

A Correlation of

Interactive Music
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To the

**Colorado Academic Standards
Music (2009)**

Kindergarten

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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.

**A Correlation of Interactive Music
powered by Silver Burdett™, ©2016
to the Colorado Academic Standards Music (2009)
Kindergarten**

Table of Contents

1. Expression of Music.....	4
2. Creation of Music.....	6
3. Theory of Music.....	8
4. Aesthetic Valuation of Music.....	13

**A Correlation of Interactive Music
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to the Colorado Academic Standards Music (2009)
Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
1. Perform independently	
Evidence Outcomes	
Students can:	
a. Distinguish between speaking and singing voice (DOK 1)	Do Your Ears Hang Low?: Instructional Activity – Dialog Song (Projectable) Teacher Note Mon son pha: Song Notation (Projectable) and Teacher Note Five Little Speckled Frogs: Song Notation (Projectable) and Teacher Note

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Kindergarten**

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b. Sing a variety of simple songs and singing games (DOK 1-2)	Muffin Man: Song Teacher Note Miss Susie Anna Sue: Movement Activity Do Your Ears Hang Low?: Song Teacher Note Andy Pandy: Song Teacher Note
c. Echo and perform simple melodic and rhythmic patterns (DOK 1-2)	On a Log, Mister Frog: Instructional Activity (Interactive) Teacher Note See Saw Pulling Straw: Song Teacher Note
d. Demonstrate basic performance skills and behaviors (DOK 1-2)	Do Your Ears Hang Low?: Instructional Activity – Dialog Song (Projectable) Teacher Note Grizzly Bear: Instructional Activity – Orff (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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Kindergarten**

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Grade Level Expectation: Kindergarten	
Concepts and skills students master:	
2. Respond to music with movement	
Evidence Outcomes	
Students can:	
a. Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form (DOK 1-2)	Johnny Mister Brown: Song Teacher Note Little Red Wagon: Movement Activity Grizzly Bear: Instructional Activity (Projectable) Orff Teacher Note Andy Pandly: Song Teacher Note The Old Gray Cat: Song Teacher Note
b. Move to music, differentiating between sound and silence (DOK 1-2)	Johnny Mister Brown: Instructional Activity (Interactive) Teacher Note Johnny Mister Brown: Instructional Activity (Projectable) and Teacher Note
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 	

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
1. Create music through a variety of experiences	
Evidence Outcomes	
Students can:	
a. Improvise sound effects and simple songs to stories or poems (DOK 2-3)	<p>Little Spider: Enrichment Activity (Interactive) Teacher Note</p> <p>Cobbler, Cobbler: Instructional Activity (Projectable) Teacher Note</p> <p>Roll Over: Instructional Activity (Projectable) Teacher Note</p>
b. Use movement to demonstrate loud/soft, fast/slow sound/silence, and beat/no beat (DOK 1-2)	<p>Grizzly Bear: Instructional Activity (Projectable) Teacher Note</p> <p>Old Gray Cat: Song Teacher Note</p> <p>Mi cuerpo hace música: Instructional Activity – Orff (Projectable) Teacher Note</p> <p>Put the Beat in Your Feet: Instructional Activity – Beat (Projectable) Teacher Note</p>

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to the Colorado Academic Standards Music (2009)
Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
1. Identify simple musical patterns	
Evidence Outcomes	
Students can:	
a. Use icons or invented symbols to represent beat (DOK 1-2)	Do Your Ears Hang Low?: Instructional Activity (Interactive) Teacher Note On a Log, Mister Frog: Instructional Activity (Projectable) 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:	
➤ 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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to the Colorado Academic Standards Music (2009)
Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
1. Comprehension of musical opposites	
Evidence Outcomes	
Students can:	
a. Use their own vocabulary to describe musical opposites (DOK 1-2)	Grizzly Bear: Listening Teacher Note Head Shoulders: Song Teacher Note, pg. 2 Galop from Ballet Suite No. 1 (Shostakovich): Listening Teacher Note
b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat (DOK 1-2)	Grizzly Bear: Orff Arrangement Teacher Note Old Gray Cat: Song Teacher Note Do, Re, Mi Tapping Song: Melody Instructional Activity (Projectable) Teacher Note Put the Beat in Your Feet: Instructional Activity - Beat (Projectable) Teacher Note The Bus: Instructional Activity (Projectable) Teacher Note

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
2. Comprehension of basic elements of musical form	
Evidence Outcomes	
Students can:	
a. Aurally identify same/different patterns and phrases (DOK 1-2)	Six Little Ducks: Song Teacher Note My Valentine: Song Notation (Projectable) and Teacher Note Going on a Picnic Song Notation (Projectable) and Teacher Note Fais dodo: Song Notation (Projectable) and Teacher Note
b. Use body movement to interpret musical phrases (DOK 1-3)	Little Spider: Song Snippet Teacher Note Grizzly Bear: Song Teacher Note

