

A Correlation of

Interactive Music
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To the

**Colorado Academic Standards
Music (2009)**

Grade 5

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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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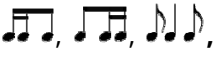
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|--|------------------------------------|
| 1. Expression of Music | |
| The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of 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 ➤ 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: Fifth Grade | |
| Concepts and skills students master: | |
| 1. Perform using enhanced musical techniques | |
| Evidence Outcomes | |
| Students can: | |
| a. Perform four-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3) | Solfège Song: Orff Arrangement Teacher Note A Hero in Us All: Instructional Activity (Interactive) Teacher Note |
| b. Respond to the conductor for phrasing and dynamics (DOK 1-3) | Laredo: Play-Along (Percussion) Teacher Note Solfège Song: Song Teacher Note, page 4 Comin' Up Christmas Time: Play-Along (Percussion) Teacher Note, page 3 |
| c. Demonstrate proper care of voice and instruments (DOK 1-2) | Singin' in the Rain: Song Teacher Note Wabash Cannonball: Orff Arrangement Teacher Note, page 3 Shenandoah: Orff Arrangement Teacher Note |

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| Content Area: Music | |
| Standard: 1. Expression of Music | |
| Prepared Graduates: | |
| ➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance | |
| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 2. Perform more complex rhythmic, melodic, and harmonic patterns | |
| Evidence Outcomes | |
| Students can: | |
| a. Perform patterns that include the following rhythms:  , and ties (DOK 1-2) | Drill Ye Tarriers: Song Teacher Note Joshua Fought the Battle of Jericho: Instructional Activity (Interactive) Teacher Note Funwa alafia: Play-Along (Recorder) Teacher Note |
| b. Perform patterns that include the pitches of the major scale (DOK 1-2) | Simple Gifts: Play-Along (Recorder) Teacher Note Las velitas: Song Notation (Projectable) and Teacher Note Winter Wonderland: Song Notation (Projectable) and Teacher Note |
| c. Perform I-IV-V chords in the keys of C, F, and G (DOK 1-2) | I Love a Piano: Play-Along (Keyboard) Teacher Note Mango Walk: Orff Arrangement Teacher Note (I and V chord) Wabash Cannonball: Orff Arrangement Teacher Note (follows the I IV V chord progression of the song) |

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| Content Area: Music | |
| Standard: 1. Expression of Music | |
| Prepared Graduates: | |
| ➤ 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 | |
| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 3. Perform melodies using traditional notation | |
| Evidence Outcomes | |
| Students can: | |
| a. Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3) | Funwa alafia: Play-Along (Recorder) Teacher Note Habemos Llegado: Song Teacher Note Simple Gifts: Song Teacher Note |
| b. Play and sing simple melodic notation in treble clef in major and minor keys (DOK 1-2) | Wabash Cannonball: Play-Along (Recorder) Teacher Note Erie Canal: Instructional Activity (Projectable) 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"> ➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind | |
| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 1. Improvise question and answer and basic musical phrases | |
| Evidence Outcomes | |
| Students can: | |
| a. Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc. (DOK 2-3) | <p>Sing, Sing, Sing: Play-Along (Percussion) Teacher Note</p> <p>Sing, Sing, Sing: Song Teacher Note</p> |

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| b. Improve instrumentally and vocally using I-IV-V chords in 12 bar blues form (DOK 2-3) | Grade 5 has vocal improvisation (Scat Singing) in Sing, Sing, Sing: Song Teacher Note <i>[The reference below includes a discussion of blues style]</i> Twelve Gates to the City: Play-Along (Percussion) Teacher Note Blues form is covered in Grade 4, with improvising over I-IV-V blues form in Joe Turner Blues: Play Along Recorder Teacher Note, page 2 |
| 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: Fifth Grade | |
| Concepts and skills students master: | |
| 2. Notate simple compositions | |
| Evidence Outcomes | |
| Students can: | |
| a. Create an eight-measure melody using the treble staff (DOK 2-4) | Turn the Beat Around: Instructional Activity (Interactive) and Teacher Note Imbabura: Play-Along (Keyboard) Teacher Note, pages 3-4 |
| b. Reproduce notated 8-measure melody provided by the teacher, using the treble staff (DOK 1-2) | Solfège Song: Instructional Activity (Projectable) Teacher Note, pages 3-4 Erie Canal: Instructional Activity (Projectable) Teacher Note, page 2 |

