

A Correlation of

Interactive Music
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To the

**Colorado Academic Standards
Music (2009)**

Grade 1

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Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the **Colorado Academic Standards for Music**. Correlation references are to the Teacher Notes and are cited by the title of the lesson or activity where the matching instruction is found. Teacher Notes have associated student-facing activities that are referenced at point of use.

Interactive Music powered by Silver Burdett™, a brand new all-digital program developed cooperatively with Alfred Music Publishing, Inc., provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content to customize lessons and meet the needs of students in grades Pre K-8.

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1. Expression of Music	
The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.	
Prepared Graduates	
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.	
Prepared Graduate Competencies in the Expression of Music Standard:	
<ul style="list-style-type: none"> ➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement ➤ Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools ➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance ➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles 	
Content Area: Music	
Standard: 1. Expression of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement ➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance ➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
1. Expressively perform using simple techniques in groups and independently	
Evidence Outcomes	
Students can:	
a. Use the head voice to produce a light, clear sound (DOK 1-2)	Charlie Over the Water: Song Teacher Note, page 2 Michael, Row the Boat: Instructional Activity (Projectable) Teacher Note, page 2

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b. Maintain steady beat (DOK 1-2)	Aiken Drum: Instructional Activity (Projectable) Teacher Note Lost My Gold Ring: Song Teacher Note Run, Molly, Run: Song Teacher Note Debajo el botón: Song Teacher Note
c. Respond to cues of a conductor for stopping and starting (DOK 1-2)	Just Like a...: Instructional Activity – Orff (Projectable) Teacher Note, page 4 Old Blue: Instructional Activity – Duration (Projectable) Teacher Note, page 4
Content Area: Music	
Standard: 1. Expression of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools ➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
2. Perform basic rhythmic and melodic patterns	
Evidence Outcomes	
Students can:	
a. Perform four-beat patterns that include sol-mi-la or mi-re-do pitches and  (DOK 1-2)	Lemonade: Instructional Activity (Interactive) Teacher Note Snail, Snail: Music Reading Teacher Note
b. Play simple patterns (DOK 1-2)	Cha yang wu: Music Reading Teacher Note Lemonade: Orff Arrangement Teacher Note

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2. Creation of Music	
The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.	
Prepared Graduates	
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.	
Prepared Graduate Competencies in the Creation of Music Standard:	
<ul style="list-style-type: none"> ➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding ➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind 	
Content Area: Music	
Standard: 2. Creation of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding ➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	
Evidence Outcomes	
Students can:	
a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories (DOK 1-3)	Green, Green Rocky: Instructional Activity (Projectable) Teacher Note Just Like a...: Instructional Activity – Orff (Projectable) Teacher Note Snail, Snail: Orff Arrangement Teacher Note, page 4

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b. Improvise short phrases using the l-s-m or m-r-d tone-set (DOK 2-3)	There's No one Exactly Like Me: Instructional Activity – Orff (Projectable) Teacher Note Lemonade: Orff Arrangement Teacher Note, pages 3-4
c. Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc. (DOK 1-3)	Leapin' Lizards: Instructional Activity (Projectable) Teacher Note Jump Jim Joe: Instructional Activity (Projectable) Teacher Note
Content Area: Music	
Standard: 2. Creation of Music	
Prepared Graduates:	
➤ Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
1. Identify musical patterns	
Evidence Outcomes	
Students can:	
a. Create patterns using known rhythms and pitches (DOK 1-3)	Apple Tree: Instructional Activity (Interactive) Teacher Note, page 2 Shake, Shake, Shake: Instructional Activity (Interactive) Teacher Note
b. Use iconic notation within the treble staff (DOK 1-2)	Mister Rabbit: Instructional Activity (Projectable) Teacher Note, page 3 Snail, Snail: Music Reading Notation (Projectable) and Teacher Note Star Light, Star Bright: Song Notation (Projectable) and Teacher Note [<i>conventional treble staff notation follows corresponding iconic notation</i>]

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3. Theory of Music	
The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.	
Prepared Graduates	
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.	
Prepared Graduate Competencies in the Theory of Music Standard:	
<ul style="list-style-type: none"> ➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form ➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples 	
Content Area: Music	
Standard: 3. Theory of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
1. Comprehension of gradual changes in dynamics and tempo	
Evidence Outcomes	
Students can:	
a. Use vocabulary for getting louder/softer and getting faster/slower (DOK 1-2)	<p>The Incredible Flutist: Polka (Piston): Listening Teacher note</p> <p>Little Train of the Caipira (Villa-Lobos): Listening Activity (Interactive) Teacher Note, page 3</p> <p>Mister Rabbit: Instructional Activity (Interactive) Teacher Note</p>