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
3. Identify different vocal and instrumental tone colors	
Evidence Outcomes	
Students can:	
a. Identify male/female voices (DOK 1)	Do Your Ears Hang Low?: Song Teacher Note (adult/child voices) Johnny Mister Brown: Instructional Activity (Interactive) Teacher Note (children and adult voices)
b. Describe vocal and instrumental sounds using personal vocabulary (DOK 1-2)	Gymnopedie No. 1 (Satie): Listening Activity (Animated Map) Teacher Note Banjo Sam: Listening Activity Teacher Note Andy Pandy: Instructional Activity (Interactive) Teacher Note

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
4. Identify simple rhythmic patterns	
Evidence Outcomes	
Students can:	
a. Move to demonstrate steady beat (DOK 1-2)	Johnny Works with One Hammer: Song Teacher Note Six Little Ducks: Instructional Activity (Projectable) Teacher Note
b. Identify short/long and strong/weak beats (DOK 1-2)	Johnny Works with One Hammer: Play-Along (Percussion) Teacher Note Chippewa Lullaby: Music Reading Notation (Projectable) and Teacher Note Koriko!: Music Reading Notation (Projectable) and Teacher Note
c. Use icons or invented symbols to represent beat (DOK 1-2)	Johnny Mister Brown: Instructional Activity (Projectable) Teacher Note On a Log, Mister Frog: Instructional Activity (Interactive) Teacher Note

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Kindergarten**

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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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Kindergarten**

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Grade Level Expectation: Kindergarten	
Concepts and skills students master:	
1. Demonstrate respect for the contributions of others in a musical setting	
Evidence Outcomes	
Students can:	
a. Describe appropriate audience behavior at a live or recorded musical performance (DOK 1-2)	<p>The listening lessons offer many opportunities for describing appropriate listening behaviors. Below are a few examples:</p> <p>Listening Activity (Projectable) Teacher Notes: Toy Symphony, Mvt. 1: Allegro</p> <p>Listening Activity (Projectable) Teacher Notes: Jimbo's Lullaby</p>
b. Describe musical preferences in their own words and at an appropriate level (DOK 1-3)	<p>Instructional Activity Teacher Notes: On a Log, Mister Frog (children share why they choose a particular instrument)</p> <p>Instructional Activity (Projectable) Teacher Notes: Little Red Wagon (children choose instruments and then describe how it matches a certain sound)</p> <p>Instructional Activity (Interactive): Johnny Works with One Hammer (discussing instrument choices)</p>

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
2. Respond to musical performance at a basic level	
Evidence Outcomes	
Students can:	
a. Create movements that correspond to specific musical moods and styles (DOK 2-4)	Gymnopedie No. 1 (Satie): Listening Activity (Animated Map) Teacher Note Dinner Music: Movement Activity Instructions (Printable), page 3 Old MacDonald: Movement Activity Instructions (Printable), pages 2-3
b. Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.) (DOK 1-2)	Jimbo’s Lullaby (Debussy): Listening Activity (Projectable) Teacher Note Roll Over: Song Teacher Note (counting song) Dinner Music: Song Teacher Note (work song) Ballet Suite No. 1: Galop: Listening (Projectable) Teacher Note

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Kindergarten**

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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: Kindergarten	
Concepts and skills students master:	
3. Recognize and discuss music and celebrations in daily life	
Evidence Outcomes	
Students can:	
a. Explain the use of music in sources such as cartoons, computer games, community, and home events (DOK 1-2)	Jimbo’s Lullaby (Debussy): Listening Teacher Note Love for 3 Oranges, March: Listening (Interactive) Teacher Notes Muffin Man: Movement Activity Instructions (Printable)
b. Listen and respond to various musical styles (such as marches and lullabies) (DOK 1-2)	Galop (Shostakovich): Listening Activity (Projectable) Teacher Note Kinderszenen VII. Traumerei (Schumann): Listening Activity (Interactive) Teacher Note Love for 3 Oranges (Prokofiev): Listening Activity Teacher Note
c. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations (DOK 1-2)	Old MacDonald Had a Farm (Anderson): Listening Activity (Projectable) Teacher Note El caracol: Listening Activity (Projectable) Teacher Note Kaeru no uta (The Frog Song): Song Teacher Note

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Kindergarten**

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<p>d. Use developmentally appropriate movements in responding to music from various genres, styles, and periods (rhythm and melody) (DOK 1-2)</p>	<p>Add-On Machine (Chapelle): Listening Activity (Animated Map) Teacher Note</p> <p>Mi cuerpo hace música: Song Teacher Note</p>