

A Correlation of

Interactive Music
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To the

**Colorado Academic Standards
Music (2009)**

Grade 2

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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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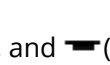
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1. Expression of Music	
The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.	
Prepared Graduates	
The prepared graduate 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 	

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Grade Level Expectation: Second Grade	
Concepts and skills students master:	
1. Expressively perform simple songs in small groups or independently	
Evidence Outcomes	
Students can:	
a. Perform two-part rounds using speech, body percussion, singing, movement, and instruments (DOK 1-3)	Join the Conga Line: Instructional Activity (Interactive) Teacher Note This “singing” portion of this standard can be supported with the following song (the singing of rounds and canons is developed more fully beginning in grade 3): Frère Jacques: Song Notation (Projectable) (unison presentation)
b. Follow conductor’s cues demonstrating dynamic changes, tempo changes, and fermata (DOK 1-3)	Banjo Sam: Instructional Activity (Interactive) Teacher Note, page 3 Precipitation Day: Instructional Activity (Projectable) Teacher Note
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 	

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Grade Level Expectation: Second Grade	
Concepts and skills students master:	
2. Perform simple rhythmic, melodic, and harmonic patterns	
Evidence Outcomes	
Students can:	
<p>a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and , and  (DOK 1-2)</p>	<p>Xiao yin chuan: Orff Arrangement Teacher Note</p> <p>Great Big House: Music Reading Teacher Note (pentatonic)</p> <p>Ev'rybody Smiles in the Same Language: Instructional Activity – Ostinatos (Projectable) Teacher Note</p> <p>I Fed My Horse: Song Notation (Projectable) and Teacher Note</p> <p>He's Got the Whole World: Play-Along (Percussion) Notation (Projectable) and Teacher Note</p> <p>Down in the Valley Two by Two: Play-Along (Percussion) Notation (Proj.) and Teacher Note</p>
<p>b. Play tonic chord accompaniments in simple keys (DOK 1-2)</p>	<p>Bob-a-Needle: Orff Arrangement Teacher Note</p> <p>Great Big House: Orff Arrangement Teacher Note</p>

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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: Second Grade	
Concepts and skills students master:	
1. Create musical phrases in the form of simple question-and-answer alone and in small groups	
Evidence Outcomes	
Students can:	
a. Improvise short instrumental phrases using the l-s-m-r-d tone-set (DOK 2-3)	Four in a Boat: Song Teacher Note, page 2 Great Big House: Song Teacher Note, page 2
b. Improvise question-and-answer phrases (DOK 2-3)	Four in a Boat: Song Teacher Note, page 2 Riddle Ree: Music Reading Teacher Note

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<p>c. Create movements to express pitch, tempo, form and dynamics in music (DOK 2-4)</p>	<p>Skinamarink: Instructional Activity Teacher Note</p> <p>Carmina Burana: Tanz (Orff): Listening Teacher Note, page 3</p> <p>The Four Seasons: "Winter" (Vivaldi): Listening Teacher Note, pages 2-3</p> <p>Pastoral Symphony: IV. Thunderstorm (Beethoven): Listening Teacher Note, page 4</p>
<p>d. Improvise instrumentally and/or vocally over the I chord in simple keys (DOK 2-3)</p>	<p>Great Big House: Song Teacher Note, page 2</p> <p>My Foot's In My Stirrup: Song Notation (Projectable) and Teacher Note</p> <p>Every Morning When I Wake Up: Song Notation (Projectable) and Teacher Note</p>

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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: Second Grade	
Concepts and skills students master:	
2. Identify rhythmic and melodic notation patterns	
Evidence Outcomes	
Students can:	
a. Create patterns using learned rhythms on a treble clef staff (DOK 1-3)	Ev'rybody Smiles in the Same Language: Instructional Activity – Ostinato (Projectable) Teacher Note Recycle Rap: Instructional Activity - Found Sound (Projectable) Teacher Note
b. Create patterns using learned pitches in a treble clef staff (DOK 1-3)	Great Big House: Instructional Activity Teacher Note, page 2 Tideo: Instructional Activity (Interactive) Teacher Note

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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: Second Grade	
Concepts and skills students master:	
1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation	
Evidence Outcomes	
Students can:	
a. Use vocabulary for piano/forte, crescendo/decrescendo, and smooth/connected when describing music (DOK 1-2)	Join the Conga Line: Song Teacher Note The Four Seasons: "Winter" (Vivaldi): Listening Teacher Note Pastoral Symphony: IV. Thunderstorm (Beethoven): Listening Teacher Note

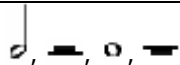
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b. Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments (DOK 1-2)	Riddle Ree: Song Teacher Note The Recycle Rap: Song Teacher Note, page 2 Join the Conga Line: Song Teacher Note
c. Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments (DOK 1-2)	La vibora: Instructional Activity (Projectable) Teacher Note Sobre las olas: Listening Teacher Note Join the Conga Line: Song Teacher Note Shoo Fly: Song 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: Second Grade	
Concepts and skills students master:	
2. Comprehend beginning notational elements and form in music	
Evidence Outcomes	
Students can:	
a. Aurally identify ABA form and verse/refrain (DOK 1-2)	Skinamarink: Song Teacher Note Shoo Fly: Song Snippet Teacher Note El florón: Instructional Activity (Projectable) Teacher Note
b. Identify notated examples of bar lines, double bar lines, and measures (DOK 1)	Earthworm, Earthworm: Instructional Activity (Projectable) Teacher Note Shoo Fly: Song Teacher Note

