference for a song and its style.</p> <p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Dry Bones Song Teacher Notes: Dry Bones Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p> <p>Instructional Activity (Projectable): The Glendy Burke Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): La Jesusita Instructional Activity (Projectable) Teacher Notes: La Jesusita</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Wade in the Water Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>	
<p>Grade 5 MU:Re8.1.5</p>	<p>a. Demonstrate and explain how the expressive qualities, such as dynamics, tempo, timbre, and articulation, are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Students demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent by engaging in activities in which they identify, explain, and interpret the tempo markings <i>accelerando</i> and <i>ritardando</i>; identify and demonstrate articulation marks through performance; chant and move to identify and interpret the music symbols and terms <i>fermata</i> and <i>a tempo</i>; use vocabulary and expressive movement to explain and describe musical sounds presented aurally; and distinguish between the vocal timbre of an adult soprano and children, and identify, explain, and interpret vocal articulation symbols.</p> <p>Song Notation (Projectable): Comin' Up Christmas Time Song Teacher Notes: Comin' Up Christmas Time Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Watoto Wa Dunia Song Teacher Notes: Watoto Wa Dunia</p> <p>Song Notation (Projectable): Rio, rio, (River, River) Song Teacher Notes: Rio, rio, (River, River) Assessment: Formal, p. 2</p> <p>Instructional Activity (Projectable): Cho'í hát bơi (The Theater Game) Instructional Activity (Projectable) Teacher Notes: Cho'í hát bơi (The Theater Game) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Instructional Activity (Projectable): I've Been Everywhere Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): The Papaya Song Play-Along Percussion (Projectable) Teacher Notes: The Papaya Song</p> <p>Orff Arrangement Notation (Printable): Tumba Orff Arrangement Teacher Notes: Tumba</p>	
<p>Grade 6 MU:Re8.1.6</p>	<p>a. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>	<p>Students describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities convey expressive intent by engaging in activities in which they perform backbeat rhythmic patterns and create kinesthetic movement patterns to demonstrate and interpret the expressive qualities of music, including dynamics; identify and interpret expressive music symbols and terms for dynamics (<i>mezzo piano</i>, <i>mezzo forte</i>, <i>crescendo</i>, <i>decrescendo</i>) and tempo (<i>adagio</i>, <i>moderato</i>, <i>ritardando</i>, <i>fermata</i>); and describe, examine, and compare the musical characteristics they hear in a traditional Christmas carol, paying attention to the genre, style, lyrics, and historical period of the composition.</p> <p>Song Notation (Projectable): The Beat Goes On Song Teacher Notes: The Beat Goes On Assessment: Review, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): Good King Wenceslas Song Teacher Notes: Good King Wenceslas Assessment: Review, p. 2</p>	<p>Choose an item.</p>
<p>Novice MU:Re8.1.7</p>	<p>a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of</p>	<p>Students describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities convey expressive intent by engaging in activities in which they perform backbeat rhythmic patterns and create kinesthetic</p>	<p>Choose an item.</p>

	<p>the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p>	<p>movement patterns to demonstrate and interpret the expressive qualities of music, including dynamics; identify and interpret expressive music symbols and terms for dynamics (<i>mezzo piano</i>, <i>mezzo forte</i>, <i>crescendo</i>, <i>decrescendo</i>) and tempo (<i>adagio</i>, <i>moderato</i>, <i>ritardando</i>, <i>fermata</i>); and describe, examine, and compare the musical characteristics they hear in a traditional Christmas carol, paying attention to the genre, style, lyrics, and historical period of the composition.</p> <p>Song Notation (Projectable): The Beat Goes On Song Teacher Notes: The Beat Goes On Assessment: Review, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): Good King Wenceslas Song Teacher Notes: Good King Wenceslas Assessment: Review, p. 2</p>	
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Proficient MU:Re8.1.8	a. Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	Students support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities to convey expressive intent by engaging in activities in which they perform backbeat rhythmic patterns and create kinesthetic movement patterns to demonstrate and interpret the expressive qualities of music, including dynamics; identify and interpret expressive music symbols and terms for dynamics (<i>mezzo piano</i> , <i>mezzo forte</i> , <i>crescendo</i> , <i>decrescendo</i>) and tempo (<i>adagio</i> , <i>moderato</i> , <i>ritardando</i> , <i>fermata</i>); and describe, examine, and compare the musical characteristics they hear in a traditional Christmas carol, paying attention to the genre, style, lyrics, and historical period of the composition. Song Notation (Projectable): The Beat Goes On Song Teacher Notes: The Beat Goes On Assessment: Review, p. 4 Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5 Song Notation (Projectable): Good King Wenceslas Song Teacher Notes: Good King Wenceslas Assessment: Review, p. 2	Choose an item.
#MU:Re9.1			
Process Component: GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.		Anchor Standard: Apply criteria to evaluate artistic work.	
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.		Essential Question: How do we judge the quality of musical work(s) and performance(s)?	
Grade K MU:Re9.1.K	a. With guidance, apply personal and expressive preferences in the evaluation of music.	The children apply personal and expressive preferences in the evaluation of music by engaging in activities in which they move and sing to indicate different tempos in a song from Zimbabwe; and perform a song using loud	Choose an item.

		<p>and soft singing.</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Re9.1.1</p>	<p>a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>The children apply personal and expressive preferences in the evaluation of music for specific purposes by engaging in activities in which they identify and label the phrase form <i>abac</i> as they sing and move to a song; and explore and experience high and low pitches through singing, moving, and notating.</p> <p>Song Notation (Projectable): Little Shell Song Teacher Notes: Little Shell Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Charlie Over the Water Instructional Activity (Interactive) Teacher Notes: Charlie Over the Water Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
<p>Grade 2 MU:Re9.1.2</p>	<p>a. Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>The children apply personal and expressive preferences in the evaluation of music for specific purposes by engaging in activities in which they use appropriate dynamics when performing a patriotic song; distinguish between higher and lower pitches in a musical performance and identify and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; read rhythmic patterns in 2/4 meter and describe and perform dynamics in a seasonal song; create an arrangement of a song with banjo, electric guitar, acoustic guitar, and string bass, using an interactive mixer; and distinguish between examples of violin- and fiddle-playing and recognize similarities and differences between them.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again! Assessment: Activity, p. 3</p> <p>Listening Interactive Activity: Shoo Fly Listening (Interactive) Teacher Notes: Shoo Fly Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Down in the Valley Two by Two Instructional Activity (Interactive) Teacher Notes: Down in the Valley Two by Two Assessment: Formal, p. 3</p>	
<p>Grade 3 MU:Re9.1.3</p>	<p>a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</p>	<p>Students evaluate musical works and performances, applying criteria, and describe appropriateness to the context by engaging in activities in which they explore a holiday song from Puerto Rico, as they create, read, and perform rhythmic patterns, and play a recorder countermelody to accompany the song; perform a circle dance to accompany a song from Brazil; identify and respond to dynamic changes by moving to a song; and move in triple meter while performing a song.</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, pp. 1, 2, 3</p> <p>Song Notation (Projectable): Ah, eu entrei na roda (I Came to Try This Game) Song Teacher Notes: Ah, eu entrei na roda (I Came to Try This Game) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	<p>Choose an item.</p>

<p>Grade 4 MU:Re9.1.4</p>	<p>a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>	<p>Students evaluate musical works and performances, applying criteria, and explain appropriateness to the context by engaging in activities in which they categorize and explain the sounds of a Mexican <i>marachi</i> ensemble; categorize and explain the sounds of children's and adult soprano and alto voices; create a performance plan for a "production" of a Broadway song; use musical symbols and terminology referring to tempo and tempo changes to explain the sounds of a Ukrainian folk song; and explain the tempo of a song and then justify a personal preference for a song and its style.</p> <p>Song Notation (Projectable): Cielito lindo Song Teacher Notes: Cielito lindo Assessment: Formal, p. 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Minka Song Teacher Notes: Minka Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): The Glendy Burke Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable): Wade in the Water Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>	
<p>Grade 5 MU:Re9.1.5</p>	<p>a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p>	<p>Students evaluate musical works and performances, applying criteria, and explain appropriateness to the context by engaging in activities in which they distinguish a variety of instrumental timbres in a cowboy ballad from Texas and compose and perform a simple accompaniment; and identify and explain the ABA form of a song and evaluate and compare the form of an additional composition.</p> <p>Song Notation (Projectable): Old Chisholm Trail Song Teacher Notes: Old Chisholm Trail Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): 'Ūlili E Song Teacher Notes: 'Ūlili E Assessment: Formal, pp. 2, 3</p>	<p>Choose an item.</p>
<p>Grade 6 MU:Re9.1.6</p>	<p>a. Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>Students apply teacher-provided criteria to evaluate musical works or performances by engaging in activities in which they apply and demonstrate their ability to use tools, including student and teacher-led criteria, to assess themselves and performing groups when singing and conducting a song; identify, clap, develop, and demonstrate sight-reading skills for rhythmic patterns and identify AB form, as presented in a folk song from Puerto Rico; independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, while developing large ensemble performance techniques; and distinguish between a major scale and a minor scale, and sight read unison music in the key of B minor.</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share Assessment: Formal, p. 3</p> <p>Music Reading Notation (Projectable): La mariposa (The Butterfly) Music Reading Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 3</p>	
<p>Novice MU:Re9.1.7</p>	<p>a. Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p>Students select from teacher-provided criteria to evaluate musical works or performances by engaging in activities in which they apply and demonstrate their ability to use tools, including student and teacher-led criteria, to assess themselves and performing groups when singing and conducting a song; identify, clap, develop, and demonstrate sight-reading skills for rhythmic patterns and identify AB form, as presented in a folk song from Puerto Rico; independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, while developing large ensemble performance techniques; and distinguish between a major scale and a minor scale, and sight read unison music in the key of B minor.</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share Assessment: Formal, p. 3</p> <p>Music Reading Notation (Projectable): La mariposa (The Butterfly) Music Reading Teacher Notes: La mariposa (The Butterfly) Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Proficient MU:Re9.1.8</p>	<p>a. Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>Students apply personally-developed criteria to evaluate musical works or performances by engaging in activities in which they apply and demonstrate their ability to use tools, including student and teacher-led</p>	<p>Choose an item.</p>

		<p>criteria, to assess themselves and performing groups when singing and conducting a song; identify, clap, develop, and demonstrate sight-reading skills for rhythmic patterns and identify AB form, as presented in a folk song from Puerto Rico; and independently and expressively sight read melodic and rhythmic patterns in a choral arrangement, while developing large ensemble performance techniques.</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share Assessment: Formal, p. 3</p>	
General Music/Connecting			
#MU:Cn10.0			
Process Component: GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.		Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.	
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		Essential Question: How do musicians make meaningful connections to creating, performing, and responding?	
Grade K MU:Cn10.0.K	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	The children demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they sing a song using high, medium, and low registers as a way to identify and compare higher and lower, as well as expand their vocal development; use movement and iconic representation to demonstrate higher and lower tones in a two-tone melody; and sing a song with same and different rhythmic patterns and	Choose an item.

