

**A Correlation of
Interactive Music
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**To the
Idaho Content Standards
Arts & Humanities: General Music (2016)
Grade 1**

Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the ***Idaho Content Standards, Arts & Humanities: General Music (2016)***. 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. References to Interactive Music Assessments are also cited in this document.

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.

2017 Arts & Humanities Review

Arts & Humanities Evaluation Tool – Grades K-6 & Secondary General Music

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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Arts & Humanities- Grades K-6 & Secondary General Music			
General Music/Creating			
#MU:Cr1.1			
Process Component: GMS-Imagine - Generate musical ideas for various purposes and contexts.		Anchor Standard: Generate and conceptualize artistic ideas and work.	
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.		Essential Question: How do musicians generate creative ideas?	
Grade	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
Grade 1 MU:Cr1.1.1	a. With limited guidance, create musical ideas, such as answering a musical question for a specific purpose.	<p>The children create musical ideas by engaging in activities in which they improvise and play on barred instruments to accompany a spiritual; create melodic patterns; respond to questions about a call-and-response song; improvise steady-beat dramatic movements that reflect the text of a song; and experiment on classroom instruments to explore low-to-high sounds.</p> <p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Star Light, Star Bright Song Teacher Notes: Star Light, Star Bright Assessment: Activity, p. 2</p> <p>Song Notation (Projectable); Michael Row the Boat Ashore Song Teacher Notes: Michael Row the Boat Ashore Assessment: Activity, p. 2</p>	Choose an item.

		<p>Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone Assessment: Activity, pp. 2, 3</p> <p>Instructional Activity (Projectable): Apples and Bananas Instructional Activity (Projectable) Teacher Notes: Apples and Bananas Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Michael Row the Boat Ashore Instructional Activity (Projectable) Teacher Notes: Michael Row the Boat Ashore Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Little Green Frog Instructional Activity (Projectable) Teacher Notes: Little Green Frog Assessment: Activity, p. 3</p> <p>Orff Arrangement Teacher Notes: Willowbee Assessment: Activity, p. 3</p>	
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	<p>b. With limited guidance, generate musical ideas in multiple tonalities, such as major and minor and meters, duple and triple.</p>	<p>The children generate musical ideas by engaging in activities in which they compare and contrast meter in 2 and meter in 3; move and play rhythmic patterns on nonpitched percussion instruments to show meter in 2; improvise on barred instruments in C pentatonic; and create and play a <i>so-mi-la-do</i> melody in C.</p> <p>Song Notation (Projectable): Sway to the Beat Song Teacher Notes: Sway to the Beat Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Skip to My Lou Instructional Activity (Projectable) Teacher Notes: Skip to My Lou Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Knock the Cymbals Song Teacher Notes: Knock the Cymbals Assessment: Activity, p. 2</p> <p>Song Notation Projectable: A Spider Song Teacher Notes: A Spider Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Old Blue Instructional Activity (Projectable) Teacher Notes: Old Blue</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p>	<p>Choose an item.</p>
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#MU:Cr2.1

Process Component: GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>Grade 1 MU:Cr2.1.1</p>	<p>a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>	<p>The children demonstrate and discuss personal reasons for selecting musical ideas by engaging in activities in which they decide which expressive element or emotion they will use to sing a verse of a song; investigate the use of steady beat as they sing, creatively move, and play classroom instruments to accompany a traditional gospel song; use movement to illustrate the expressive effect of tempo; and create movement patterns to show steady beat.</p> <p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Assessment: Activity, p. 1</p> <p>Instructional Activity (Projectable): My Father's House Instructional Activity (Projectable) Teacher Notes: My Father's House Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Five Little Chickadees Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Someday Very Soon</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Run, Molly, Run Song Teacher Notes: Run, Molly, Run Assessment: Activity, p. 2</p>	
	<p>b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>The children organize personal musical ideas by engaging in activities in which they read, write, and perform <i>so-mi-la</i> melodic patterns; create and notate melodies with the same pitch patterns found in a song; and create and read rhythmic patterns with quarter notes and quarter rests.</p> <p>Song Notation (Projectable): Hickory, Dickory, Dock Song Teacher Notes: Hickory, Dickory, Dock Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake Evaluating: Developing Criteria, p. 5</p>	<p>Choose an item.</p>

