

A Correlation of

Interactive Music
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To the

**Colorado Academic Standards
Music (2009)**

Grade 3

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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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Colorado Academic Standards Music, Grade 3	Interactive Music ©2016
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 ➤ 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: Third Grade	
Concepts and skills students master:	
1. Perform from memory and use simple traditional notation	
Evidence Outcomes	
Students can:	
a. Use correct vocal and instrumental techniques when singing and playing instruments (DOK 1-2)	Li'l Liza Jane: Song Teacher Note Love Somebody: Song Teacher Note, pg. 3 Catch the Rhythm: Play-Along (Percussion) Teacher Note You're a Grand Old Flag: Play-Along (Percussion) Teacher Note
b. Recognize and follow conductor's beat patterns and gestures (DOK 1-3)	Love Somebody: Song Teacher Note Train is a-Comin': Play-Along (Recorder) Teacher Note
c. Perform expressively for peers in a large or small group setting (DOK 1-3)	That's What I Call a Friend: Song Teacher Note If I Only Had a Brain: Song Teacher Note
d. Play and sing simple notated melodies (DOK 1-2)	Alabama Gal: Music Reading Teacher Note Li'l Liza Jane: Music Reading 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 ➤ 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: Third Grade	
Concepts and skills students master:	
2. Perform extended rhythmic, melodic, and harmonic patterns	
Evidence Outcomes	
Students can:	
a. Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and  ,  (DOK 1-2)	Alabama Gal: Music Reading Teacher Note Coffee Grows on White Oak Trees: Music Reading Teacher Note
b. Perform rhythmic and melodic ostinati in small groups (DOK 1-3)	Love Somebody: Orff Arrangement Teacher Note Li'l Liza Jane: Orff Arrangement Teacher Note
c. Perform a steady beat while contrasting rhythms are being played (DOK 1-2)	Chitty Chitty Bang Bang: Song Teacher Note That's What I Call a Friend: Instructional Activity (Interactive) Teacher Note
d. Perform I-V accompaniments in simple keys (DOK 1-2)	A Ram Sam Sam: Orff Arrangement Teacher Note Knock No More: 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: Third Grade	
Concepts and skills students master:	
1. Create short musical phrases and patterns	
Evidence Outcomes	
Students can:	
a. Improvise four measures within a musical selection (DOK 2-3)	Old Dan Tucker: Song Teacher Note, page 4 Catch the Rhythm: Song Teacher Note

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b. Create short rhythmic and melodic ostinati in question-and-answer form (DOK 2-4)	<p>Al citron: Song Snippet Teacher Note, page 2</p> <p>Nani wale na hala: Song Teacher Note, page 2</p> <p>Walk Together, Children: Song Teacher Note <i>[melodic ostinato, but not labeled as "question-and-answer."]</i></p> <p>Children, Go Where I Send Thee: Song Teacher Note <i>[rhythmic ostinato, but not labeled as "question-and-answer."]</i></p> <p>Chitty Chitty Bang Bang: Instructional Activity (Interactive) and Teacher Note <i>[rhythmic ostinato, but not labeled as "question-and-answer"]</i></p>
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: Third Grade	
Concepts and skills students master:	
2. Notate music using basic notation structure	
Evidence Outcomes	
Students can:	
a. Create phrases using learned rhythms and pitches on a treble clef staff (DOK 2-4)	<p>Li'l Liza Jane: Instructional Activity (Interactive) Teacher Note, pages 2-3</p> <p>Erdö, erdö de magos: Instructional Activity (Interactive) and Teacher Note, pages 2-3</p> <p>Walk Together, Children: Song Teacher Note</p>

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b. Apply teacher-defined criteria to determine accuracy of notation (DOK 1-2)	Love Somebody: Instructional Activity (Interactive) Teacher Note Alligator, Crocodile: Instructional Activity (Interactive) Teacher Note
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 	