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c. Aurally identify coda (DOK 1-2)	Le banjo (Gottschalk): Listening Teacher Note Carmina Burana: Tanz (Orff): Listening 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: Second Grade	
Concepts and skills students master:	
3. Comprehension of vocal and instrumental tone colors	
Evidence Outcomes	
Students can:	
a. Identify vocal sound groupings (high voices, low voices) (DOK 1)	Grand Canyon Suite: "Cloudburst" (Grofé): Listening Teacher Note, page 5 Old Texas: Song Teacher Note
b. Identify instrumental sound groupings (woodwinds, percussion, strings) (DOK 1)	Four in a Boat: Instructional Activity (Interactive) Teacher Note Join the Conga Line: Instructional Activity (Projectable) Teacher Note Knock, Knock!: Instructional Activity (Interactive) Teacher Note Carmina Burana: Tanz (Orff): Listening 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: Second Grade	
Concepts and skills students master:	
4. Comprehension of beginning melodic and rhythmic patterns	
Evidence Outcomes	
Students can:	
a. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale) (DOK 1-2)	Great Big House: Song Teacher Note Down the Ohio: Song Teacher Note Shake Them 'Simmons Down: Instructional Activity Teacher Note
b. Identify and notate, using  (DOK 1-2)	Ev'rybody Smiles in the Same Language: Instructional Activity – Ostinato (Projectable) Teacher Note Precipitation Day: Instructional Activity (Interactive) Teacher Note
c. Visually identify a chord (space-space-space or line-line-line) (DOK 1)	Preparation for this objective can be supported with the following: Rocky Mountain: Song Notation (Projectable) and Teacher Note I Fed My Horse: Song Notation (Projectable) and 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"> ➤ 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 ➤ 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: Second Grade	
Concepts and skills students master:	
1. Demonstrate respect for individual, group, and self-contributions in a musical setting	
Evidence Outcomes	
Students can:	
a. Recognize and demonstrate appropriate audience behavior in a live performance (DOK 1-2)	Banjo Sam: Song Teacher Note, page 2 Precipitation Day: Instructional Activity (Interactive) Teacher Note

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<p>b. Contribute to a group effort by listening to and discussing music (DOK 1-3)</p>	<p>Great Big House: Instructional Activity (Interactive) Teacher Note, page 2</p> <p>Banjo Sam: Instructional Activity (Interactive) Teacher Note</p>
<p>c. Contribute to a group effort by making music and reflecting on the performance (DOK 1-3)</p>	<p>Banjo Sam: Instructional Activity (Interactive) Teacher Note, page 3</p> <p>Ev'rybody Smiles in the Same Language: Instructional Activity – Ostinato - Teacher Note</p>
<p>d. Articulate ideas about holding and respecting musical preferences (DOK 1-2)</p>	<p>Shoo Fly: Listening (Interactive) Teacher Note</p> <p>Divertimento in B-flat major, K. Anh. 227: I. Allegro (Mozart): Listening (Interactive) Teacher Note</p>

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Content Area: Music	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ 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 	
Grade Level Expectation: Second Grade	
Concepts and skills students master:	
2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement	
Evidence Outcomes	
Students can:	
a. Use specific music terminology in discussing individual preferences for music (DOK 1-2)	Down in the Valley Two by Two: Instructional Activity (Interactive) Teacher Note Shoo Fly: Listening Activity Teacher Note
b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music (DOK 2-4)	Pastoral Symphony: IV. Thunderstorm (Beethoven): Listening Activity Teacher Note The Four Seasons: "Winter" (Vivaldi): Listening Activity Teacher Note Ev'rybody Smiles in the Same Language: Instructional Activity – Phrases (Projectable) Teacher Note
c. Identify how musical elements communicate ideas or moods (DOK 1-2)	Pastoral Symphony: IV. Thunderstorm (Beethoven): Listening Teacher Note Grand Canyon Suite: "Cloudburst" (Grofé): Listening Teacher Note

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Content Area: Music	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates:	
➤ 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: Second Grade	
Concepts and skills students master:	
3. Demonstrate increased awareness of music in daily life or special events	
Evidence Outcomes	
Students can:	
a. Recognize and demonstrate interest in creating, performing, and moving to music (DOK 1-2)	Ev'rybody Smiles in the Same Language: Movement Teacher Note Riddle Ree: Instructional Activity (Projectable) Teacher Note
b. Recognize and demonstrate interest in listening to several types of music (DOK 1-2)	Down in the Valley Two by Two: Instructional Activity (Interactive) Teacher Note Shoo, Fly: Listening (Interactive) Teacher Note Divertimento in B flat: I. Allegro: Listening (Interactive) Teacher Note
c. Describe music from various cultures in general terms (DOK 1-2)	Achshav: Song Teacher Note Xiao yin chuan: Enrichment Teacher Note Sobre las olas: Listening Teacher Note Hoedown Fiddle Tunes: Listening (Interactive) Teacher Note

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<p>d. Explain their own cultural and social interests in music (DOK 1-3)</p>	<p>This objective can be supported through the listening, playing and singing activities included. For example:</p> <p>Listening Interactive Activity Teacher Notes: Divertimento in B-flat major: I. Allegro</p> <p>Instructional Activity (Interactive) Teacher Notes: Down in the Valley Two by Two</p> <p>Listening Interactive Activity Teacher Notes: Shoo, Fly</p>