#MU:Cr3.1

Process Component: GMS-Evaluate and Refine -Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Grade 1
MU:Cr3.1.1

a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

The children apply personal, peer, and teacher feedback in refining personal musical ideas by engaging in activities in which they demonstrate their understanding of ways to convey expressive intent when singing a song; play classroom instruments, including melodic patterns; and move to and perform two songs in contrasting styles.

Song Notation (Projectable): I Have a Dog

Song Teacher Notes: I Have a Dog

Assessment: Activity, p. 1

Instructional Activity (Projectable): Little Shell

Instructional Activity (Projectable) Teacher Notes: Little Shell

Assessment: Activity, p. 3

Instructional Activity (Projectable): Beach Rap

Instructional Activity (Projectable) Teacher Notes: Beach Rap

Assessment: Activity, p. 3

Choose an item.

#MU:Cr3.2

Process Component: GMS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

**Grade 1
MU:Cr3.2.1**

a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

The children convey expressive intent by presenting a final version of personal musical ideas by engaging in activities in which they demonstrate their understanding of ways to convey expressive intent when singing a song; sing a seasonal song and demonstrate their understanding of the strong beat through creative movement; and improvise an introduction to a song.

Song Notation (Projectable): I Have a Dog
Song Teacher Notes: I Have a Dog
Assessment: Activity, p. 1

Song Notation (Projectable): Jolly Old St. Nicholas
Song Teacher Notes: Jolly Old St. Nicholas
Assessment: Activity, p. 2

Instructional Activity (Projectable): Just Like A... (Orff)
Instructional Activity (Projectable) Teacher Notes: Just Like A... (Orff)

Choose an item.

General Music/Performing

#MU:Pr4.1

Process Component: GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

**Grade 1
MU:Pr4.1.1**

a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

The children demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections by engaging in activities in which they play a variety of singing games, identifying where and how each game is played; explore a song from Jamaica by identifying and moving to the steady beat, and singing and playing a musical game; explore steady beat as they sing, use movement, dramatize song verses, and play classroom instruments; and sing a seasonal song, play a rhythmic pattern on classroom instruments, identify and talk about special days and holidays, and discuss how music is an important part of many celebrations.

Instructional Activity (Interactive): Green, Green, Rocky
Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky

Song Notation (Projectable): Lost My Gold Ring
Song Teacher Notes: Lost My Gold Ring
Assessment: Activity, p. 2

Song Notation (Projectable): Counting Song
Song Teacher Notes: Counting Song
Assessment: Activity, p. 2

Choose an item.

		<p>Song Notation (Projectable): Celebrate! Song Teacher Notes: Celebrate! Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Proud to Be an American Song Teacher Notes: Proud to Be an American Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Amefuri Song Teacher Notes: Amefuri Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p>	
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#MU:Pr4.2

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

**Grade 1
MU:Pr4.2.1**

a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.

The children demonstrate knowledge of music concepts in music from a variety of cultures by engaging in activities in which they sing a Hungarian folk song to identify steady beat and read rhythmic patterns; read, write, and perform *so-mi-la* melodic patterns; move to show contrasting sections in a folk song; demonstrate steady beat as they sing, use movement, dramatize song verses, and play classroom instruments in a traditional counting song from Mexico; listen to recognize and identify melodic direction and respond through movement; and read and play rhythmic patterns that include quarter notes, quarter rests, and paired eighth notes.

