

**A Correlation of
Interactive Music
powered by Silver Burdett™
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**To the
Idaho Content Standards
Arts & Humanities: General Music (2016)
Grade 2**

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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Reviewer ID:	Click here to enter text.

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?

<u>Grade</u>	<u>Objective- The students will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/5/1 (Reviewer)
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<p>Grade 2 MU:Cr1.1.2</p>	<p>a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p>The children create rhythmic and melodic patterns on instruments in call-and-response style; create melodic patterns to match abac form; and create question-and-answer phrases.</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Every Morning When I Wake Up Song Teacher Notes: Every Morning When I Wake Up Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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		<p>Music Reading Notation (Projectable) Teacher Notes: Riddle Ree</p> <p>Song Notation (Projectable): Four in a Boat Song Teacher Notes: Four in a Boat</p> <p>Song Notation (Projectable): Great Big House Song Teacher Notes: Great Big House</p>	
	<p>b. Generate musical patterns and ideas within the context of a given tonality, such as major and minor and meter, such as duple and triple.</p>	<p>The children generate musical patterns and ideas by engaging in activities in which they read, write, create, and play rhythmic patterns in 2/4 meter; move and play rhythmic patterns on nonpitched percussion instruments to show meter in 2; create ostinato patterns in 2/4 meter to accompany a song; create <i>do-re-mi-so-la</i> melodies; and create three-beat word rhythms and string them together into four-measure compositions to accompany a song.</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kum bachur atzel (Hear the Rooster Crowing) Song Teacher Notes: Kum bachur atzel (Hear the Rooster Crowing) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Earthworms Instructional Activity (Projectable) Teacher Notes: Earthworms Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

#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)
Grade 2 MU:Cr2.1.2	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	<p>The children demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent by engaging in activities in which they create melodic patterns and perform by singing and playing instruments; describe and explain the tempos they hear, and perform a song and clapping game in different tempos; notate, sing, and create <i>do-re-mi-so-la</i> melodies using iconic notation; and identify and discuss the use of instrumental timbres.</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House Assessment: Activity, p. 2</p> <p>Listening Interactive Activity: Shoo Fly Listening Interactive Activity Teacher Notes: Shoo Fly Assessment: Activity, p. 3</p>	Choose an item.

	<p>b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p>	<p>The children document personal musical ideas by engaging in activities in which they use standard notation to read, write, and reproduce rhythmic patterns in 2/4 meter, and create and perform simple part work; and compose, read, and perform rhythmic patterns that use half, quarter, eighth, sixteenth notes, and quarter rests.</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El barquito Song Teacher Notes: El barquito Assessment: Review, p. 2</p>	<p>Choose an item.</p>
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#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 2
MU:Cr3.1.2**

a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

The children interpret and apply personal, peer, and teacher feedback to revise personal music by engaging in activities in which they perform a song with appropriate dynamics; sing a spiritual in gospel style and create and perform rhythmic patterns using movement and instruments; create melodic patterns and perform by singing and playing instruments; and create, evaluate, and perform speech ostinatos.

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

Song Notation (Projectable): He's Got the Whole World in His Hands
Song Teacher Notes: He's Got the Whole World in His Hands
Assessment: Activity, p. 2

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

Instructional Activity (Projectable): Ev'rybody Smiles (Ostinatos)
Instructional Activity (Projectable) Teacher Notes: Ev'rybody Smiles (Ost.)

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 2
MU:Cr3.2.2**

a. 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 perform a patriotic song, demonstrating dynamics; distinguish between higher and lower pitches in a musical performance and identify and respond to fast and slow tempos in a song; perform a song, using appropriate dynamics; and create melodic patterns and perform by singing and playing instruments.

Song Notation (Projectable): America
Song Teacher Notes: America
Assessment: Review, p. 2

Song Notation (Projectable): Dr. Seuss, We Love You
Song Teacher Notes: Dr. Seuss, We Love You
Assessment: Activity, p. 2

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

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

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.
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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?
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<p>Grade 2 MU:Pr4.1.2</p>	<p>a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>The children demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections by engaging in activities in which they sing and play a listening game to identify dynamic levels and use appropriate music terminology; compose, read, and perform rhythmic patterns on classroom percussion instruments; identify the sound and image of an instrument; explore meter and dynamics as they perform a Maori song; use movement to interpret song lyrics; sing short solos; and explore the timbre of a banjo.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Formal, p. 1 Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Banjo Sam Song Teacher Notes: Banjo Sam Assessment: Activity, p. 3</p>	<p>Choose an item.</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 2
MU:Pr4.2.2**

a. Demonstrate knowledge of music concepts, such as tonality and meter 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 identify, read, and sing a melodic pattern in a folk song from Spain; identify West African percussion instruments visually and aurally, and play rhythmic patterns on similar instruments in call-and-response style; identify and perform tied quarter notes while singing a French folk; create three-beat word rhythms to accompany a song in meter in 3; sing a verse-and-refrain folk song from Mexico; and identify the A and B sections in a traditional singing game from Puerto Rico.