		<p>perform the patterns by clapping and singing.</p> <p>Song Notation (Projectable): Old MacDonald Song Teacher Notes: Old MacDonald Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Going on a Picnic Song Teacher Notes: Going on a Picnic Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Cn10.0.1</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>The children demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they create and perform movements to accompany a song; and create and perform movements to illustrate the different sections of a song.</p> <p>Movement Activity Instructions (Printable): Someday Very Soon Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Walk in the Room Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 2 MU:Cn10.0.2</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>The children demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they identify, perform, move to, compare, and distinguish between simple melodic and rhythmic patterns in a song; perform a song, using an appropriate tempo and dynamic level; and describe and explain the tempos in music presented aurally, and perform a song and clapping game in different tempos.</p> <p>Song Notation (Projectable): The Crocodile Song Teacher Notes: The Crocodile Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea Is Calm)</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: La mar estaba serena (The Sea Is Calm) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack Assessment: Activity, p. 2</p>	
<p>Grade 3 MU:Cn10.0.3</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they categorize and explain instrumental sounds in a song, and move, using integrated movement; create and perform melodic ostinatos derived from a song representative of American culture; and read, write, and play, on classroom percussion instruments, rhythmic patterns using four sixteenth notes in 2/4 meter.</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): This Old Man Play-Along (Percussion) Teacher Notes: This Old Man Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 4 MU:Cn10.0.4</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they identify, describe, and perform songs associated with winter holidays; explore and perform a honky-tonk song; identify and describe a variety of compositions from diverse historical periods and then express and justify a personal preference for a specific musical work; dramatize a Native American story using creative movement; and play a percussion accompaniment for a country song.</p> <p>Song Notation (Projectable): A Merry Modal Christmas</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: A Merry Modal Christmas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas Assessment: Activity, p. 4</p> <p>Movement Activity Instructions (Printable): Chuhwuht Assessment: Activity, p. 5</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p>	
<p>Grade 5 MU:Cn10.0.5</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they identify and interpret the articulation symbols in a song; identify and label small forms within a larger work presented aurally, and sing assigned sections of a song to show form; and explore and compare rhythmic and timbre style elements of gospel songs and spirituals.</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): One Small Step Song Teacher Notes: One Small Step Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Twelve Gates to the City Song Teacher Notes: Twelve Gates to the City Assessment: Review, p. 3 Assessment: Activity, p. 3</p>	
<p>Grade 6 MU:Cn10.0.6</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they explore and perform a folk song from Thailand and identify, describe, and model musical elements of the song, including timbre and rhythm; identify, describe, and demonstrate elements of rhythm, including 4/4 meter, and create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; sight read an American folk song in meter in 4; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and independently perform a percussion ensemble.</p> <p>Song Notation (Projectable): Loigratong Song Teacher Notes: Loigratong Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Choose an item.</p>

<p>Novice MU:Cn10.0.7</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Assessment: Activity, p. 4</p> <p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they explore and perform a folk song from Thailand and identify, describe, and model musical elements of the song, including timbre and rhythm; identify, describe, and demonstrate elements of rhythm, including 4/4 meter, and create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; sight read an American folk song in meter in 4; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and independently perform a percussion ensemble.</p> <p>Song Notation (Projectable): Loigratong Song Teacher Notes: Loigratong Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
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<p>Proficient MU:Cn10.0.8</p>	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Students demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they explore and perform a folk song from Thailand and identify, describe, and model musical elements of the song, including timbre and rhythm; identify, describe, and demonstrate elements of rhythm, including 4/4 meter, and create, improvise, and perform rhythmic phrases that include syncopation and melodic phrases that include chord tones; sight read an American folk song in meter in 4; create and perform melodic and rhythmic phrases with increasing complexity; and create, arrange, and independently perform a percussion ensemble.</p> <p>Song Notation (Projectable): Loigratong Song Teacher Notes: Loigratong Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
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#MU:Cn11.0

Process Component: GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Grade K
MU:Cn11.0.K

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

The children demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they sing a folk song from Hungary and explore other special occasions and contexts that involve lighting candles; sing a song from Spain and perform movements to identify a scientific concept (the parts of the body); sing a folk song in French, and use movements to identify and compare the pattern of same and different phrases of a lullaby; sing a Mexican folk song in Spanish and define and explore the genre of "lullaby"; and use as an African American spiritual to learn about the Underground Railroad.

Song Notation (Projectable): Ég a gyertya (Candle Burning Bright)

Song Teacher Notes: Ég a gyertya (Candle Burning Bright)

Assessment: Activity, p. 2

Song Notation (Projectable): Juanito

Song Teacher Notes: Juanito

Assessment: Activity, p. 2

Song Notation (Projectable): Fais dodo (Close Your Eyes)

Song Teacher Notes: Fais dodo (Close Your Eyes)

Assessment: Activity, pp. 2, 3

Song Notation (Projectable): Ikhanda, maslombe (My Head and My Shoulders)

Song Teacher Notes: Ikhanda, maslombe (My Head and My Shoulders)

Assessment: Activity, p. 2

Song Notation (Projectable): A la ruru niño (Hush, My Little Baby)

Choose an item.

		<p>Song Teacher Notes: A la ruru niño(Hush, My Little Baby) Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable): Get On Board Song Teacher Notes: Get On Board Assessment: Activity, pp. 1, 2</p> <p>Song Notation (Projectable): Going on a Picnic Song Teacher Notes: Going on a Picnic</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: Pon, pon, pon</p> <p>Song Notation (Projectable): Uga, uga, uga Song Teacher Notes: Uga, uga, uga</p> <p>Song Notation (Projectable): You're Not Ev'rybody Song Teacher Notes: You're Not Ev'rybody</p> <p>Song Notation (Projectable): Happy Birthday to You Song Teacher Notes: Happy Birthday to You</p>	
<p>Grade 1 MU:Cn11.0.1</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>The children demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they engage in activities relating to an African American folk song to identify the social studies connection to the movement and musical style called "hambone"; and sing, dramatize through movement, and create alternative verses to a song.</p> <p>Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Someday Very Soon</p>	<p>Choose an item.</p>

		Song Teacher Notes: Someday Very Soon Assessment: Activity, p. 2	
Grade 2 MU:Cn11.0.2	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<p>The children demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they use a folk song to explore Christmas customs in Jamaica; identify word-rhyming patterns in a song-related poem; use a song to explore the idea of friendship; sing a spiritual in gospel style; and explore the connection between melodic line and the element of line in visual art.</p> <p>Song Notation (Projectable): Christmas a Come Song Teacher Notes: Christmas a Come Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Crocodile Song Teacher Notes: The Crocodile Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Frog and Toad Together Song Teacher Notes: Frog and Toad Together Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): He's Got the Whole World in His Hands Song Teacher Notes: He's Got the Whole World in His Hands Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Down in the Valley, Two by Two Instructional Activity (Projectable) Teacher Notes: Down in the Valley, Two by Two Assessment: Activity, p. 3</p>	Choose an item.
Grade 3 MU:Cn11.0.3	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they explore the meaning of the words <i>a cappella</i> and <i>accompaniment</i> as they categorize and explain the timbre of the instruments used in the string quartet; explore the relationship between music and social studies through singing and discovering geographical locations mentioned in the song text; identify, explain, and categorize the	Choose an item.

		<p>timbre of a variety of traditional Japanese instruments; describe how sound is produced on those instruments; and discuss and write about the characteristic sound of those instruments; and explore, through a song, the "Sights and Sounds of Morocco."</p> <p>Song Notation (Projectable): Make New Friends Song Teacher Notes: Make New Friends Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Maps and Globes Song Teacher Notes: Maps and Globes Assessment: Formal, p. 2 Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Ichi-gatsu tsuitachi (A New Year's Greeting) Instructional Activity (Projectable) Teacher Notes: Ichi-gatsu tsuitachi (A New Year's Greeting) Assessment: Activity, p. 3</p> <p>Enrichment Activity (Interactive): A Ram Sam Sam Enrichment Activity (Interactive) Teacher Notes: A Ram Sam Sam</p>	
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<p>Grade 4 MU:Cn11.0.4</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they move to show strong and weak beats, along with integrated movement; perform and describe a hand-clapping game from West Africa played in informal settings; explore the cultural context of a <i>Carnaval</i> song from Brazil; perform the <i>hora</i>, a traditional Jewish folk dance; and identify and describe the style and cultural context of an African American spiritual.</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Movement Activity Instructions (Printable): Niu lang zhi nü</p>	
<p>Grade 5 MU:Cn11.0.5</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they discuss the similarities in the use of line and contour in music and in the visual arts; explore how poetry uses phrasing similar to that of music; improvise or choreograph a dance that incorporates gestures, shapes, and movements that reflect a musical line or shape; sing a Shaker song and connect elements and principles of Shaker culture and art to the elements of music in the song; explore how the music compositional style of <i>sonic collage</i> is related to collage in visual art; and demonstrate melodic sequence by creating and performing patterned movement.</p> <p>Listening Activity (Projectable): Shenandoah Listening (Projectable) Teacher Notes: Shenandoah Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Simple Gifts Song Teacher Notes: Simple Gifts</p> <p>Listening Activity (Projectable): Overture and March "1776" (Ives) Listening (Projectable) Teacher Notes: Overture and March "1776" (Ives)</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka Assessment: Activity, p. 2</p> <p>Play-Along (Recorder) Notation (Projectable): The Ash Grove Play-Along (Recorder) Teacher Notes: The Ash Grove</p>	<p>Choose an item.</p>

<p>Grade 6 MU:Cn11.0.6</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they identify, compare, and contrast the relationship between music and literature; describe the relationship of a Mexican birthday song to daily life and Mexican culture; discuss the sport and history of baseball, in the context of a related song; and identify and describe the historical and political context of a South African freedom song.</p> <p>Song Notation (Projectable): Cowboys' Christmas Ball Song Teacher Notes: Cowboys' Christmas Ball Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Las mañanitas Song Teacher Notes: Las mañanitas Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
<p>Novice MU:Cn11.0.7</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they identify, compare, and contrast the relationship between music and literature; describe the relationship of a Mexican birthday song to daily life and Mexican culture; discuss the sport and history of baseball, in the context of a related song; and identify and describe the historical and political context of a South African freedom song.</p> <p>Song Notation (Projectable): Cowboys' Christmas Ball Song Teacher Notes: Cowboys' Christmas Ball Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Las mañanitas</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Las mañanitas Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba Assessment: Activity, p. 4</p>	
<p>Proficient MU:Cn11.0.8</p>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they identify, compare, and contrast the relationship between music and literature; describe the relationship of a Mexican birthday song to daily life and Mexican culture; discuss the sport and history of baseball, in the context of a related song; and identify and describe the historical and political context of a South African freedom song.</p> <p>Song Notation (Projectable): Cowboys' Christmas Ball Song Teacher Notes: Cowboys' Christmas Ball Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Las mañanitas Song Teacher Notes: Las mañanitas Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