Song Notation (Projectable): Cirnos cica (Naughty Tabby Cat)
Song Teacher Note: Cirnos cica (Naughty Tabby Cat)
Assessment: Activity, p. 2

Song Notation (Projectable): Bounce High, Bounce Low
Song Teacher Notes: Bounce High, Bounce Low
Assessment: Activity, p. 2
Assessment: Formal, p. 3

Song Notation (Projectable): Willowbee
Song Teacher Notes: Willowbee
Assessment: Activity, p. 2

Song Notation (Projectable): Counting Song
Song Teacher Notes: Counting Song
Assessment: Activity, p. 2

Choose an item.

Song Notation (Projectable): Apples and Bananas
Song Teacher Notes: Apples and Bananas
Assessment: Activity, p. 2

Song Notation (Projectable); Ackabacka, Soda Cracker
Song Teacher Notes: Ackabacka, Soda Cracker
Assessment: Activity, p. 2

Play-Along (Percussion) Notation (Projectable): Celebrate
Play-Along (Percussion) Teacher Notes: Celebrate
Assessment: Activity, p. 2

Song Notation (Projectable): Chanukah, Chanukah
Song Teacher Notes: Chanukah, Chanukah

Instructional Activity (Projectable): El burrito enfermo
Instructional Activity (Projectable) Teacher Notes: El burrito enfermo

Song Notation (Projectable): The Farmer's Dairy Key
Song Teacher Notes: The Farmer's Dairy Key

Song Notation (Projectable): Hokey Pokey
Song Teacher Notes: Hokey Pokey

Song Notation (Projectable): Cha wang yu
Song Teacher Notes: Cha wang yu

	<p>b. Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music.</p>	<p>The children read and perform rhythmic patterns using iconic or standard notation by engaging in activities in which they read, write, play, and create rhythmic patterns, including quarter notes, eighth notes, and quarter rests; read rhythmic patterns, including quarter note/paired eighth notes, and distinguish between beat and rhythm; chant, clap, move, and play instrumental ostinatos as they sing a song from Spain to show same and different in steady beat and rhythm; and clap and sing an ostinato to accompany a song.</p> <p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Pease Porridge Hot Song Teacher Notes: Pease Porridge Hot Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Bee, Bee, Bumblebee Song Teacher Notes: Bee, Bee, Bumblebee Assessment: Activity, p. 1</p> <p>Play-Along (Percussion) Notation (Projectable): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums
Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums
Assessment: Activity, p. 2

Music Reading Notation (Projectable): Bee, Bee, Bumblebee
Music Reading Teacher Notes: Bee, Bee, Bumblebee

Instructional Activity (Projectable): I Bought Me a Cat
Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat

Music Reading Notation (Projectable): Cha yang wu
Music Reading Teacher Notes: Cha yang wu

Instructional Activity (Projectable): Apple Tree
Instructional Activity (Projectable) Teacher Notes: Apple Tree

Song Notation (Projectable): Knock the Cymbals
Song Notation (Projectable) Teacher Notes, page 2: Knock the Cymbals

#MU:Pr4.3			
Process Component: GMS-Interpret - Develop personal interpretations that consider creators' intent.		Anchor Standard: Select, analyze and interpret artistic work for presentation.	
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.		Essential Question: How do performers interpret musical works?	
Grade 1 MU:Pr4.3.1	a. Demonstrate and describe music's expressive qualities (e.g., dynamics and tempo).	<p>The children demonstrate and describe music's expressive qualities by engaging in activities in which they distinguish same/different between faster/slower while performing a musical game; perform a song with tempo changes and use basic terminology (<i>allegro</i> and <i>largo</i>) to describe the tempo; explore tempo through singing and moving to a Chanukah song and playing instruments to accompany the song; distinguish between same and different in faster and slower tempos in musical performances by comparing two versions of a song; and use basic music terminology to identify and describe changes in dynamics, including <i>forte</i> and <i>piano</i>, as they listen to, sing, and accompany a lullaby, and listen to a polka.</p> <p>Song Notation (Projectable): Geef jij mij die schoen (Pass This Shoe) Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe) Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Five Little Chickadees Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p> <p>Song Notation (Projectable): Hey, Diddle, Diddle Song Teacher Notes: Hey, Diddle, Diddle Assessment: Activity, p. 2</p>	Choose an item.

		Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby Assessment: Activity, p. 2	
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#MU:Pr5.1			
Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.		Anchor Standard: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		Essential Question: How do musicians improve the quality of their performance?	
Grade 1 MU:Pr5.1.1	a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.	<p>The children apply feedback to refine performances by engaging in activities in which they will sing a seasonal song and demonstrate their understanding of the strong beat through movement; play rhythmic patterns using quarter and eighth notes, and sing a folk song and play a musical game; perform simple part work by clapping rhythmic ostinatos while singing a folk song; and play melodic and rhythmic patterns on classroom instruments to accompany a song.</p> <p>Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): A-Tisket, A-Tasket Song Teacher Notes: A-Tisket, A-Tasket Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p>	Choose an item.

		<p>Song Notation (Projectable): Bingo Song Teacher Notes: Bingo Assessment: Activity, p. 2</p> <p>Orff Arrangement Notation (Printable): Yang wa wa Orff Arrangement Teacher Notes: Yang wa wa Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Niño querido Orff Arrangement Teacher Notes: Niño querido Assessment: Activity, p. 2</p> <p>Movement Activity Instructions (Printable): Mon papa Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake</p>	
	<p>b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p>	<p>The children use suggested strategies to address interpretive challenges of music by engaging in activities in which they move together in march formations; play rhythmic patterns using quarter and eighth notes, and sing a folk song and play a musical game; perform simple part work by clapping rhythmic ostinatos while singing a folk song; and play melodic and rhythmic patterns on classroom instruments to accompany a song.</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In Assessment: Review, p. 3</p> <p>Orff Arrangement Notation (Printable): Yang wa wa Orff Arrangement Teacher Notes: Yang wa wa Assessment: Activity, p. 3</p> <p>Orff Arrangement Notation (Printable): Niño querido Orff Arrangement Teacher Notes: Niño querido Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

#MU:Pr6.1

Process Component: GMS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Grade 1
MU:Pr6.1.1**

a. With limited guidance, perform music for a specific purpose with expression.

The children perform music for a specific purpose with expression by engaging in activities in which they create movements to perform during different sections of a song; sing and accompany a lullaby using appropriate dynamics; and demonstrate an understanding of tempo through singing a Chanukah song and playing instruments to accompany the song.

Song Notation (Projectable): Hush Up the Baby
Song Teacher Notes: Hush Up the Baby
Assessment: Activity, p. 2

Song Notation (Projectable): Chanukah, Chanukah
Song Teacher Notes: Chanukah, Chanukah
Assessment: Activity, p. 3

Movement Activity Instructions (Printable): Walk in the Room
Assessment: Activity, p. 3

Movement Activity Instructions (Printable): Chanukah, Chanukah

Movement Activity Instructions (Printable): Yankee Doodle

Movement Activity Instructions (Printable): Hey, Diddle, Diddle

Movement Activity Instructions (Printable): Counting Song

Choose an item.

	<p>b. Perform appropriately for the audience and purpose.</p>	<p>The children perform appropriately for the audience and purpose by engaging in activities in which they use movement to accompany a traditional holiday song; and sing a Christmas carol and identify and demonstrate appropriate audience behavior during musical performances.</p> <p>Movement Activity Instructions (Printable): Jolly Old St. Nicholas Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): I Saw Three Ships Song Teacher Notes: I Saw Three Ships Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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General Music/Responding			
#MU:Re7.1			
Process Component: GMS-Select - Choose music appropriate for a specific purpose or context.		Anchor Standard: Perceive and analyze artistic work.	
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		Essential Question: How do individuals choose music to experience?	
Grade 1 MU:Re7.1.1	a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	<p>The children identify and demonstrate how personal interests and experiences influence musical selection for specific purposes by engaging in activities in which they sing, clap the beat, and perform movements to an African American children's song; and play singing games, identifying where and how each game is played.</p> <p>Instructional Activity (Projectable): Run, Molly, Run Instructional Activity (Projectable) Teacher Notes: Run, Molly, Run Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p>	Choose an item.