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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 ➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples | |

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| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary | |
| Evidence Outcomes | |
| Students can: | |
| a. Apply vocabulary for largo, moderato, diminuendo, and slur when describing music (DOK 1-2) | <p>Erie Canal: Song Teacher Note (slur)</p> <p>The Star-Spangled Banner: Song Teacher Note (slur)</p> <p>Battle Hymn of the Republic: Song Notation (Projectable) and Teacher Note (largo, moderato)</p> <p>I've Been Everywhere: Instructional Activity (Interactive) and Teacher Note (moderato)</p> <p>Vocabulary for diminuendo is covered in grade 6.</p> |
| b. Demonstrate largo, moderato, diminuendo, and slur using movement, voice, and instruments (DOK 1-2) | <p>Erie Canal: Song Teacher Note (slur)</p> <p>The Star-Spangled Banner: Song Teacher Note (slur)</p> <p>Battle Hymn of the Republic: Song Notation (Projectable) and Teacher Note (largo, moderato)</p> <p>Diminuendo is covered in grade 6.</p> |




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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: Fifth Grade | |
| Concepts and skills students master: | |
| 2. Analyze, aurally and visually, notation and form in music | |
| Evidence Outcomes | |
| Students can: | |
| a. Visually identify line and space notes and notate pitches on the bass clef staff (DOK 1) | Turn the Beat Around: Instructional Activity (Interactive) Teacher Note Down by the Riverside: Play-Along (Keyboard) Notation (reading-only from bass clef) I Love a Piano: Play-Along (Keyboard) Notation (reading-only from treble/bass clefs) |
| b. Aurally identify 12-bar blues form (DOK 1-2) | 12-bar blues form is taught in grade 4 (see Joe Turner Blues) <i>[The reference below includes a discussion of blues style]</i> Twelve Gates to the City: Play-Along (Percussion) 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: Fifth Grade | |
| Concepts and skills students master: | |
| 3. Analyze more complex instrumental and vocal examples | |
| Evidence Outcomes | |
| Students can: | |
| a. Aurally and visually identify various world instruments (DOK 1) | <p>Funwa alafia: Song Teacher Note</p> <p>Suite in D major: IV. The Prince of Denmark's March, "Trumpet Voluntary" (Clarke): Listening Interactive Activity Teacher Note</p> <p>Habemos Llegado: Song Teacher Note</p> <p>Mango Walk: Enrichment Activity (Interactive) Teacher Note</p> |
| b. Aurally identify soprano, alto, tenor, and bass voices (DOK 1) | <p>L'Orfeo: Lasciate i monti (Monteverdi): Listening Animated Map Teacher Note</p> <p>I've Been Everywhere: Instructional Activity (Projectable) Teacher Note</p> <p>Sing Me a Song: Enrichment Activity (Interactive) Teacher Note, page 2</p> |

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| c. Aurally identify music from various historical periods and cultures (DOK 1-3) | <p>Suite in D major: IV. The Prince of Denmark's March, "Trumpet Voluntary" (Clarke): Listening Interactive Activity Teacher Note</p> <p>Introduction and Allegro for Harp, Flute, Clarinet and String Quartet (Ravel): Listening Interactive Activity Teacher Note</p> <p>L'Orfeo: Lasciate i monti (Monteverdi): Listening Animated Map Teacher Note</p> <p>12 Danzas españolas, Op. 37, No. 5: Andaluza (Granados): Listening Animated Map Teacher Note</p> <p>Overture and March "1776" (Ives) Listening Activity (Projectable) Teacher Note</p> |
| 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: Fifth Grade | |
| Concepts and skills students master: | |
| 4. Comprehension and application of melodic, rhythmic, and harmonic patterns | |
| Evidence Outcomes | |
| Students can: | |
| a. Identify and notate, using  ,  , and  and ties (DOK 1-2) | <p>Drill Ye Tarriers: Music Reading Teacher Note, page 3</p> <p>Erie Canal: Song Teacher Note, page 3</p> |
| b. Notate eight-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3) | <p>This standard can be supported with:</p> <p>Drill Ye Tarriers: Music Reading Teacher Note, page 3</p> <p>Solfège Song: Instructional Activity (Interactive) Teacher Note and Instructional Activity (Projectable) Teacher Note</p> |