General Music Theory Composition/Responding

#MU:Re7.2.C

<p>Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.</p>	<p>Anchor Standard: Perceive and analyze artistic work.</p>
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<p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	<p>Essential Question: How does understanding the structure and context of music inform a response?</p>
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<p>Grade K MU:Re7.2.C.K</p>	<p>a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.</p>	<p>The children demonstrate how a specific music concept is used in music by engaging in activities in which they move and sing to show steady beat in a song; identify the difference between a song's beat and rhythm, and then use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; identify the difference between two vocal timbres: speaking and singing; move and sing to indicate faster and slower; identify and compare the simple pattern, or form, of call-and-response; and identify and compare melodic patterns in a traditional Jamaican folk song.</p> <p>Song Notation (Projectable): If You're Happy Song Teacher Notes: If You're Happy Assessment: Review, p. 3</p> <p>Song Notation (Projectable): Head and Shoulders Song Teacher Notes: Head and Shoulders</p> <p>Song Notation (Projectable): Corn Grinding Song Song Teacher Notes: Corn Grinding Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mon son pha (Mon Hides the Cloth) Song Teacher Notes: Mon son pha (Mon Hides the Cloth) Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Kuma san</p>	<p>Choose an item.</p>
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		<p>Song Teacher Notes: Kuma san</p> <p>Song Notation (Projectable): O ma washi Song Teacher Notes: O ma washi</p> <p>Song Notation (Projectable): Ikhanda maslombe Song Teacher Notes: Ikhand maslombe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko! Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</p>	
<p>Grade 1 MU:Re7.2.C.1</p>	<p>a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.</p>	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose music by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; move to the steady beat of a song from Taiwan, follow the melodic direction, and identify and play same and different melodic patterns; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father)</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa (Nursery Song) Song Teacher Notes: Yang wa wa (Nursery Song) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2</p>	
<p>Grade 2 MU:Re7.2.C.2</p>	<p>a. Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments in an example of "program music."</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon Suite (Cloudburst) Listening (Projectable) Teacher Notes: Grand Canyon Suite (Cloudburst) Assessment: Review, p. 4</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Re7.2.C.3</p>	<p>a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal</p>	<p>Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music; categorize and explain the sound of the flute and guitar as they listen, move, and respond using integrated movement; identify the form of a song as AABA; and</p>	<p>Choose an item.</p>

	and social.	<p>show the melodic direction of a listening selection as they move to the music.</p> <p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord Assessment: Activity, pp. 2, 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map: Pictures (Ballet of Chickens) Listening (Animated) Teacher Notes: Pictures (Ballet of Chickens) Assessment: Activity, p. 2</p>	
<p>Grade 4 MU:Re7.2.C.4</p>	<p>a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a holiday song to aurally identify steps, leaps, and repeated pitches; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and identify and describe the style of an African American spiritual and read and perform rhythmic patterns in 2/4 meter as an accompaniment.</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow! Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p>	
<p>Grade 5 MU:Re7.2.C.5</p>	<p>a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context ,such as social, cultural, and historical.</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while</p>	<p>Choose an item.</p>

		<p>performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star-Spangled Banner Song Teacher Notes: The Star-Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>	
<p>Grade 6 MU:Re7.2.C.6</p>	<p>a. Describe how the elements of music and expressive qualities relate to the structure of the pieces</p>	<p>Students describe how the elements of music and expressive qualities relate to the structure of the pieces by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation (including</p>	<p>Choose an item.</p>

		<p><i>staccato, legato, marcato, accent, and sforzando</i>).</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	
	<p>b. Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; sight read, sing, and notate the intervals of a folk song from New York in 6/8 meter; sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music; sight read a bluegrass song from Appalachia with accurate rhythm and intonation, and explore the timbres of a bluegrass jug band; and explore the historical and political context of a South African freedom song, and perform it independently and expressively.</p> <p>Song Notation (Projectable): <i>Bát kim thang (Setting Up the Golden Ladder)</i> Song Teacher Notes: <i>Bát kim thang (Setting Up the Golden Ladder)</i> Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): <i>La borinqueña (Beloved Island Home)</i> Song Teacher Notes: <i>La borinqueña (Beloved Island Home)</i> Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): <i>Mama Don't 'Low</i> Song Teacher Notes: <i>Mama Don't 'Low</i> Assessment: Activity, p. 4</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba Assessment: Activity, p. 4</p>	
<p>Novice MU:Re7.2.C.7</p>	<p>a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>Students classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation (including <i>staccato</i>, <i>legato</i>, <i>marcato</i>, <i>accent</i>, and <i>sforzando</i>).</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify and compare the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>

<p>Proficient MU:Re7.2.C.8</p>	<p>a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p>	<p>Students compare how the elements of music and expressive qualities relate to the structure within programs of music by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation (including <i>staccato</i>, <i>legato</i>, <i>marcato</i>, <i>accent</i>, and <i>sforzando</i>).</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify and compare the context of programs of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>

General Music Harmonizing Instruments/Performing (e.g. Keyboard/Guitar)

#MU:Pr4.2.H

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance. **Anchor Standard:** Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. **Essential Question:** How does understanding the structure and context of musical works inform performance?

<p>Grade K MU:Pr4.2.H.K</p>	<p>a. With guidance, explore and demonstrate awareness of music contrasts, (e.g., high/low, loud/soft, same/different), in a variety of music selected for performance.</p>	<p>The children explore and demonstrate awareness of music contrasts in a variety of music selected for performance by engaging in activities in which they sing individual phrases expressively, using loud and soft dynamics; identify, and play on barred instruments, low and high sounds; sing a song using high, medium, and low registers as a way to identify and compare higher and lower; identify and compare higher/lower in two-tone and three-tone melodies; use movements to identify and compare steady beat and rhythm; and compare and identify loud and soft dynamics through singing.</p> <p>Instructional Activity (Interactive): Elephant Song Instructional Activity (Interactive) Teacher Notes: Elephant Song Assessment: Activity, p. 1</p> <p>Instructional Activity (Projectable) (Up Down Low): Do Your Ears Hang Low? Instructional Activity (Projectable) (Up Down Low) Teacher Notes: Do Your Ears Hang Low?</p> <p>Song Notation (Projectable): Old MacDonald Song Teacher Notes: Old MacDonald Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Johnny Caught a Flea</p>	<p>Choose an item.</p>
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<p>Grade 1 MU:Pr4.2.H.1</p>	<p>a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.</p>	<p>The children demonstrate knowledge of music concepts from a variety of cultures selected for performance by engaging in activities in which they identify steady beat and read and perform rhythmic patterns, including quarter note, paired eighth notes, and quarter rest, while singing a Hungarian folk song; read, write, and perform <i>so-mi-la</i> melodic patterns in a traditional game song from the U.S.; move to show the different sections of an American folk song; explore steady beat as they sing, use movement, dramatize song verses, and play classroom instruments together in a traditional counting song from Mexico; and explore tempo through singing a Chanukah song and playing instruments to accompany the song.</p> <p>Song Notation (Projectable): Cirmos cica (Naughty Tabby Cat) Song Teacher Note: Cirmos cica (Naughty Tabby Cat) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Bounce High, Bounce Low Song Teacher Notes: Bounce High, Bounce Low Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Willowbee Song Teacher Notes: Willowbee Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p> <p>Song Notation (Projectable): Apples and Bananas Song Teacher Notes: Apples and Bananas</p> <p>Song Notation (Projectable); Ackabacka, Soda Cracker Song Teacher Notes: Ackabacka, Soda Cracker</p> <p>Play-Along (Percussion) Notation (Projectable): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate</p>	
	<p>b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>The children read and perform rhythmic patterns using iconic or standard notation by engaging in activities in which they use a "beach rap" to read, write, perform, and create rhythmic patterns, including quarter notes, eighth notes, and quarter rests; read rhythmic patterns with quarter notes, paired eighth notes, and quarter rests, in a traditional folk song; read rhythmic patterns, including quarter note/paired eighth notes, and distinguish between beat and rhythm; read and play, in a percussion arrangement, rhythmic patterns that include quarter notes, quarter rests,</p>	<p>Choose an item.</p>

and paired eighth notes; and chant, clap, moving to, and play instrumental ostinatos from notation.

Song Notation (Projectable): Beach Rap
 Song Teacher Notes: Beach Rap
 Assessment: Activity, p. 2

Song Notation (Projectable): Pease Porridge Hot
 Song Teacher Notes: Pease Porridge Hot
 Assessment: Activity, p. 2

Song Notation (Projectable): Bee, Bee, Bumblebee
 Song Teacher Notes: Bee, Bee, Bumblebee
 Assessment: Activity, p. 1

Play-Along (Percussion) Notation (Projectable): Celebrate
 Play-Along (Percussion) Teacher Notes: Celebrate
 Assessment: Activity, p. 2

Instructional Activity (Projectable): El burrito enfermo
 Instructional Activity (Projectable) Teacher Notes: El burrito enfermo
 Assessment: Activity, p. 3

Song Notation (Projectable): The Farmer's Dairy Key
 Song Teacher Notes: The Farmer's Dairy Key

Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums
 Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums

Music Reading Notation (Projectable): Bee, Bee, Bumblebee
 Music Reading Teacher Notes: Bee, Bee, Bumblebee

Instructional Activity (Projectable): I Bought Me a Cat
 Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat

Music Reading Notation (Projectable): Cha yang wu
 Music Reading Teacher Notes: Cha yang wu

Instructional Activity (Projectable): Apple Tree
 Instructional Activity (Projectable) Teacher Notes: Apple Tree

		<p>Song Notation (Projectable): Knock the Cymbals Song Teacher Notes: Knock the Cymbals</p>	
<p>Grade 2 MU:Pr4.2.H.2</p>	<p>a. Demonstrate knowledge of music concepts, such as tonality and meter in music from a variety of cultures selected for performance.</p>	<p>The children demonstrate knowledge of music concepts in music from a variety of cultures selected for performance by engaging in activities in which they use a folk song from Spain to identify, read, and sing a melodic pattern, and read, write, and interpret the tempo terms <i>allegro</i> and <i>largo</i>; identify and perform tied quarter notes while singing a French folk song; create three-beat word rhythms in meter in 3 and string them together into four-measure compositions to accompany a song; create body-percussion patterns to exhibit understanding of meter in 2 and meter in 3; identify the A and B sections in a traditional singing game from Puerto Rico; and explore the <i>la</i> pentatonic scale and rhythmic patterns in meter in 4 by playing and creating melodic patterns on barred instruments.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Orff Arrangement Notation (Printable): Leatherwing Bat Orff Arrangement Teacher Notes: Leatherwing Bat Assessment: Review, p. 3</p> <p>Song Notation (Projectable): Frère Jacques Song Teacher Notes: Frère Jacques Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