#MU:Re7.2			
Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.		Anchor Standard: Perceive and analyze artistic work.	
Enduring Understanding: Response to music is informed by analyzing context, (e.g., social, cultural, and historical) and how creators and performers manipulate the elements of music.		Essential Question: How does understanding the structure and context of music inform a response?	
Grade 1 MU:Re7.2.1	a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; sing a song from Taiwan; move to the steady beat; follow the melodic direction; and identify and play same and different melodic patterns; sing a patriotic song from the American Revolutionary War and march to the steady beat in a simple movement sequence; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa Song Teacher Notes: Yang wa wa Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2</p>	Choose an item.

#MU:Re8.1

Process Component: GMS-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade 1
MU:Re8.1.1

a. With limited guidance, demonstrate and identify expressive qualities, such as dynamics and tempo that reflect creators' /performers' expressive intent.

The children demonstrate and identify expressive qualities that reflect creators'/performers' expressive intent by engaging in activities in which they explore and discuss personal reasons for selecting musical ideas that represent expressive intent; perform a song with tempo changes and use basic terminology (*allegro* and *largo*) to describe the tempo; and identify and describe changes in dynamics, including *forte* and *piano*, as they listen to and perform songs in various styles.

Song Notation (Projectable): I Have a Dog
Song Teacher Notes: I Have a Dog
Assessment: Activity, p. 1

Instructional Activity (Interactive): Five Little Chickadees
Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees
Assessment: Activity, p. 1

Song Notation (Projectable): Hush Up the Baby
Song Teacher Notes: Hush Up the Baby
Assessment: Activity, p. 2

Choose an item.

#MU:Re9.1			
Process Component: GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.		Anchor Standard: Apply criteria to evaluate artistic work.	
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.		Essential Question: How do we judge the quality of musical work(s) and performance(s)?	
Grade 1 MU:Re9.1.1	a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	<p>The children apply personal and expressive preferences in the evaluation of music for specific purposes by engaging in activities in which they identify and label the phrase form <i>abac</i> as they sing and move to a song; and explore and experience high and low pitches through singing, moving, and notating.</p> <p>Song Notation (Projectable): Little Shell Song Teacher Notes: Little Shell Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Charlie Over the Water Instructional Activity (Interactive) Teacher Notes: Charlie Over the Water Assessment: Activity, p. 2</p>	Choose an item.

General Music/Connecting

#MU:Cn10.0

Process Component: GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

**Grade 1
MU:Cn10.0.1**

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

The children demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they create and perform movements to accompany a song; and create and perform movements to illustrate the different sections of a song.

Movement Activity Instructions (Printable): Someday Very Soon
Assessment: Activity, p. 3

Movement Activity Instructions (Printable): Walk in the Room
Assessment: Activity, p. 3

Choose an item.

#MU:Cn11.0

Process Component: GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Grade 1
MU:Cn11.0.1**

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

The children demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they engage in activities relating to an African American folk song to identify the social studies connection to the movement and musical style called "hambone"; and sing, dramatize through movement, and create alternative verses to a song.

Instructional Activity (Projectable): Hambone
Instructional Activity (Projectable) Teacher Notes: Hambone
Assessment: Activity, p. 2

Song Notation (Projectable): Someday Very Soon
Song Teacher Notes: Someday Very Soon
Assessment: Activity, p. 2

Choose an item.

General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response. **Anchor Standard:** Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. **Essential Question:** How does understanding the structure and context of music inform a response?

<p>Grade 1 MU:Re7.2.C.1</p>	<p>a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.</p>	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose music by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; move to the steady beat of a song from Taiwan, follow the melodic direction, and identify and play same and different melodic patterns; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa (Nursery Song) Song Teacher Notes: Yang wa wa (Nursery Song) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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General Music Harmonizing Instruments/Performing (e.g. Keyboard/Guitar)

#MU:Pr4.2.H

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade 1
MU:Pr4.2.H.1

a. With limited guidance, demonstrate knowledge of music concepts, such as beat and melodic contour in music from a variety of cultures selected for performance.

