

A Correlation of

**Interactive Music**  
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To the

**Colorado Academic Standards  
Music (2009)**

**Grade 4**

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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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<b>Colorado Academic Standards Music, Grade 4</b>	<b>Interactive Music ©2016</b>
<b>1. Expression of Music</b>	
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.	
<b>Prepared Graduates</b>	
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.	
<b>Prepared Graduate Competencies in the Expression of Music Standard:</b>	
<ul style="list-style-type: none"> <li>➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement</li> <li>➤ 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</li> <li>➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance</li> <li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li> </ul>	
<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement</li> <li>➤ 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</li> <li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li> </ul>	

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<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Perform using accurate production techniques	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Perform three-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3)	Oh, How Lovely Is the Evening: Song Notation (Projectable) and Teacher Note  Oh, How Lovely Is the Evening: Music Reading Notation (Projectable) and Teacher Note  Yibane amenu: Song Notation (Projectable) and Teacher Note
b. Watch the conductor and follow meter patterns, tempo, and dynamic changes (DOK 1-3)	Jingle All the Way: Instructional Activity (Projectable) Teacher Note  Let It Snow! Let It Snow!: Play-Along (Percussion) Teacher Note, page 3  St. Patrick Was a Gentleman: Song Teacher Note, page 2
c. Perform using correct posture, breathing, and diction (DOK 1-2)	America, the Beautiful: Instructional Activity (Interactive) Teacher Note  Lullaby of Broadway: Song Teacher Note  Together Wherever We Go: Song Teacher Note  We're Off to See the Wizard: Song Teacher Note, page 2 and Instructional Activity (Projectable) Teacher Note

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<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance</li> <li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Perform a variety of rhythmic, melodic, and harmonic patterns	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
<p>a. Perform patterns that include do, re, mi, fa, sol, la, ti, high do, low sol, low la pitches and  rhythms (DOK 1-2)</p>	<p>Bonavist' Harbor: Orff Arrangement Teacher Note</p> <p>We're Off to See the Wizard: Song Teacher Note</p> <p>Jingle All the Way: Song Teacher Note</p> <p>Sarasponda: Music Reading Teacher Note</p>
<p>b. Perform I-IV-V accompaniments in simple keys (DOK 1-2)</p>	<p>Lion Sleeps Tonight: Song Teacher Note</p> <p>Lion Sleeps Tonight: Orff Arrangement Teacher Note</p> <p>Sarasponda: Orff Arrangement Teacher Note</p>
<p>c. Perform melodic and rhythmic ostinati individually (DOK 1-2)</p>	<p>Weevily Wheat: Song Teacher Note</p> <p>4-Beat Ostinatos: Instructional Activity Teacher Note</p>

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<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b>	
➤ 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	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
3. Perform extended melodies from the treble staff using traditional notation	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3)	Sourwood Mountain: Song Teacher Note  Feng yang hua gu: Music Reading Teacher Note  Jingle All the Way: Song Teacher Note
b. Play and sing simple songs in major keys (DOK 1-2)	Oh, Susanna: Song Teacher Note  Over My Head: Song Teacher Note  Sarasponda: Song Teacher Note

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<b>2. Creation of Music</b>	
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.	
<b>Prepared Graduates</b>	
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.	
<b>Prepared Graduate Competencies in the Creation of Music Standard:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind</li> </ul>	
<b>Content Area: Music</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Improvise simple musical phrases	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Improvise completion of a given rhythmic or melodic phrase (DOK 2-3)	Cement Mixer: Instructional Activity (Projectable) Teacher Note  Xiao: Orff Arrangement Teacher Note  The African Rhythm: Instructional Activity (Projectable) and Teacher Note
b. Improvise short phrases using the pitches of the diatonic scale (DOK 2-3)	Cement Mixer: Instructional Activity (Projectable) Teacher Note  Sourwood Mountain: Music Reading Teacher Note



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<b>Content Area: Music</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b>	
➤ 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	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Notate simple musical selections	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Create 4- to 8-measures using known rhythms and pitches on a treble clef staff (DOK 2-4)	Weevily Wheat: Song Teacher Note  Sarasponda: Instructional Activity (Interactive) and Teacher Note
b. Follow prescribed criteria when notating (DOK 1)	Weevily Wheat: Song Teacher Note and Projectable  When You're Smiling: Instructional Activity – Sequence (Projectable) Teacher Note

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<b>3. Theory of Music</b>	
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.	
<b>Prepared Graduates</b>	
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.	
<b>Prepared Graduate Competencies in the Theory of Music Standard:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li> </ul>	
<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Apply vocabulary for mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando in describing musical examples (DOK 1-2)	America, the Beautiful: Listening Teacher Note  The Old Soft Shoe: Song Teacher Note  Oh, Susanna: Listening (Projectable) Teacher Note - Foster Gallery: XIII Oh, Susanna (Finale)