	<p>b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>The children read and perform rhythmic and melodic patterns using iconic or standard notation by engaging in activities in which they use a folk song from Spain to identify, read, and sing a melodic pattern; read, write, and perform rhythmic patterns in 2/4 meter, including half notes and half rests; read, play, and create melodic patterns as they sing a work song; read, identify, sing, and compose rhythmic patterns with half, quarter, eighth, sixteenth notes, and quarter rests in 2/4 meter; and read, write, and perform a rhythmic ostinato to accompany a song.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El tambor (The Drum) Song Teacher Notes: El tambor (The Drum) Assessment: Review, p. 3</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Pr4.2.H.3</p>	<p>a. Demonstrate understanding of the structure in music selected for performance.</p>	<p>Students demonstrate understanding of the structure of music selected for performance by engaging in activities in which they use music symbols and terms, as well as movement, to identify and explore the form of a song; identify and label AB form presented aurally, and perform the related song; identify, label, and perform a song representing ABA and call-and-response form; sing a song as a round; and identify, label, and perform the call-and-response form of a folk song.</p> <p>Song Notation (Projectable): Big Rock Candy Mountain</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Big Rock Candy Mountain Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El rabel (The Violin) Song Teacher Notes: El rabel (The Violin) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Morning Is Come Song Teacher Notes: Morning Is Come Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nani wala na hala Song Teacher Notes: Nani wala na hala Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	
	<p>b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Students read and perform rhythmic patterns and melodic phrases using iconic and standard notation by engaging in activities in which they read and reproduce rhythmic patterns, using standard notation, in 2/4 meter; explore extended pentatonic patterns through reading, writing, and performing different melodic patterns; identify, read, and perform syncopated rhythmic patterns in 4/4 meter; and identify and perform the call-and-response melodic phrases in a song.</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Erdö, erdö de magos (In the Silent Forest) Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest) Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	<p>Choose an item.</p>

Song Notation (Projectable): Four White Horses
Song Teacher Notes: Four White Horses
Assessment: Activity, p. 2

Song Notation (Projectable): Good Morning
Song Teacher Notes: Good Morning
Assessment: Activity, p. 1

Song Notation (Projectable): Hot Cross Buns
Song Teacher Notes: Hot Cross Buns
Assessment: Activity, p. 2
Assessment: Formal, p. 2

Song Notation (Projectable): Nani wala na hala
Song Teacher Notes: Nani wala na hala
Assessment: Activity, p. 2
Assessment: Formal, p. 2

Song Notation (Projectable): Hwa yuan li-de young wa wa
Song Teacher Notes: Hwa yuan li-de young wa wa

Song Notation (Projectable): In the Pumpkin Patch
Song Teacher Notes: In the Pumpkin Patch

Song Notation (Projectable): It's a Beautiful Land We Share
Song Teacher Notes: It's a Beautiful Land We Share

Song Notation (Projectable): Keep Your Eyes on the Prize
Song Teacher Notes: Keep Your Eyes on the Prize

Song Notation (Projectable): La calle ancha (The Wide Street)
Song Teacher Notes: La calle ancha (The Wide Street)

Song Notation (Projectable): Mama paquita
Song Teacher Notes: Mama paquita

		Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan	
	c. Describe how context, such as personal and social, can inform a performance.	Students describe how context can inform a performance by engaging in activities in which they identify music from diverse genres and styles, describe the behavior expected in listening to music of diverse styles, and exhibit such behaviors with both recorded and live performances; and sing a song from the 1960s civil rights movement. Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord Assessment: Activity, p. 3 Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize Assessment: Activity, p. 3	Choose an item.
Grade 4 MU:Pr4.2.H.4	a. Demonstrate understanding of the structure and the elements of music, such as rhythm, pitch, and form, in music selected for performance.	Students demonstrate understanding of the structure and the elements of music in music selected for performance by engaging in activities in which they identify and interpret through performance symbols and terms referring to dynamics, including <i>piano</i> , <i>mezzo piano</i> , <i>mezzo forte</i> , <i>forte</i> , <i>sforzando piano</i> , <i>crescendo</i> , and <i>decrescendo</i> ; read, write, and sing with accuracy, rhythmic patterns in 3/4 meter; identify ABA form (refrain-verse-refrain) and the instrumental sections of introduction, interlude, and <i>coda</i> by listening to and singing a song; and describe, using musical symbols and terminology referring to tempo and tempo changes, and perform a folk song from Ukraine. Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3 Song Notation (Projectable): How Can I Keep from Singing? Song Teacher Notes: How Can I Keep from Singing? Assessment: Activity, p. 3	Choose an item.

Assessment: Formal, p. 3

Song Notation (Projectable): La Tarara

Song Teacher Notes: La Tarara

Assessment: Activity, p. 3

Song Notation (Projectable): My Bonnie Lies Over the Ocean

Song Teacher Notes: My Bonnie Lies Over the Ocean

Assessment: Activity, p. 3

Song Notation (Projectable): Minka

Song Teacher Notes: Minka

Assessment: Activity, p. 3

Assessment: Formal, p. 3

Song Notation (Projectable): Chiapanecas

Song Teacher Notes: Chiapanecas

Song Notation (Projectable): The Keel Row

Song Teacher Notes: The Keel Row

Song Notation (Projectable): Woke Up This Morning

Song Teacher Notes: Woke Up This Morning

Song Notation (Projectable): Xiao

Song Teacher Notes: Xiao

Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway

Play-Along (Recorder) Teacher Notes: Pat Works on the Railway

Music Reading Notation (Projectable): A Merry Modal Christmas

Music Reading Teacher Notes: A Merry Modal Christmas

Music Reading Notation (Projectable): Soldier, Soldier

Music Reading Teacher Notes: Soldier, Soldier

	<p>b. When analyzing selected music, read and perform using iconic and/or standard notation.</p>	<p>Students read and perform selected music, using iconic and/or standard notation by engaging in activities in which they read, write, and sing rhythmic patterns in 3/4 meter; read the rhythm of a song, from notation, using rhythm syllables; read, write, and perform rhythmic patterns with dotted half and separated eighth notes and eighth- and sixteenth-note combinations in 4/4 meter; analyze and perform the minor melody of a song; and read and perform a countermelody on soprano recorders.</p> <p>Song Notation (Projectable): How Can I Keep from Singing? Song Teacher Notes: How Can I Keep from Singing? Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains Song Teacher Notes: My Home's Across the Blue Ridge Mountains Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Soldier, Soldier Song Teacher Notes: Soldier, Soldier Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Beriozka Song Teacher Notes: Beriozka Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing? Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing? Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): The Keel Row Play-Along (Recorder) Teacher Notes: The Keel Row</p> <p>Music Reading Notation (Projectable): Soldier, Soldier Music Reading Teacher Notes: Soldier, Soldier</p>	<p>Choose an item.</p>
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		<p>Music Reading Notation (Projectable): Walk in Jerusalem Music Reading Teacher Notes: Walk in Jerusalem</p> <p>Listening Interactive Activity: Sakura Listening (Interactive) Teacher Notes: Sakura</p>	
	<p>c. Explain how context, such as social and cultural, informs a performance.</p>	<p>Students explain how context informs a performance by engaging in activities in which they identify, describe, and perform an example of country honky-tonk style; sing an American freedom song and identify and describe its genre, style, and historical context; perform an African American spiritual with appropriate dynamics; sing a sea shanty and move to show strong and weak beats; and perform an Arabic folk song that features Middle Eastern instruments.</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ala Da'lona Song Teacher Notes: Ala Da'lona Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Xiao Song Teacher Notes: Xiao</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Orff Arrangement Notation (Printable): Al quebrar la piñata Orff Arrangement Teacher Notes: Al quebrar la piñata</p> <p>Orff Arrangement Notation (Printable): Beriozka Orff Arrangement Teacher Notes: Beriozka</p> <p>Movement Activity Instructions (Printable): Chuhwuht</p> <p>Orff Arrangement Notation (Printable): Pollerita Orff Arrangement Teacher Notes: Pollerita</p>	
<p>Grade 5 MU:Pr4.2.H.5</p>	<p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>Students demonstrate understanding of the structure and the elements of music in music selected for performance by engaging in activities in which they identify and interpret terms referring to tempo by singing and analyzing performances of a song; analyze, read, and sing a song in 6/8 meter; move to show compound meter to accompany the singing of a two-part song; read, write, and perform a syncopated rhythmic pattern found in a spiritual; aurally identify, label, and perform a two-part canon; analyze and sing the harmony parts, in parallel thirds, of a song; and identify and perform melodic sequence in a song.</p> <p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Blow the Wind Southerly Song Teacher Notes: Blow the Wind Southerly Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Down By the Riverside Song Teacher Notes: Down By the Riverside Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ego sum pauper (Nothing Do I Own) Song Teacher Notes: Ego sum pauper (Nothing Do I Own) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Orff Arrangement Notation (Printable): Camptown Races Orff Arrangement Teacher Notes: Camptown Races Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tumba Song Teacher Notes: Tumba</p>	
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	<p>b. When analyzing selected music, read and perform using standard notation.</p>	<p>Students read and perform using standard notation, when analyzing selected music, by engaging in activities in which they identify, read, and perform backbeat rhythm patterns in a song; read rhythmic patterns in $\frac{3}{4}$ meter that include a dotted-quarter note followed by an eighth note; analyze compound meter by singing, and accompanying from notation, a song; sing and read, from notation, a song that is based on the diatonic major scale, incorporating known music symbols, terminology, pitch syllables, and hand signs; and identify, sing, and read from notation, a countermelody to a familiar holiday carol.</p> <p>Song Notation (Projectable): Come and Go With Me to That Land Song Teacher Notes: Come and Go With Me to That Land Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las estrellitas (Stars of the Heavens) Song Teacher Notes: Las estrellitas (Stars of the Heavens) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las velitas (Candles Burning Bright) Song Teacher Notes: Las velitas (Candles Burning Bright) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Deck the Hall Instructional Activity (Projectable) Teacher Notes: Deck the Hall Assessment: Activity, p. 4 Assessment: Formal, p. 4</p> <p>Instructional Activity (Projectable): Las velitas (Candles Burning Bright) Instructional Activity (Projectable) Teacher Notes: Las velitas (Candles Burning Bright)</p>	<p>Choose an item.</p>
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	<p>c. Explain how context (e.g., social, cultural, and historical) informs performances.</p>	<p>Students explain how context informs performances by engaging in activities in which they perform a Spanish folk dance and sing a two-part song; identify, describe, and perform a song from the period of the Great Depression; perform a calypso folk song from Jamaica in the appropriate style; examine the relationship of music and theater in the culture of Vietnam by creating and performing skits and singing the song in Vietnamese; and perform a percussion ensemble to accompany a patriotic song.</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Cho'í hát bôì (The Theater Game) Song Teacher Notes: Cho'í hát bôì (The Theater Game) Assessment: Review, p. 3 Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Over There Play-Along (Percussion) Teacher Notes: Over There Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
<p>Grade 6 MU:Pr4.2.H.6</p>	<p>a. Explain how understanding the structure and the elements of music are used in music selected for performance.</p>	<p>Students explain how understanding the structure and the elements of music are used in music selected for performance by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; sing an old English round with accurate rhythm and intonation, demonstrating an understanding of style, form, and</p>	<p>Choose an item.</p>