The children demonstrate knowledge of music concepts from a variety of cultures selected for performance by engaging in activities in which they identify steady beat and read and perform rhythmic patterns, including quarter note, paired eighth notes, and quarter rest, while singing a Hungarian folk song; read, write, and perform *so-mi-la* melodic patterns in a traditional game song from the U.S.; move to show the different sections of an American folk song; explore steady beat as they sing, use movement, dramatize song verses, and play classroom instruments together in a traditional counting song from Mexico; and explore tempo through singing a Chanukah song and playing instruments to accompany the song.

Song Notation (Projectable): Cirmos cica (Naughty Tabby Cat)
Song Teacher Note: Cirmos cica (Naughty Tabby Cat)
Assessment: Activity, p. 2

Song Notation (Projectable): Bounce High, Bounce Low
Song Teacher Notes: Bounce High, Bounce Low
Assessment: Activity, p. 2
Assessment: Formal, p. 3

Choose an item.

		<p>Song Notation (Projectable): Willowbee Song Teacher Notes: Willowbee Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Assessment: Activity, pp. 3, 4</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p> <p>Song Notation (Projectable): Apples and Bananas Song Teacher Notes: Apples and Bananas</p> <p>Song Notation (Projectable); Ackabacka, Soda Cracker Song Teacher Notes: Ackabacka, Soda Cracker</p> <p>Play-Along (Percussion) Notation (Projectable): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate</p>	
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	<p>b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>The children read and perform rhythmic patterns using iconic or standard notation by engaging in activities in which they use a “beach rap” to read, write, perform, and create rhythmic patterns, including quarter notes, eighth notes, and quarter rests; read rhythmic patterns with quarter notes, paired eighth notes, and quarter rests, in a traditional folk song; read rhythmic patterns, including quarter note/paired eighth notes, and distinguish between beat and rhythm; read and play, in a percussion arrangement, rhythmic patterns that include quarter notes, quarter rests, and paired eighth notes; and chant, clap, moving to, and play instrumental ostinatos from notation.</p> <p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Pease Porridge Hot Song Teacher Notes: Pease Porridge Hot Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Bee, Bee, Bumblebee Song Teacher Notes: Bee, Bee, Bumblebee Assessment: Activity, p. 1</p> <p>Play-Along (Percussion) Notation (Projectable): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p> <p>Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums</p> <p>Music Reading Notation (Projectable): Bee, Bee, Bumblebee Music Reading Teacher Notes: Bee, Bee, Bumblebee</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable): I Bought Me a Cat Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat</p> <p>Music Reading Notation (Projectable):Cha yang wu Music Reading Teacher Notes: Cha yang wu</p> <p>Instructional Activity (Projectable): Apple Tree Instructional Activity (Projectable) Teacher Notes: Apple Tree</p> <p>Song Notation (Projectable): Knock the Cymbals Song Teacher Notes: Knock the Cymbals</p>	
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General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response. **Anchor Standard:** Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. **Essential Question:** How does understanding the structure and context of music inform a response?

<p>Grade 1 MU:Re7.2.C.1</p>	<p>a. With limited guidance, demonstrate and identify how specific music concepts, such as beat or pitch, are used in various styles of music for a purpose.</p>	<p>The children demonstrate and identify how specific music concepts are used in various styles of music for a purpose by engaging in activities in which they sing, clap a rhythmic pattern, and perform a movement sequence to a French folk song; move to the steady beat of a song from Taiwan, follow the melodic direction, and identify and play same and different melodic patterns; and sing, move, play, and identify steady beat in a Native American song.</p> <p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yang wa wa (Nursery Song) Song Teacher Notes: Yang wa wa (Nursery Song) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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