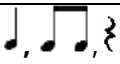
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b. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments (DOK 1-2)	The Incredible Flutist: Polka (Piston): Listening Teacher Note Mister Rabbit: Instructional Activity (Interactive) Teacher Note Skip to My Lou: Instructional Activity (Interactive) Teacher Note
Content Area: Music	
Standard: 3. Theory of Music	
Prepared Graduates:	
➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
2. Aurally identify simple components of musical form	
Evidence Outcomes	
Students can:	
a. Aurally identify introduction (DOK 1-2)	Stop, Look, and Listen: Instructional Activity (Interactive) Teacher Note Little Shell: Instructional Activity (Projectable) and Teacher Note, page 1 The Waltzing Cat (Anderson): Listening Activity (Projectable) and Teacher Note
b. Aurally identify phrase (DOK 1-2)	Skip to My Lou: Song Snippet Teacher Note Les quatre branles (Anonymous): Listening Animated Map Teacher Note
c. Aurally and visually identify AB form (DOK 1-2)	Stop, Look, and Listen: Instructional Activity (Interactive) Teacher Note Water Music: Suite No. 1 Hornpipe (Handel): Listening Activity (Projectable) Teacher Note

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d. Visually identify staff and repeat signs (DOK 1)	Shake, Shake, Shake: Instructional Activity (Interactive) Teacher Note, page 2 Snail, Snail: Music Reading (Projectable) Teacher Note
Content Area: Music	
Standard: 3. Theory of Music	
Prepared Graduates:	
➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
3. Comprehension of basic vocal and instrumental tone colors	
Evidence Outcomes	
Students can:	
a. Identify pitched and non-pitched classroom instruments using sight and sound (DOK 1)	Hokey Pokey: Instructional Activity (Projectable)Teacher Note Sway to the Beat: Orff Arrangement Teacher Note
b. Identify and demonstrate singing, speaking, whispering, and shouting voices (DOK 1-2)	There's No One Exactly Like Me: Song Teacher Note We're Goin' For a Ride: Song Teacher Note

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Content Area: Music	
Standard: 3. Theory of Music	
Prepared Graduates:	
➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
4. Comprehension of basic rhythmic and melodic patterns	
Evidence Outcomes	
Students can:	
a. Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm (DOK 1-2)	Old Blue: Instructional Activity – Orff (Projectable) Teacher Note There’s No One Exactly Like Me: Instructional Activity – Beat (Projectable) Teacher Note Skip to My Lou: Song Teacher Note
b. Aurally recognize and demonstrate going up/going down, and sol-mi-la (or mi-re-do) pitches (DOK 1-2)	Jump Jim Joe: Instructional Activity (Projectable) Teacher Note Snail, Snail: Instructional Activity (Interactive) Teacher Note
c. Identify and notate using  (DOK 1-2)	Little Train of the Caipira (Villa-Lobos): Listening Activity (Interactive) Teacher Note Shake, Shake, Shake: Instructional Activity (Interactive) Teacher Note
d. Discriminate between same/different rhythmic and melodic patterns (DOK 1-2)	Leapin’ Lizards: Song Teacher Note Skip to My Lou: Song Snippet (Animated) Teacher Note

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4. Aesthetic Valuation of Music	
The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.	
Prepared Graduates	
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.	
Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:	
<ul style="list-style-type: none"> ➤ Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations ➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices ➤ Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music ➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life 	
Content Area: Music	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
1. Demonstrate respect for the contributions of self and others in a musical setting	
Evidence Outcomes	
Students can:	
a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others (DOK 1-2)	There's No one Exactly Like Me: Song Teacher Note Green, Green Rocky: Instructional Activity (Interactive) Teacher Note Que llueva: Instructional Activity (Projectable) Teacher Note

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b. Reflect on the performance of others (DOK 1-3)	There's No one Exactly Like Me: Song Teacher Note Shake, Shake, Shake: Instructional Activity (Interactive) Teacher Note, page 5
c. Demonstrate audience behavior appropriate for the context and style of music performed (DOK 1-2)	Shake, Shake, Shake: Instructional Activity (Interactive) Teacher Note, page 5 The Incredible Flutist: Polka (Piston): Listening Activity (Projectable) Teacher Note, page 3
Content Area: Music	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations ➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
2. Comprehension of the basic components of music and musical performances at a beginning level	
Evidence Outcomes	
Students can:	
a. Create movements to music that reflect focused listening (DOK 2-4)	From the New World: Largo (Dvorak): Listening Activity (Projectable) Teacher Note Pavane (Fauré): Listening Animated Map Teacher Note
b. Describe how ideas or moods are communicated through music (DOK 1-2)	Que llueva: Instructional Activity – Orff (Projectable) Teacher Note Que llueva: Song Teacher Note

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Content Area: Music	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music ➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life 	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
3. Identify music as an integral part of everyday life	
Evidence Outcomes	
Students can:	
a. Identify, discuss, and respond to music written for specific purposes (such as holiday, march, lullaby) (DOK 1-2)	Alison's Waltz: Listening Activity (Projectable) Teacher Note Knock the Cymbals: Enrichment Activity (Interactive) Teacher Note
b. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations (DOK 1-2)	The following songs and recordings can provide a basis for these discussions: Aiken Drum Cha yang wu Old Blue Les quatre Branles
c. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form) (DOK 1-2)	Pavane (Fauré): Listening Animated Map Teacher Note Jump Jim Joe: Instructional Activity (Projectable) Teacher Note Water Music Suite No. 1: Hornpipe (Handel) Listening Activity (Projectable) Teacher Note