		<p>texture; identify, describe, analyze, and interpret the musical form and basic rhythms of a traditional American folk song; and sight read and sing a historic and traditional three-part canon in meter in 3, expressively.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Red River Valley Song Teacher Notes: Red River Valley Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace) Assessment: Activity, p. 3</p>	
	<p>b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p>	<p>Students read and identify standard symbols for rhythm, pitch, articulation, and dynamics by engaging in activities in which they identify, analyze, and interpret articulation terms and symbols in the notation of a song in jazz swing style; read, sing, and notate the intervals of a folk song from New York in 6/8 meter; sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3; identify the pitches of a blues scale and blues notes, using standard notation; and identify and interpret music symbols and terms referring to dynamics.</p> <p>Song Notation (Projectable): Just a Snap-Happy Blues Song Teacher Notes: Just a Snap-Happy Blues Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow)</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Texas in My Soul Song Teacher Notes: Texas in My Soul Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Jambo Bwana Song Teacher Notes: Jambo Bwana</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p>	
	<p>c. Identify how cultural and historical context inform performances.</p>	<p>Students identify how cultural and historical context inform performances by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>loropo</i>; listen to and perform a jazz song in swing style; identify swing eighth-note rhythms and syncopation; sight read music notation from a traditional baseball song in the key of C major and meter in 3; sight read a folk song in dorian mode from the historical era of medieval England; and identify and interpret expressive music symbols and terms for dynamics and tempo in a Christmas carol from the 19th century.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p>	
<p>Grade 7 MU:Pr4.2.H.7</p>	<p>a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p>	<p>Students explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; and sing an old English round with accurate rhythm and intonation, demonstrating an understanding of style, form, and texture.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>	<p>Students read and identify standard symbols for rhythm, pitch, articulation, and dynamics by engaging in activities in which they identify, analyze, and interpret articulation terms and symbols in the notation of a song in jazz swing style; read, sing, and notate the intervals of a folk song from New York in 6/8 meter; sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3;</p>	<p>Choose an item.</p>

		<p>identify, analyze, sight read, and interpret terms and symbols referring to form (theme and variations), tempo (<i>moderato, allegro, presto</i>), and articulation (<i>staccato, legato</i>) in a song that is performed as a polyphonic round/canon in meter in 4; and sight read melodic intervals in a folk song.</p> <p>Song Notation (Projectable): Just a Snap-Happy Blues Song Teacher Notes: Just a Snap-Happy Blues Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round Assessment: Activity, p. 4</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p>	
	<p>c. Identify how cultural and historical context inform performances and result in different music interpretations.</p>	<p>Students identify how cultural and historical context inform performances and result in different music interpretations by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>joropo</i>; listen to and perform a jazz song in swing style; identify swing eighth-note rhythms and syncopation; sight read music notation from a traditional baseball song in the key of C major and meter in 3; sight read a folk song in dorian mode from the historical era of medieval England; and identify and interpret expressive music symbols and terms for dynamics and tempo in a Christmas carol from the 19th century.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Choose an item.</p>

		<p>Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p>	
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<p>Grade 8 MU:Pr4.2.H.8</p>	<p>a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<p>Students compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each by engaging in activities in which they identify, interpret, and analyze the ABA sectional form of a folk song from the Caribbean; and sing an old English round with accurate rhythm and intonation, demonstrating an understanding of style, form, and texture.</p> <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>	<p>Students sight-read simple rhythmic, melodic, and/or harmonic notation by engaging in activities in which they sight read and describe the rhythm, melody, and harmony parts of a homophonic song from Mexico in meter in 3; compare and contrast style, rhythmic, and melodic elements, including swing, syncopated patterns, and "blue" notes, in a jazz song from the 1940s; and sight read melodic intervals in a folk song.</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow) Assessment: Activity, p. 4</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 3</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

	<p>c. Identify how cultural and historical context inform performances and result in different musical effects.</p>	<p>Students identify how cultural and historical context inform performances and result in different musical effects by engaging in activities in which they describe and perform rhythms in meter in 3 and sight read homophonic harmonies of a Venezuelan <i>joropo</i>; listen to and perform a jazz song in swing style; identify swing eighth-note rhythms and syncopation; sight read music notation from a traditional baseball song in the key of C major and meter in 3; sight read a folk song in dorian mode from the historical era of medieval England; and identify and interpret expressive music symbols and terms for dynamics and tempo in a Christmas carol from the 19th century.</p> <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>
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General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.	Anchor Standard: Perceive and analyze artistic work.
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Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Essential Question: How does understanding the structure and context of music inform a response?
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Grade K MU:Re7.2.C.K	a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	<p>The children demonstrate how a specific music concept is used in music by engaging in activities in which they move and sing to show steady beat in a song; identify the difference between a song’s beat and rhythm, and then use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; identify the difference between two vocal timbres: speaking and singing; move and sing to indicate faster and slower; identify and compare the simple pattern, or form, of call-and-response; and identify and compare melodic patterns in a traditional Jamaican folk song.</p> <p>Song Notation (Projectable): Mon son pha (Mon Hides the Cloth) Song Teacher Notes: Mon son pha (Mon Hides the Cloth) Assessment: Activity, pp. 1, 3</p> <p>Song Notation (Projectable): Kuma san (Little Bear) Song Teacher Notes: Kuma san (Little Bear) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): O ma washi (Go Around the Cat’s Eye) Song Teacher Notes: O ma washi (Go Around the Cat’s Eye) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ikhanda maslombe (My Head and My Shoulders) Song Teacher Notes: Ikhand maslombe (My Head and My Shoulders) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera</p>	Choose an item.
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<p>Grade 1 MU:Re7.2.C.1</p>	<p>a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.</p>	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; move to the steady beat of a song from Taiwan, follow the melodic direction, and identify and play same and different melodic patterns; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa (Nursery Song) Song Teacher Notes: Yang wa wa (Nursery Song) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2 Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2	
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<p>Grade 2 MU:Re7.2.C.2</p>	<p>a. Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments in an example of “program music.”</p> <p>Song Notation (Projectable): I’m On My Way Song Teacher Notes: I’m on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon (Cloudburst) Listening Activity Teacher Notes: Grand Canyon (Cloudburst) Assessment: Review, p. 4</p>	<p>Choose an item.</p>
<p>Grade 3 MU:Re7.2.C.3</p>	<p>a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal and social.</p>	<p>Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music; categorize and explain the sound of the flute and guitar as they listen, move, and respond using integrated movement; identify the form of a song as AABA; and show the melodic direction of a listening selection as they move to the music.</p> <p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord Assessment: Activity, pp. 2, 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p>	<p>Choose an item.</p>

		<p>Listening Animated Map: Pictures (Ballet of Chickens) Listening (Animated) Teacher Notes: Pictures (Ballet of Chickens) Assessment: Activity, p. 2</p>	
<p>Grade 4 MU:Re7.2.C.4</p>	<p>a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a holiday song to aurally identify steps, leaps, and repeated pitches; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and identify and describe the style of an African American spiritual and read and perform rhythmic patterns in 2/4 meter as an accompaniment.</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow! Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Little David, Play on Your Harp</p>	<p>Choose an item.</p>

		<p>Song Teacher Notes: Little David, Play on Your Harp Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p>	
<p>Grade 5 MU:Re7.2.C.5</p>	<p>a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, (e.g., social, cultural, and historical).</p>	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here</p>	<p>Choose an item.</p>

		<p>Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star Spangled Song Teacher Notes: The Star Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>	
<p>Grade 6 MU:Re7.2.C.6</p>	<p>a. Describe how the elements of music and expressive qualities relate to the structure of the pieces</p>	<p>Students describe how the elements of music and expressive qualities relate to the structure of the pieces by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation (including <i>staccato</i>, <i>legato</i>, <i>marcato</i>, <i>accent</i>, and <i>sforzando</i>).</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Identify the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk</p>	<p>Choose an item.</p>

		<p>song, and compare and contrast these elements with another song from Southeast Asia; sight read, sing, and notate the intervals of a folk song from New York in 6/8 meter; sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music; sight read a bluegrass song from Appalachia with accurate rhythm and intonation, and explore the timbres of a bluegrass jug band; and explore the historical and political context of a South African freedom song, and perform it independently and expressively.</p> <p>Song Notation (Projectable): <i>Bát kim thang (Setting Up the Golden Ladder)</i> Song Teacher Notes: <i>Bát kim thang (Setting Up the Golden Ladder)</i> Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): <i>Blue Mountain Lake</i> Song Teacher Notes: <i>Blue Mountain Lake</i> Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): <i>La borinqueña (Beloved Island Home)</i> Song Teacher Notes: <i>La borinqueña (Beloved Island Home)</i> Assessment: Activity, p. 5</p> <p>Song Notation (Projectable): <i>Mama Don't 'Low</i> Song Teacher Notes: <i>Mama Don't 'Low</i> Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): <i>Siyahamba</i> Song Teacher Notes: <i>Siyahamba</i> Assessment: Activity, p. 4</p>	
<p>Novice MU:Re7.2.C.7</p>	<p>a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>Students classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation</p>	<p>Choose an item.</p>

		<p>(including <i>staccato</i>, <i>legato</i>, <i>marcato</i>, <i>accent</i>, and <i>sforzando</i>).</p> <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	
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	<p>b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Students identify and compare the context of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): <i>Bát kim thang</i> (Setting Up the Golden Ladder) Song Teacher Notes: <i>Bát kim thang</i> (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): <i>La borinqueña</i> (Beloved Island Home) Song Teacher Notes: <i>La borinqueña</i> (Beloved Island Home) Assessment: Activity, p. 5</p>	<p>Choose an item.</p>
<p>Proficient MU:Re7.2.C.8</p>	<p>a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p>	<p>Students compare how the elements of music and expressive qualities relate to the structure within programs of music by engaging in activities in which they describe, examine, demonstrate, and compare and contrast the musical and tonal elements of the blues style with other styles of music, through listening and written notation; and identify music symbols and terms referring to dynamics (including <i>piano</i>, <i>mezzo piano</i>, <i>pianissimo</i>, <i>forte</i>, <i>mezzo forte</i>, and <i>fortissimo</i>), tempo (including <i>andante</i>, <i>allegro</i>, <i>presto</i>, <i>prestissimo</i>, <i>largo</i>, <i>adagio</i>, and <i>moderato</i>), and articulation (including <i>staccato</i>, <i>legato</i>, <i>marcato</i>, <i>accent</i>, and <i>sforzando</i>).</p> <p>Song Notation (Projectable): <i>St. Louis Blues</i> Song Teacher Notes: <i>St. Louis Blues</i> Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): <i>Jambo Bwana</i> Instructional Activity (Interactive) Teacher Notes: <i>Jambo Bwana</i> Assessment: Formal, p. 3 Assessment: Activity, p. 4</p>	<p>Choose an item.</p>
	<p>b. Identify and compare the context of programs of music from a variety of genres,</p>	<p>Students identify and compare the context of programs of music from a variety of genres, cultures, and historical periods by engaging in activities in which they describe, demonstrate, and examine rhythmic musical</p>	<p>Choose an item.</p>