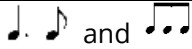
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b. Demonstrate mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando using movement, voice, and instruments (DOK 1-2)	Jingle All the Way: Instructional Activity (Projectable) Teacher Note  Oh, Susanna: Listening (Projectable) Teacher Note - Foster Gallery: XIII Oh, Susanna (Finale)  The Old Soft Shoe: Song Teacher Note
c. Explain the function of the top and bottom numbers of a time signature in duple and triple meter (DOK 1)	America, the Beautiful: Instructional Activity (Projectable) Teacher Note  Bonavist' Harbor: Song Teacher Note  La paloma blanca: Song Teacher Note  Joe Turner Blues: Song Teacher Note
<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Identification of aural and visual notations of basic musical forms	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Aurally identify theme and Variations form (DOK 1-2)	America, the Beautiful: Song Teacher Note, pages 2-3  This objective can be supported with the following:  Los niños en España cantan: Orff Arrangement Teacher Notes
b. Aurally identify interlude (DOK 1-2)	America, the Beautiful: Listening (Projectable)Teacher Note  Sweet Betsy From Pike: Movement Activity Instructions

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c. Visually identify and apply D.C. al Fine, D.S. al Coda (DOK 1-2)	Cement Mixer: Song Notation (Printable) and Teacher Note  La Tarara: Song Notation (Printable) and Teacher Note  Cement Mixer: Song Keyboard Accomp. (Printable)
<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
3. Analyze vocal and instrumental examples	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Aurally and visually identify specific instruments of the band and orchestra (DOK 1)	Air from The Orchestral Suite No. 3 (Bach): Listening Teacher Note  Noches en los jardines de España (Nights in the Gardens of Spain): Danza lejana (deFalla): Listening Teacher Note
b. Aurally identify music performed in two or more parts (DOK 1-2)	Sweet Betsy from Pike: Song Teacher Note  Lion Sleeps Tonight: Song Teacher Note

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c. Aurally identify music from various periods in history (DOK 1-2)	America, the Beautiful: Listening Activity Teacher Note  Mrs. Winter's Jump, P.55 (Dowland): Listening Teacher Note  Air from Orchestral Suite No. 3 (Bach): Listening Teacher Note  Gordian Knot Unty'd: Jig (Purcell): Listening Teacher Note
<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Identify and use do, re, mi, fa, sol, la, ti, high do, low sol, and low la pitches (diatonic scale) (DOK 1-2)	Over My Head: Instructional Activity (Interactive) Teacher Note  Sarasponda: Song Teacher Note  Weevily Wheat: Music Reading (Projectable) and Teacher Note
b. Identify and use  (DOK 1-2)	Bonavist' Harbor: Song Teacher Note  Bonavist' Harbor: Instructional Activity (Interactive) Teacher Note  America, the Beautiful: Song Teacher Note

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c. Notate four-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3)	<p>Oh Susanna: Music Reading Teacher Note, page 3</p> <p>This objective can also be supported with the following:</p> <p>Al quebrar la piñata Song Teacher Notes</p>
d. Aurally recognize IV chord in a I-IV-V pattern (DOK 1-3)	<p>The Lion Sleeps Tonight: Song Teacher Note</p> <p>The Keel Row: Song Teacher Note</p>
e. Aurally distinguish between major and minor tonalities (DOK 1-2)	<p>America, the Beautiful: Song Teacher Note, page 2 – Listening</p> <p>Beriozka: Song Notation (Projectable) and Teacher Note</p> <p>A Merry Modal Christmas: Music Reading Notation (Projectable) and Teacher Note</p>

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<b>4. Aesthetic Valuation of Music</b>	
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.	
<b>Prepared Graduates</b>	
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.	
<b>Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices</li> <li>➤ 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</li> <li>➤ 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</li> </ul>	
<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices</li> </ul>	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Explain personal preferences for specific music	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Use appropriate music terminology to explain preferences (DOK 1-3)	<p>The Old Soft Shoe: Enrichment Activity (Projectable) Teacher Note</p> <p>Joe Turner Blues: Instructional Activity (Projectable) Teacher Note, page 3</p> <p>America, the Beautiful: Listening Teacher Note</p>

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b. Describe and demonstrate characteristics of effective personal participation in ensembles (DOK 1-2)	America, the Beautiful: Instructional Activity (Interactive) /Teacher Note, page 3  America, the Beautiful: Listening Teacher Note, page 2  Lullaby of Broadway: Play Along Percussion Teacher Note
c. Discriminate between musical and nonmusical factors in individual music preference (DOK 1-2)	The Old Soft Shoe: Enrichment Activity (Projectable) Teacher Note  This objective can also be supported with the following:  Streets of Laredo: Song Teacher Note  Home on the Range: Instructional Activity (Projectable) Teacher Notes  A Merry Modal Christmas: Instructional Activity (Interactive) Teacher Note
<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
➤ 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	
<b>Grade Level Expectation: Fourth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Demonstrate respect for diverse local and regional opinions regarding music preferences (DOK 1-2)	The Old Soft Shoe: Enrichment Activity Teacher Note  America, the Beautiful: Listening Teacher Note



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b. Identify prominent Colorado styles and musicians (DOK 1)	America, the Beautiful: Song Teacher Note  America, the Beautiful: Instructional Activity (Projectable) Teacher Note (Lyrics)  La paloma blanca: Enrichment Activity (Interactive) Teacher Note, page 2
c. Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (DOK 1-3)	Support for this standard can be found in the following:  America, the Beautiful: Listening Activity (Projectable)  The Old Soft Shoe: Enrichment Activity (Projectable) Teacher Note