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Grade Level Expectation: Third Grade	
Concepts and skills students master:	
1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	
Evidence Outcomes	
Students can:	
a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples (DOK 1-2)	<p>Creepy Creatures: Song Teacher Note – dynamics</p> <p>Train is a-Comin’: Instructional Activity (Projectable) Teacher Note</p> <p>“Garland Valse (Flower Waltz)” from the ballet Sleeping Beauty (Tchaikovsky): Listening Teacher Note</p> <p>Symphony 88, Movement 4 (Haydn): Listening Activity (Projectable) and Teacher Note</p> <p>Sweet Potatoes: Instructional Activity (Interactive) and Teacher Note</p> <p>There Was an Old Man: Play-Along (Percussion) and Teacher Note</p>
b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments (DOK 1-2)	<p>Train is a-Comin’: Instructional Activity (Projectable) Teacher Note</p> <p>If I Only Had a Brain: Song Teacher Note, page 2</p> <p>Sweet Potatoes: Instructional Activity (Interactive) and Teacher Note</p> <p>There Was an Old Man: Play-Along (Percussion) and Teacher Note</p>



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c. Explain the function of the top number of a time signature involving two, three, and four beats. (DOK 1) d.	Coffee Grows on White Oak Trees: Music Reading Teacher Note Old Dan Tucker: Instructional Activity (Interactive) and Teacher Note La piñata: Song Teacher Note Take Me Out to the Ball Game: Music Reading 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: Third Grade	
Concepts and skills students master:	
2. Analyze simple notational elements and form in music	
Evidence Outcomes	
Students can:	
a. Visually identify line and space notes and notate pitches on the treble clef staff (DOK 1)	Take Me Out to the Ballgame: Instructional Activity (Interactive) Teacher Note Erdö, erdö de magos: Instructional Activity (Interactive) and Teacher Note Hot Cross Buns: Song Teacher Note Hwa yuan li-de young wa wa: Music Reading Notation (Projectable) and Teacher Note
b. Aurally identify question-and-answer phrases (DOK 1)	You're a Grand Old Flag: Play-Along (Percussion) Teacher Note Shakin' It Up!: Play-Along (Percussion) Teacher Note

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c. Aurally identify rondo form (DOK 1-2)	Country Dance (Dibdin): Listening (Projectable) Teacher Note Syncopated Clock (Anderson): Listening Teacher Note
d. Accurately interpret first and second endings (DOK 1-2)	This standard can be supported with the following song notation files: Alligator, Crocodile If I Only Had a Brain Soakin' Up the Sunshine
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: Third Grade	
Concepts and skills students master:	
3. Identify vocal and instrumental tone colors	
Evidence Outcomes	
Students can:	
a. Identify families of instruments visually and aurally (DOK 1)	Don gato: Instructional Activity (Interactive) Teacher Note Short Ride in a Fast Machine (Adams): Listening Teacher Note
b. Differentiate male and female voices in choral settings (DOK 1)	Karangatia ra: Song Teacher Note Oh, Won't You Sit Down: Song Teacher Note, page 2

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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: Third Grade	
Concepts and skills students master:	
4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
Evidence Outcomes	
Students can:	
a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale) (DOK 1-2)	Alabama Gal: Instructional Activity (Projectable) Teacher Note Hwa yuan li-de young wa wa: Music Reading Notation (Projectable) and Teacher Note Don't Let the Wind: Music Reading Notation (Projectable) and Teacher Note Alabama Gal: Music Reading Notation (Projectable) and Teacher Note
b. Identify and notate using  and  (DOK 1-2)	Coffee Grows on White Oak Trees: Music Reading Teacher Note Catch the Rhythm: Instructional Activity (Interactive) Teacher Note
c. Aurally and visually recognize I-V chords (DOK 1-3)	Knock No More: Instructional Activity (Interactive) includes I V chords, but the focus is on the major and minor tonalities of the chords. If a Tiger Calls: Orff Arrangement and Teacher Note See grade 4 for [more advanced] lessons on chords.