	cultures, and historical periods.	<p>elements in a Vietnamese folk song, and compare and contrast these elements with another song from Southeast Asia; and sight read a song from Puerto Rico and compare and contrast this to other musical textures and cultures through listening and written music.</p> <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home) Assessment: Activity, p. 5</p>	
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Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<p>As a comprehensive standards-based general music program, Interactive Music builds knowledge and vocabulary, as well as critical-thinking and creative skills, through a multimedia presentation of printed, aural, and visual content. In addition to core Song and Instructional activity content, the program provides a wealth of fact-based information in the form of Music Makers, Sound Bank instruments, and Enrichment resources. Students' knowledge and vocabulary can be monitored and reinforced through the use of robust assessment options, including lesson-level assessments, rubrics, multiple-choice and interactive activities, plus customizable test banks.</p> <p>Music Maker Multimedia Reference: Ludwig van Beethoven Music Maker Multimedia Reference: Stephen Sondheim Music Maker Multimedia Reference: Scott Joplin Sound Bank Multimedia Reference: Saxophone Sound Bank Multimedia Reference: Requinto Enrichment Activity (Interactive): Arirang [Gr 5] Instructional Activity (Interactive): The Old Soft Shoe [Gr 4]</p>	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<p>With Interactive Music, students participate in, and develop, a range of reading, writing, and speaking skills in the form of instructional text; information related to the concept objective or context of a song; reading for interpretation and comprehension; composer/musician biographies; stage productions; creating new song lyrics; related-arts connections to literature; and written assessment responses.</p> <p>Song Notation (Projectable): Song of the Fishes [Gr 3] Song Snippet (Animated): Banjo Sam [Gr 2] Music Maker Multimedia Reference: Woody Guthrie</p>	Choose an item.

	<p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write) [Gr 6]</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Brand New Day [Gr 6]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Little Shop of Horrors [Gr 6]</p> <p>Instructional Activity (Proj.) and Teacher Notes: America, the Beautiful (Lyr.) [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues [Gr 6]</p>	
<p>Students will use digital resources strategically to conduct research and create and present material in oral and written form.</p>	<p>Throughout Interactive Music, students are given opportunities to explore music concepts and themes in a broader context by conducting research into related genres, styles, biographies, and cross-curricular connections, and then and sharing the results with their classmates.</p> <p>Listening (Animated Map) and Teacher Notes: Water Music No. 1 Menuet [Gr 3]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Together Wherever We Go [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chuhwuht [Gr 4]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Razzamatazz [Gr 6]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Shake, Rattle and Roll [Gr 6]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got</p>	<p>Choose an item.</p>

	Rhythm [Gr 6]	
Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	<p>Interactive Music provides students with the structure, resources, and guidance to plan, prepare, perform in, and evaluate small group and ensemble experiences, including vocal, instrumental, and movement, while building individual confidence and independence. The program also uses project-based and cooperative-learning models to expand students' learning experience and underscore the importance of creative collaboration.</p> <p>Instructional Activity (Projectable) and Teacher Notes: Shake, Rattle and Roll [Gr 6]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Just Like a... (Orff) [Gr 1]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible [Gr 6]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Simple Gifts [Gr 5]</p> <p>Movement Activity Instructions (Printable): Bob-a-Needle [Gr 2]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Puff, the Magic Dragon [Gr 4]</p> <p>Instructional Activity (Projectable)-Creating and Teacher Notes: When You're Smiling [Gr 4]</p>	Choose an item.
Equity	Evidence-Give specific example	Rating: (Reviewer only)
1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural	Interactive Music presents concepts, content, and illustrations that represent inter-ethnic and diverse cultural groups. Content and images are not only free of objectionable bias or advertising and stereotypical images,	Choose an item.

<p>differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p>but also present a positive and balanced representation regarding ethnic groups, gender, age, disabilities, and culture. 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 Song Pronunciation Practice Track performed by a native female singer. Where appropriate, Teacher Notes include suggestions for differentiated instruction to accommodate multiple learning styles.</p> <p>Song Notation (Projectable) and Song Teacher Notes: Yibane amenu [Gr 4]</p> <p>Song Pronunciation Practice Track: La paloma blanca (The White Dove) [Gr 4]</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: The Pirate’s Life [Gr 4]</p> <p>Movement Activity Instructions (Printable): Jingle All the Way [Gr 4]</p> <p>Song Notation (Projectable): Down, Down, Baby [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Karangatia ra [Gr 3]</p> <p>Listening Track: Karangatia ra [Gr 3]</p> <p>Enrichment Activity (Interactive): Ev’rybody Smiles in the Same Language [Gr 2]</p> <p>Song Notation (Projectable): Ev’rybody Smiles in the Same Language [Gr 2]</p>	
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	<p>Listening (Projectable) Teacher Notes: Jimbo's Lullaby (Debussy) [Gr K]</p> <p>Song Teacher Notes: Jim Along, Josie [Gr K]</p> <p>Play-Along (Recorder) Teacher Notes: Turn the Beat Around [Gr 5]</p>	
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>A wide array of cultures and experiences is provided across the grades of Interactive Music, in the form of printed and recorded songs and listening selections from an extensive variety of world regions and cultures, supported and accompanied by: Student and teacher instructional text, visual content (such as related photos, maps, and illustrations), and background information; non-English/English audio Pronunciation Practice Tracks for songs presented in their original language; enrichment multimedia presentations; and assessment tools.</p> <p>Song Notation (Projectable) and Song Teacher Notes: Kum bachur atzel (Hear the Rooster Crowing) [Gr 2]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Xiao yin chuan [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: La calle ancha (The Wide Street) [Gr 3]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Karangatia ra [Gr 3]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Chuhwuht [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hitotsu toya (Temple Bells) [Gr 5]</p>	<p>Choose an item.</p>

	Song Notation (Projectable) and Song Teacher Notes: El carnavalito humahuaqueño (The Little Humahuacan Carnival) [Gr 6]	
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Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p>Programs on Realize provide a wide variety of content formats to ensure the diverse needs of students are met. From Word documents, pdf's, PowerPoints, interactive pieces with embedded audio, digital tests, and videos, the variety allows students flexibility to learn in a way they'll retain information. All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. There are text equivalents for video, audio, art, and images. We are in compliance with the WCAG 2.0 and section 508 standards. Savvas will provide a PDF version for any student with a certified print disability. Please send requests to k12accessibility@savvas.com.</p> <p>Movement Activity Instructions (Animated): Hello, My Friends [Gr 1]</p> <p>Song Snippet (Animated): Banjo Sam [Gr 2]</p> <p>Play-Along (Percussion) Notation (Interactive Perf.): Train Is A-Comin' [Gr 3]</p> <p>Listening Animated Map: Water Music No. 1 Menuet [Gr 3]</p> <p>Play-Along (Recorder) Fingering Chart: The Pirate's Life [Gr 4]</p> <p>Song Notation (Interactive Performance): Oh, Susanna [Gr 4]</p> <p>Instructional Activity (Interactive): The Old Soft Shoe [Gr 4]</p> <p>Enrichment Activity (Interactive): Arirang [Gr 5]</p> <p>Music Reading Resource (Printable): Drill, Ye Tarriers [Gr 5]</p> <p>Music Maker Multimedia Reference: Woody Guthrie</p> <p>Sound Bank Multimedia Reference: Piano</p>	<p>Choose an item.</p>

Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>For each grade level, there are six units with six lessons per unit. The lessons cover Expression (including Dynamics) Rhythm, Form, Melody, Timbre & Tone Color, and Texture & Harmony. Click a grade-level program and then Click each of the six units to see the lesson sequence.</p> <p>A Scope & Sequence, available online and in printed form, outlines in detail the sequential and cumulative development of grade-specific and cross-grade foundational skills.</p> <p>Interactive Music is aligned to the National Core Arts Standards. To see the content, click "Standards" from any grade level course and then continue to click the "down arrow" to access specific standards.</p> <p>A correlation to the National Core Arts Standards is also available online and in printed form.</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p>Interactive Music is aligned to the National Core Arts Standards. To see the content, click "Standards" from any grade level course and then continue to click the "down arrow" to access specific standards.</p> <p>A correlation to the National Core Arts Standards is also available online and in printed form.</p>	<p>Choose an item.</p>
<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Interactive Music has a consistent plan of organization. In grades K-6, there is a six-unit sequence with six lessons per unit that feature selected resources to actively involve students and build understanding of the elements of music, including expression, rhythm, form, melody, timbre & tone color, and texture & harmony. These 36 lessons represent a full-year of weekly instruction in the music classroom. In grades 7 and 8, the program is organized by topic-based units with six lessons per unit.</p>	<p>Choose an item.</p>

	<p>Lessons are organized to build understanding and experiences from unit to unit and grade to grade through a spiral curriculum. In grades 7 and 8, the intention is that students can study topics in depth as they expand on the general music foundation they learned in grades K-6.</p> <p>A Scope & Sequence, available online and in printed form, outlines in detail the grade-specific and cross-grade sequential and cumulative concept and skill strands covered in the program.</p>	
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>The 14 authors of Interactive Music are all experts in the field of music education and created lessons that are age and developmentally appropriate. This author team represents a combination of current practitioners, leaders in music education, and university faculty currently working with K-12 students.</p> <p>Listening Animated Map: Grizzly Bear [Gr K]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Kapulu kane (Puili Game Song) [Gr 2]</p> <p>Instructional Activity (Projectable): Joe Turner Blues [Gr 4]</p> <p>Play-Along (Percussion) Notation (Projectable): The Rhythm Is Gonna Get You [Gr 6]</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Integrated Curriculum activities can be found at each grade level of Interactive Music, and include connections to Language Arts, Math, Related Arts, Science, and Social Studies.</p> <p>Song Notation (Projectable): Get on Board [Gr K]</p> <p>Song Notation (Projectable): Celebrate! [Gr 1]</p> <p>Enrichment Activity (Interactive): Leapin' Lizards [Gr 1]</p>	<p>Choose an item.</p>

	<p>Listening Activity (Projectable): Grand Canyon Suite: Cloudburst [Gr 2]</p> <p>Enrichment Activity (Projectable): Olé [Gr 2]</p> <p>Enrichment Activity (Projectable): Creepy Creatures [Gr 3]</p> <p>Song Notation (Projectable): Haul Away, Joe [Gr 4]</p> <p>Instructional Activity (Proj.): America, the Beautiful (Pick) [Gr 4]</p> <p>Enrichment Activity (Interactive): Sweet Betsy from Pike [Gr 4]</p> <p>Enrichment Activity (Interactive): Arirang [Gr 5]</p> <p>Enrichment Activity (Projectable): Little Shop of Horrors [Gr 6]</p>	
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>The 14 authors of Interactive Music have specialized in and researched areas such as curriculum design, perception, acquisition of music skills, and repertoire for music learning. Authors for Orff Process, Listening Maps, Child Voice, Adolescent Voice, and other specific areas helped to shape Interactive Music.</p> <p>The team of authors and editors worked to provide content that is developmentally appropriate by grade level, that is organized so students can build knowledge and skills within and across grade levels, and that follows best practices in instructional design and usability for elementary-age students.</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Gymnopedie No. 1 [Gr K]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Just</p>	<p>Choose an item.</p>