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

Song Notation (Projectable): Che che koolay
Song Teacher Notes: Che che koolay
Assessment: Activity, p. 2

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

Choose an item.

		<p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower) Assessment: Activity, p. 2</p>	
	<p>b. Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music.</p>	<p>The children read and perform rhythmic and melodic patterns using iconic or standard notation by engaging in activities in which they identify, read, and sing a melodic pattern in a folk song from Spain; read, write, create, and play rhythmic patterns in 2/4 meter, including half notes and half rests; play rhythmic patterns on West African percussion instruments in call-and-response style; play and create melodic patterns as they sing a work song from a historical period in U.S. history; and read, write, and perform a rhythmic ostinato to accompany a song from Mexico.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Formal, p. 1 Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El tambor (The Drum) Song Teacher Notes: El tambor (The Drum) Assessment: Review, p. 3</p>	
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#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 2 MU:Pr4.3.2	a. Demonstrate understanding of expressive qualities (e.g., dynamics and tempo) and how creators use them to convey expressive intent.	The children demonstrate understanding of expressive qualities by engaging in activities in which they read, write, and perform different tempos, including <i>allegro</i> and <i>largo</i> ; identify and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; perform a song, through singing and moving, using <i>moderato</i> tempo and <i>piano</i> dynamics; and perform a hand jive to experience and identify steady beat and tempo changes.	Choose an item.
		Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Formal, p. 3	
		Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2	
		Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm) Assessment: Activity, p. 2	
		Song Notation (Projectable): Ev'rybody Smiles in the Same Language Song Teacher Notes: Ev'rybody Smiles in the Same Language Assessment: Activity, p. 3	

#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 2 MU:Pr5.1.2	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	<p>The children apply criteria to judge the accuracy, expressiveness, and effectiveness of performances by engaging in activities in which they perform a lullaby with appropriate dynamics; perform and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; interpret and perform a Maori song from New Zealand using basic music terminology, including meter, <i>piano</i>, <i>forte</i>, and <i>fermata</i>; and create, perform, and evaluate ostinato patterns.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam Evaluating: Developing Criteria, p. 3 Assessment: Activity, p. 3</p>	Choose an item.

	<p>b. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.</p>	<p>The children rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music by engaging in activities in which they perform a lullaby with appropriate dynamics; perform and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; interpret and perform a Maori song from New Zealand using basic music terminology, including meter, <i>piano</i>, <i>forte</i>, and <i>fermata</i>; and create, perform, and evaluate ostinato patterns; use appropriate dynamics when performing a patriotic song; and create, evaluate, and perform speech ostinatos.</p> <p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam Evaluating: Developing Criteria, p. 3 Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Ev'rybody Smiles in the Same Language Instructional Activity (Projectable) Teacher Notes: Ev'rybody Smiles in the Same Language</p>	<p>Choose an item.</p>
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#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 2 MU:Pr6.1.2	a. Perform music for a specific purpose with expression and technical accuracy.	The children perform music for a specific purpose with expression and technical accuracy by engaging in activities in which they use appropriate dynamics when performing a patriotic song; demonstrate understanding of the musical terms meter, <i>fermata</i> , <i>forte</i> , and <i>piano</i> by performing a Maori song from New Zealand; and identify as same and different, move to, and perform the phrases in a Hawaiian singing game.	Choose an item.
		Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2	
		Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3	
		Song Notation (Projectable): Kapulu kane Song Teacher Notes: Kapulu kane Assessment: Activity, p. 2	

	<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 appropriate dynamics when performing a patriotic song; and demonstrate understanding of the musical terms meter, <i>fermata</i>, <i>forte</i>, and <i>piano</i> by performing a Maori song from New Zealand.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Haere (Farewell) Song Teacher Notes: Haere (Farewell) Assessment: Activity, p. 3</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 2
MU:Re7.1.2**

a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

The children explain and demonstrate how personal interests and experiences influence musical selection for specific purposes by engaging in activities in which they identify the banjo both aurally and visually in an American folk song; explore unison and ensemble singing and perform simple part work through singing an African American spiritual; and read rhythmic patterns in 2/4 meter and use music terminology to explain, identify, write, and perform dynamics in a seasonal song.