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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 ➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices 	
Grade Level Expectation: Third Grade	
Concepts and skills students master:	
1. Identify personal preferences for specific music	
Evidence Outcomes	
Students can:	
a. Use simple terms to describe preferences (DOK 1-2)	Karangatia ra: Song Teacher Note, page 4 This Old Man: Play-Along (Percussion) and Teacher Note Hush, Hush: Orff Arrangement and Teacher Note

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<p>b. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. (DOK 1-3)</p>	<p>You're a Grand Old Flag: Song Teacher Note</p> <p>Creepy Creatures: Song Snippet Teacher Note</p>
<p>c. Demonstrate respect for the music preferences and opinions of others (DOK 1-2)</p>	<p>The many styles of songs and listening examples can be used to support discussion of music preferences and respect for the preferences of others.</p> <p>Lessons that include a focus on different styles which lead to respect:</p> <p>Bamboula: Listening Animated Map Teacher Note</p> <p>The Entertainer: Listening Activity (Projectable): Teacher Note</p> <p>If I Only Had a Brain: Play-Along (Percussion) Teacher Note</p> <p>Shakin' It Up: Song Notation Teacher Note</p>

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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: Third Grade	
Concepts and skills students master:	
2. Respond to and make informed judgments about music through participation, performance, and the creative process	
Evidence Outcomes	
Students can:	
a. Select and use specific criteria in making judgments about the quality of a musical performance (DOK 1-3)	Chitty Chitty Bang Bang: Instructional Activity (Interactive) Teacher Note Train is a-Comin': Instructional Activity (interactive) Teacher Note, page 3
b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics (DOK 2-4)	I've Been Working on the Railroad: Instructional Activity (Projectable) Teacher Note Train is a-Comin': Instructional Activity (Projectable) Teacher Note Ballet of the Unhatched Chicks (Mussorgsky): Listening Teacher Note Creepy Creatures: Instructional Activity (Projectable) Teacher Note
c. Describe how specific musical elements communicate particular ideas or moods in music (DOK 1-3)	Creepy Creatures: Song Snippet Teacher Note You're a Grand Old Flag: Song Teacher Note

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d. Explain the function of a music synthesizer and some of its capabilities (DOK 1-2)	This standard can be supported with the following: Short Ride in a Fast Machine: Listening Activity (Interactive) Teacher Note Sound Bank Audio: Synthesizer Sound Bank Multimedia Reference: Synthesizer
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: Third Grade	
Concepts and skills students master:	
3. Articulate music's significance within an individual musical experience	
Evidence Outcomes	
Students can:	
a. Explain how music speaks to every person in unique ways (DOK 1-3)	Creepy Creatures: Instructional Activity (Interactive) Teacher Note Creepy Creatures: Song Snippet (Animated) Teacher Note Knock No More: Instructional Activity (Interactive) Teacher Note You're A Grand Old Flag: Song Notation Teacher Note

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<p>b. Develop and articulate an understanding of the aesthetic qualities of music performed or heard (DOK 1-4)</p>	<p>This standard can be supported with the Listening Teacher Notes:</p> <p>The Entertainer (Joplin) Circulating Ocean (Hosokawa) Canzon V (Gabrieli) Bamboula (Gottschalk)</p>
<p>c. Identify differences and commonalities in music from various cultures (DOK 1-3)</p>	<p>This standard can be supported with:</p> <p>Karangatia ra: Song Teacher Note</p> <p>Jan ken pon: Song Teacher Note and Enrichment Activity (Interactive) Teacher Note</p> <p>Al citron: Song Teacher Note and Instructional Activity (Projectable) Teacher Note</p> <p>A Ram Sam Sam: Song Teacher Note and Enrichment Activity Teacher Note</p> <p>Old Dan Tucker: Song Teacher Note</p>
<p>d. Discuss reasons that different kinds of music are important to people (DOK 1-2)</p>	<p>A Ram Sam Sam: Enrichment Activity (Interactive) Teacher Note</p> <p>I've Been Working on the Railroad: Enrichment Activity (Interactive) Teacher Note</p>
<p>e. Explain the purpose of an amplifier, microphone, and speakers and how they work together to reinforce acoustic sounds in music performance (DOK 1-2)</p>	<p>This standard is outside the scope of the program at this grade level, but can be partly supported with:</p> <p>Do, Lord: Instructional Activity (Interactive) and Teacher Note</p>