	<p>Like a... (Orff) [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Down, Down, Baby [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Song of the Fishes [Gr 3]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Joe Turner Blues [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: When Johnny Comes Marching Home [Gr 5]</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Rhythm Is Gonna Get You [Gr 6]</p>	
<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>Student-facing material in Interactive Music includes grade-appropriate instructional, motivational, informative, and performance-related text, presented in both print and digital formats. Much of the digital content is downloadable and editable.</p> <p>Song Notation (Projectable): A Spider [Gr 1]</p> <p>Song Notation (Projectable): Dinah [Gr 2]</p> <p>Instructional Activity (Projectable): Train Is A-Comin' [Gr 3] Enrichment Activity (Projectable) Teacher Notes: Chitty Chitty Bang Bang [Gr 3]</p> <p>Instructional Activity (Projectable) Teacher Notes: America, the Beautiful (Lyrics) [Gr 4] Song Notation (Projectable): Ochimbo [Gr 4]</p> <p>Enrichment Activity (Projectable): Shenandoah [Gr 5]</p> <p>Song Notation (Projectable): The Beat Goes On [Gr 6]</p>	<p>Choose an item.</p>

<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>Supplementary activities and assignments can be found within each grade level course throughout Interactive Music in the form of Teacher Notes: Extension Activities, individual and group project-based activities, games, movement activities, and printable resources. Supplementary activities are always a direct outgrowth of the main lesson objective or theme. As with core content, students can upload files, including images, audio, and video, to their teachers and add comments to document academic and performance-based progress.</p> <p>Through partnerships with Naxos of America, Interactive Music also provides the following supplemental materials within each grade level course: Listening Tracks, Interactive and Animated Listening Activities, and videos.</p> <p>Play-Along (Percussion) Teacher Notes: Ackabacka, Soda Cracker [Gr 1]</p> <p>Enrichment Activity (Projectable) Teacher Notes: Old Brass Wagon [Gr 2]</p> <p>Song Teacher Notes: Four White Horses [Gr 3]</p> <p>Listening (Animated Map) Teacher Notes: Water Music No. 1 Menuet [Gr 3]</p> <p>Instructional Activity (Interactive) Teacher Notes: Together Wherever We Go [Gr 4]</p> <p>Listening Track: Fanfare for the Common Man (Copland) [Gr 4]</p> <p>Enrichment Activity (Interactive) Teacher Notes: A Big, Wide, Wonderful [Gr 5]</p> <p>Listening (Projectable) Teacher Notes: New England Triptych:</p>	<p>Choose an item.</p>
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	<p>III. Chester [Gr 5]</p> <p>Enrichment Activity Resource (Printable): Phone Tag [Gr 6]</p> <p>Enrichment Activity (Interactive) Teacher Notes: Razzamatazz [Gr 6]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Shake, Rattle and Roll [Gr 6]</p>	
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Lessons and activities in Interactive Music support student understanding through problem-solving and inquiry-based learning that builds on prior knowledge and experiences.</p> <p>Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees [Gr 1]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Tideo [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Alabama Gal [Gr 3]</p> <p>Song Notation (Projectable) and Song Teacher Notes: The African Rhythm [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sourwood Mountain [Gr 4]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: We're Off to See the Wizard [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Note: Camptown Races [Gr 5]</p>	<p>Choose an item.</p>

	Instructional Activity (Projectable) Teacher Notes: Now That's Tap [Gr 6]	
13. The material has activities and assignments that reflect varied learning styles of students.	<p>Interactive Music provides a wide variety of content formats and learning strategies to ensure the diverse needs of students are met. The program reflects the most recent research on learning in music. Suggestions for addressing alternate and varied learning styles can be found by searching, within each grade level, under Tips for Teachers: Classroom Management; Differentiated Instruction; and Teacher to Teacher.</p> <p>Listening Activity (Projectable) and Listening Activity Teacher Notes: Eine kleine Nachtmusik: II. Romanze [Gr 1]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Riddle Ree [Gr 2]</p> <p>Instructional Activity (Projectable) and Teacher Notes: I've Been Working on the Railroad [Gr 3]</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: The Pirate's Life [Gr 4]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing [Gr 5]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Come Back, Liza [Gr 6]</p>	Choose an item.
14. The material includes appropriate instructional strategies.	Interactive Music provides a wide variety of grade-appropriate content formats and instructional strategies. The program reflects the most recent research on instruction and learning in music. The grade-level courses feature sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills.	Choose an item.

	<p>Lessons include scripted plans called Teacher Notes that provide teachers with step-by-step instruction, higher-order thinking questions, and lesson-level assessments. Music teachers have the option of displaying content for full class instruction or providing student accounts and assigning content to grade-level music classes and/or individual students.</p> <p>Song Notation (Projectable) and Song Teacher Notes: We're Goin' for a Ride [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: John Kanaka [Gr 2]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Soakin' Up the Sunshine [Gr 3]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sourwood Mountain [Gr 4]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Laredo [Gr 5]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ezekiel Saw the Wheel [Gr 6]</p>	
Pedagogical Approach	Evidence-Give specific example	Rating: (Reviewer only)
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Interactive Music provides a wide variety of content formats and teaching strategies to ensure the diverse needs of students are met. The program reflects the most recent research on music instruction. Suggestions for using alternate instructional strategies to address varied student learning styles and pacing can be found by searching, within each grade level, under Tips for Teachers: Classroom Management; Differentiated Instruction; and Teacher to Teacher. Teachers can also re-arrange or remove content</p>	<p>Choose an item.</p>

	<p>from a lesson as they customize for the needs of their students.</p> <p>Listening Activity (Projectable) and Listening Activity Teacher Notes: Eine kleine Nachtmusik: II. Romanze [Gr 1]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Riddle Ree [Gr 2]</p> <p>Instructional Activity (Projectable) and Teacher Notes: I've Been Working on the Railroad [Gr 3]</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: The Pirate's Life [Gr 4]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing [Gr 5]</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Come Back, Liza [Gr 6]</p>	
<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p>The typical structure of, and sequencing within, the Teacher Notes in Interactive Music makes extensive use of the pedagogical tool of scaffolding. As part of this process, students progress from the "known" to the "new," and from guided to independent performance, by way of review, suggested questions, and such interactive support resources as Song Notation (Interactive Practice and Performance) and Play-Along Notation (Interactive Practice and Performance), in which vocal/instrumental parts and accompaniments can be turned "on" and "off," with the ability to change the tempo and/or key; Song Pronunciation Practice Tracks, to help students learn non-English song lyrics; and Movement Activity Instructions (Animated), to help students learn dance steps.</p> <p>Song Teacher Notes: Dry Bones [Gr 4]</p>	<p>Choose an item.</p>

	<p>Song Notation (Interactive Practice): Train Is A-Comin' [Gr 3]</p> <p>Song Notation (Interactive Performance): Simple Gifts [Gr 5]</p> <p>Song Pronunciation Practice Track: Niño querido [Gr 1]</p> <p>Play-Along (Recorder) Notation (Interactive Performance): La raspa [Gr 4]</p> <p>Play-Along (Percussion) Notation (Interac. Performance): Sourwood Mountain [Gr 4]</p> <p>Play-Along (Percussion) Notation (Interactive Practice): Goin' Over the Sea [Gr 2]</p> <p>Movement Activity Instructions (Animated): Hava nagila [Gr 6]</p>	
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>In print, audio, and interactive digital formats, non-English songs in Interactive Music are presented in both the original language and with singable English lyrics. Language accessibility for English language learners is enhanced with such digital features as Interactive Notation, which includes visual and aural tracking of the song notation and lyrics, and controls to change the tempo. Both the English and non-English sets of lyrics appear under the song notation in the printed song format. In addition, suggestions and strategies for ELL support are provided, where applicable, in the Teacher Notes.</p> <p>Song Notation (Interactive Performance): Dearest Child (Niño querido) [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: ¡Qué llueva! (It's Raining!) [Gr 1]</p>	<p>Choose an item.</p>

	<p>Enrichment Activity (Interactive) and Teacher Notes: La víbora (The Serpent) [Gr 2]</p> <p>Song Notation (Interactive Performance): Garden Lullaby (Hwa yuan li-de young wa) [Gr 3]</p> <p>Song Notation (Interactive Performance): La raspa (English and Spanish) [Gr 4]</p> <p>Instructional Activity (Projectable) (Creating) and Teacher Notes: When You're Smiling [Gr 4]</p> <p>Listening Activity (Projectable) and Listening Activity Teacher Notes: Oh Susanna [Gr 4]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: A Hero in Us All [Gr 5]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Arirang [Gr 5]</p> <p>Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: Adelita [Gr 5]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch is Dead [Gr 6]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore [Gr 6]</p>	
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p>The instructional content of each student-facing activity in Interactive Music is age and developmentally appropriate and organized and designed to be clear, logical, and easily accessible. Lessons include scripted plans called Teacher</p>	<p>Choose an item.</p>

	<p>Notes that provide teachers with step-by-step, sequential instruction and higher-order thinking questions, with clear and direct references to the instruction in the corresponding student-facing activity. Lexile Measures are available for each grade level to demonstrate that the student-facing content is well within the grade-level range.</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Spider [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Dinah [Gr 2]</p> <p>Instructional Activity (Projectable) and Teacher Notes: Train Is A-Comin' [Gr 3]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ochimbo [Gr 4]</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Shenandoah [Gr 5]</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On [Gr 6]</p>	
<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>	<p>An extensive number of Teacher Notes in Interactive Music include one or more lesson-related assessments, labeled either Assessment: Activity, Assessment: Formal, or Assessment: Review. Each assessment, with its own clearly stated objective, is tied directly to the main lesson objective and focuses on a specific skill- or concept-based standard. To address a variety of knowledge levels, student-facing assessment tools include interactive multiple choice, true or false, and drag and drop activities, many of which feature multimedia resources such as embedded audio, graphics, and music notation.</p>	<p>Choose an item.</p>

	<p>Song Notation (Projectable) and Song Teacher Notes: Bounce High, Bounce Low [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Leatherwing Bat [Gr 2]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Scotland's Burning [Gr 3]</p> <p>Instructional Activity (Interactive) and Teacher Notes: We're Off to See the Wizard [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: California [Gr 5]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Hava nagila [Gr 6]</p>	
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p>A variety of easily implemented assessments helps teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.</p> <p>An extensive number of Teacher Notes in Interactive Music include one or more specific lesson-related assessments, labeled either Assessment: Activity, Assessment: Formal, or Assessment: Review. Each assessment, with its own clearly stated objective, is tied directly to the main lesson objective and focuses on a specific skill- or concept-based standard. To address a variety of knowledge levels, student-facing assessment tools include interactive multiple choice, true or false, and drag and drop activities, many of which feature multimedia resources such as embedded audio, graphics, and music notation.</p> <p>Song Notation (Projectable) and Song Teacher Notes: Bounce</p>	<p>Choose an item.</p>