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| <p>c. Aurally and visually identify I, IV, V chords in the keys of C, F, and G (DOK 1-3)</p> | <p>This standard can be supported with: Mango Walk: Orff Arrangement Teacher Note</p> <p>I Love a Piano: Play-Along (Keyboard) Teacher Note</p> <p>Wabash Cannonball: Orff Arrangement Teacher Note</p> <p>Imbabura: Play-Along (Keyboard) Teacher Note (I-IV chords, key of C)</p> |
| <p>d. Identify the position of whole and half steps in a major scale (DOK 1)</p> | <p>Erie Canal: Instructional Activity (Interactive) Teacher Note</p> <p>Las velitas: Song Notation (Projectable) and Teacher Note</p> |
| <p>e. Identify and demonstrate the use of accidentals (sharp, flat, and natural signs) (DOK 1-2)</p> | <p>Sing Me A Song: Instructional Activity (Projectable) and Teacher Note</p> <p>Strike Up the Band: Song Notation (Projectable) and Teacher Note</p> <p>Strike Up the Band: Instructional Activity (Interactive) [hotspot “H”] and Teacher Note</p> <p>How Lucky You Are: Instructional Activity (Interactive) and Teacher Note</p> |

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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 | |

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| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 1. Explain and defend personal preferences for specific music | |
| Evidence Outcomes | |
| Students can: | |
| a. Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works (DOK 1-4) | <p>Sing Me A Song: Enrichment Activity (Interactive) Teacher Note</p> <p>Hosanna, Me Build a House: Orff Arrangement Teacher Note, page 4</p> <p>Ego sum pauper: Play-Along (Recorder) Teacher Note, page 2</p> |
| b. Discuss the difference between preference for and quality of musical works (DOK 1-3) | <p>This standard can be supported through the variety of songs and listening examples within the program.</p> <p>Some examples are:</p> <p>Listening Activity (Projectable) Teacher Notes: Overture and March "1776"</p> <p>Listening Animated Map Teacher Notes: 12 Danzas españolas, Op. 37, No 5: Andaluza</p> <p>Listening Animated Map Teacher Notes: Pictures at an Exhibition: Great Gate of Kiev</p> |
| 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 | |

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| Grade Level Expectation: Fifth Grade | |
| Concepts and skills students master: | |
| 2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses | |
| Evidence Outcomes | |
| Students can: | |
| a. Identify and analyze differences in tempo and dynamics in contrasting music selections (DOK 1-3) | Symphony No. 1, "Titan" (Mahler): Listening Snippet Teacher Note 12 Danzas españolas, Op. 37, No. 5: Andaluza (Granados): Listening Animated Map Teacher Note Get On Your Feet: Song Teacher Note Music for the Royal Fireworks, HWV 351: IV. La rejouissance (Handel): Listening Animated Map Teacher Note |
| b. Explain how people in a particular culture use and respond to specific musical works from that culture (DOK 1-3) | This standard can be supported using: Mango Walk: Song Teacher Note and Enrichment (Interactive) Teacher Note Simple Gifts: Song Teacher Note Funwa Alafia: Song Teacher Note |
| c. Describe the means used to describe images or evoke feelings and emotions in musical works from various cultures (DOK 1-3) | Overture and March "1776" (Ives): Listening Activity Teacher Note Symphony No. 1, "Titan" (Mahler): Listening Snippet Teacher Note |
| d. Discuss criteria used to make evaluations of musical works and performances (DOK 1-3) | This standard can be supported using: Overture and March "1776" (Ives): Listening Activity Teacher Note 12 Danzas españolas, Op. 37, No. 5: Andaluza (Granados): Listening Animated Map Teacher Note |

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| <p>e. Discuss elements of performance in observational and evaluative way, using appropriate music terminology (DOK 1-3)</p> | <p>Get On Your Feet: Song Teacher Note and Play-Along (Percussion) Teacher Note</p> <p>Sing, Sing, Sing: Play-Along (Percussion) Teacher Note, page 2</p> |