	<p>High, Bounce Low [Gr 1]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Leatherwing Bat [Gr 2]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Scotland's Burning [Gr 3]</p> <p>Instructional Activity (Interactive) and Teacher Notes: We're Off to See the Wizard [Gr 4]</p> <p>Song Notation (Projectable) and Song Teacher Notes: California [Gr 5]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Hava nagila [Gr 6]</p>	
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Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>The collaborative team efforts of the Interactive Music authors, designers, researchers, and editors have produced a program of exceptional aesthetic appeal. Student-facing content features a variety of high-quality and colorful photos, illustrations, charts, and maps. For both aesthetic and practical reasons, all music notation intended for reading or performance is presented only on a white background, to ensure easy and focused readability.</p> <p>Instructional Activity (Projectable): Precipitation Day [Gr 2]</p> <p>Enrichment Activity (Interactive): Xiao yin chuan (The Chinese Moon Festival) [Gr 2]</p> <p>Enrichment Activity (Interactive): If I Only Had a Brain [Gr 3]</p> <p>Song Notation (Projectable): The African Rhythm [Gr 4]</p> <p>Instructional Activity (Projectable): America, the Beautiful (Lyr.) [Gr 4]</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	<p>Interactive Music has a consistent plan of organization. In grades K-6, there is a six-unit sequence with six lessons per unit that feature selected resources to actively involve students and build understanding of the elements of music, including expression, rhythm, form, melody, timbre & tone color, and texture & harmony. These 36 lessons represent a full-year of weekly instruction in the music classroom. (Teachers can choose among 200 additional lessons per grade level to create a customized music program.) In grades 7 and 8, the program is organized by topic-based units with six lessons per unit.</p> <p>Lessons are organized to build understanding and experiences from unit to unit and grade to grade through a spiral curriculum. In grades 7 and 8, the intention is that students can study topics in depth as they expand on the</p>	<p>Choose an item.</p>

	<p>general music foundation they learned in grades K-6.</p> <p>Main heads in student-facing lessons clearly indicate the title of the music resource (song or listening selection, for example) around which the lesson is centered. In the Teacher Notes, consistent heads and subheads indicate the type of activity (Song Notation, Instructional Activity, for example) and the music resource title.</p> <p>Reference and glossary resources include Music Maker and instrument Sound Bank multimedia presentations, and highlighted vocabulary boxes in individual lessons.</p> <p>Music Maker Multimedia Reference: Philip Glass</p> <p>Music Maker Multimedia Reference: Amy Beach</p> <p>Sound Bank Multimedia Reference: Violin</p> <p>Sound Bank Multimedia Reference: Shekere</p> <p>Song Notation (Projectable): Ochimbo [Gr 4]</p>	
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p>Lexile Measures are available for each grade level of Interactive Music to demonstrate that the student-facing content is well within the grade-level range. In addition, key music skill words and vocabulary are displayed in boldface, color-coded fonts in student-facing lessons.</p> <p>Song Notation (Projectable): Bounce High, Bounce Low [Gr 1]</p> <p>Song Notation (Projectable): Leatherwing Bat [Gr 2]</p> <p>Song Notation (Projectable): Alabama Gal [Gr 3]</p> <p>Song Notation (Projectable): Sourwood Mountain [Gr 4]</p> <p>Song Notation (Projectable): California [Gr 5]</p> <p>Song Notation (Projectable): A Brand New Day [Gr 6]</p>	<p>Choose an item.</p>

<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>Interactive Music offers a carefully balanced selection of integrated and age-appropriate visual aids, including high-quality and colorful photos, historic images, illustrations, animations, charts, graphic organizers, and maps. All items in the program are designed with accessibility in mind and use high contrast, legible typefaces and font sizes.</p> <p>Instructional Activity (Projectable) (Beat) and Teacher Notes: There's No One Exactly Like Me [Gr 1]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ev'rybody Smiles in the Same Language [Gr 2]</p> <p>Enrichment Activity (Interactive): Xiao yin chuan [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Karangatia ra [Gr 3]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Entertainer (Joplin) [Gr 3]</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Air from the Orchestral Suite No. 3 [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: America, the Beautiful [Gr 4]</p> <p>Instructional Activity (Projectable): America, the Beautiful (Lyr.) [Gr 4]</p> <p>Song Notation (Projectable): The African Rhythm [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: With Valor and Honor [Gr 5]</p> <p>Instructional Activity (Proj.) and Teacher Notes: Ding-Dong! The Witch (Thtr) [Gr 6]</p>	<p>Choose an item.</p>
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<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>All images and visual aids in Interactive Music have been specifically chosen and designed to support student learning. Their primary function is to illustrate, reinforce, or teach to the music concept or theme that is the focus of the lesson, and are, as necessary, cross-referenced in the accompanying Teacher Notes.</p> <p>Instructional Activity (Projectable) (Beat) and Teacher Notes: There's No One Exactly Like Me [Gr 1]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ev'rybody Smiles in the Same Language [Gr 2]</p> <p>Enrichment Activity (Interactive): Xiao yin chuan [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Karangatia ra [Gr 3]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Entertainer (Joplin) [Gr 3]</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Air from the Orchestral Suite No. 3 [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: America, the Beautiful [Gr 4]</p> <p>Instructional Activity (Projectable): America, the Beautiful (Lyr.) [Gr 4]</p> <p>Song Notation (Projectable): The African Rhythm [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: With Valor and Honor [Gr 5]</p> <p>Instructional Activity (Proj.) and Teacher Notes: Ding-Dong! The Witch (Thtr) [Gr 6]</p>	<p>Choose an item.</p>
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<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>All images and visual aids in Interactive Music have been chosen, created, or designed with accuracy and practical application in mind. They are a strategic part of the organization and instructional flow of the lessons.</p> <p>Instructional Activity (Projectable) (Beat) and Teacher Notes: There's No One Exactly Like Me [Gr 1]</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ev'rybody Smiles in the Same Language [Gr 2]</p> <p>Enrichment Activity (Interactive): Xiao yin chuan [Gr 2]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Karangatia ra [Gr 3]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: The Entertainer (Joplin) [Gr 3]</p> <p>Listening Animated Map and Listening (Animated Map) Teacher Notes: Air from the Orchestral Suite No. 3 [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: America, the Beautiful [Gr 4]</p> <p>Instructional Activity (Projectable): America, the Beautiful (Lyr.) [Gr 4]</p> <p>Song Notation (Projectable): The African Rhythm [Gr 4]</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: With Valor and Honor [Gr 5]</p> <p>Instructional Activity (Proj.) and Teacher Notes: Ding-Dong! The Witch (Thtr) [Gr 6]</p>	<p>Choose an item.</p>
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Technology	Evidence-Give specific example	Rating: (Reviewer only)
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p>Interactive Music includes suggestions to teachers to have students use specific and general technology resources as either an alternate method within a lesson or as a lesson extension activity. Examples of resources referenced in the lessons and provided by the program include Song MIDI Files and Movement Activity MIDI Files, which allow students to creatively manipulate MIDI files; and MUS and SIB Download Files (downloadable versions of the Music Reading Notation set in Finale and Sibelius notation software). Additional references to the teacher include audio-editing and recording software/applications (such as Audacity and GarageBand) and notation software/applications.</p> <p>Song Teacher Notes: Riddle Ree [Song MIDI File] [Gr 2]</p> <p>Song Teacher Notes: Hot Cross Buns [notation software/application] [Gr 3]</p> <p>Movement Activity Instructions (Printable): Old Dan Tucker [Movement Activity MIDI File] [Gr 3]</p> <p>Song Teacher Notes: The Glendy Burke [notation software/application] [Gr 4]</p> <p>Song Teacher Notes: We're Making Popcorn [Audacity, GarageBand] [Gr 4]</p> <p>Song Teacher Notes: Happy Days Are Here Again [notation software/application] [Gr 5]</p> <p>Instructional Activity (Projectable) Teacher Notes: Sha Sha Sha (Timbre) [Audacity] [Gr 6]</p> <p>Instructional Activity (Projectable) Teacher Notes: Step Too My Lou (Write) [digital audio recording] [Gr 6]</p>	<p>Choose an item.</p>

	<p>Song Teacher Notes: Scarborough Fair [notation software/application] [Gr 6]</p> <p>Song Teacher Notes: La mariposa (The Butterfly) (videotaping, notation software/application) [Gr 6]</p> <p>Instructional Activity (Projectable) Teacher Notes: The Rhythm Is (Careers) [Audacity, GarageBand, Mixcraft] [Gr 6]</p>	
<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p>Realize is the online destination for standards-aligned content, flexible class management tools, and embedded assessments that deliver data to teachers instantly. Realize provides premium content to help teachers enhance their instructional materials. Teachers can search by keyword, browse by a table of contents, or browse by state and Common Core standards. Realize also encourages teachers to customize the content to fit learners' needs.</p> <p>The following are examples of specific teaching tools in the program made available by this technology:</p> <p>Song Notation (Interactive Practice and Performance) and Play-Along Notation (Interactive Practice and Performance), in which vocal/instrumental parts and accompaniments can be turned "on" and "off," with the ability to change the tempo and/or key; Listening Animated Maps and Listening Interactive Activities, for guided interactive listening; Movement Activity Instructions (Animated), to help students learn dance steps; and Instructional [or Enrichment] Activity (Interactive) (interactive instructional, reinforcement, cross-curriculum, and assessment activities).</p> <p>Lesson-specific "How to use this activity" instructions can be accessed in each interactive file by clicking on the question-mark icon. Step-by-step instructions and tips on how to implement every type of technology available in the program can be found at point-of-use in the individual Teacher Notes</p>	<p>Choose an item.</p>

	<p>and in each grade-level Implementation Guide.</p> <p>Song Notation (Interactive Performance): Charlie over the Water [Gr 1]</p> <p>Play-Along (Percussion) Notation (Interactive Performance): Karangatia ra [Gr 3]</p> <p>Listening Animated Map: Allemande IV-III-IV [Gr 2]</p> <p>Listening Interactive Activity: Sakura [Gr 4]</p> <p>Instructional Activity (Interactive) and Teacher Notes: Shenandoah [Gr 5]</p>	
Does the electronic/digital/online version of the materials:	Evidence-Give specific example	Rating: (Reviewer only)
29. The material has "platform neutral" technology (i.e., will run on Windows or other platforms) and availability for networking.	Savvas Realize is the host platform for Interactive Music and will run on Windows 10, Windows 7, Windows 8.1, Mac OS 10.9.x, and Mac OS 10.10.x. The application has Cross Platform Functionality and will function with many combinations of Operating Systems and Browsers, including Chrome, Internet Explorer, Firefox, and Safari.	Choose an item.
30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	The Realize interface is intuitive and easy to understand. The home page features several methods for navigating between students' textbooks, classes, and grades. There is information on the homepage that alerts students about assignments and recent grades. Additionally, they can search for anything related to content in their courses.	Choose an item.

Notes: Click here to enter text.