Song Notation (Projectable): Dinah
 Song Teacher Notes: Dinah
 Assessment: Formal, p. 1
 Assessment: Activity, p. 2

Song Notation (Projectable): I'm On My Way
 Song Teacher Notes: I'm on My Way
 Assessment: Formal, p. 2

Song Notation (Projectable): It's Santa—Again!
 Song Teacher Notes: It's Santa—Again!
 Assessment: Activity, p. 3

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 2 MU:Re7.2.2	a. Describe how specific music concepts are used to support a specific purpose in music.	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments and describe the uses of instrumental timbre and dynamics in a listening selection.</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon Suite: Cloudburst Listening (Projectable) Teacher Notes: Grand Canyon Suite: Cloudburst Assessment: Review, p. 4</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 2
MU:Re8.1.2**

a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

The children demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent by engaging in activities in which they perform movements to demonstrate the ABA form of a song; perform a song, using an appropriate tempo and dynamic level; and identify the sectional form of a piano piece.

Song Notation (Projectable): B-A, Bay
Song Teacher Notes: B-A, Bay
Assessment: Review, p. 2

Song Notation (Projectable): La mar estaba serena (The Sea is Calm)
Song Teacher Notes: La mar estaba serena (The Sea is Calm)
Assessment: Activity, p. 2

Listening Activity (Projectable): Le banjo
Listening (Projectable) Teacher Notes: Le banjo
Assessment: Activity, p. 3

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 2 MU:Re9.1.2	a. 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 use appropriate dynamics when performing a patriotic song; distinguish between higher and lower pitches in a musical performance and identify and respond to fast (<i>allegro</i>) and slow (<i>largo</i>) tempos in a song; read rhythmic patterns in 2/4 meter and describe and perform dynamics in a seasonal song; create an arrangement of a song with banjo, electric guitar, acoustic guitar, and string bass, using an interactive mixer; and distinguish between examples of violin- and fiddle-playing and recognize similarities and differences between them.</p> <p>Song Notation (Projectable): America Song Teacher Notes: America Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again! Assessment: Activity, p. 3</p> <p>Listening Interactive Activity: Shoo Fly Listening (Interactive) Teacher Notes: Shoo Fly Assessment: Activity, p. 3</p>	Choose an item.

		Instructional Activity (Interactive): Down in the Valley Two by Two Instructional Activity (Interactive) Teacher Notes: Down in the Valley Two by Two Assessment: Formal, p. 3	
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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 2 MU:Cn10.0.2	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>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 identify, perform, move to, compare, and distinguish between simple melodic and rhythmic patterns in a song; perform a song, using an appropriate tempo and dynamic level; and describe and explain the tempos in music presented aurally, and perform a song and clapping game in different tempos.</p> <p>Song Notation (Projectable): The Crocodile Song Teacher Notes: The Crocodile Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea Is Calm) Song Teacher Notes: La mar estaba serena (The Sea Is Calm) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack Assessment: Activity, p. 2</p>	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 2
MU:Cn11.0.2**

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 use a folk song to explore Christmas customs in Jamaica; identify word-rhyming patterns in a song-related poem; use a song to explore the idea of friendship; sing a spiritual in gospel style; and explore the connection between melodic line and the element of line in visual art.

Song Notation (Projectable): Christmas a Come
Song Teacher Notes: Christmas a Come
Assessment: Activity, p. 2

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

Song Notation (Projectable): Frog and Toad Together
Song Teacher Notes: Frog and Toad Together
Assessment: Activity, p. 2

Song Notation (Projectable): He's Got the Whole World in His Hands
Song Teacher Notes: He's Got the Whole World in His Hands
Assessment: Activity, p. 2

Instructional Activity (Projectable): Down in the Valley, Two by Two
Instructional Activity (Projectable) Teacher Notes: Down in the Valley, Two by Two
Assessment: Activity, p. 3

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?	
Grade 2 MU:Re7.2.C.2	a. Describe how specific music concepts are used to support a specific purpose in music.	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments in an example of "program music."</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon Suite (Cloudburst) Listening (Projectable) Teacher Notes: Grand Canyon Suite (Cloudburst) Assessment: Review, p. 4</p>	Choose an item.

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 2
MU:Pr4.2.H.2**

a. Demonstrate knowledge of music concepts, such as tonality and meter in music from a variety of cultures selected for performance.

The children demonstrate knowledge of music concepts in music from a variety of cultures selected for performance by engaging in activities in which they use a folk song from Spain to identify, read, and sing a melodic pattern, and read, write, and interpret the tempo terms *allegro* and *largo*; identify and perform tied quarter notes while singing a French folk song; create three-beat word rhythms in meter in 3 and string them together into four-measure compositions to accompany a song; create body-percussion patterns to exhibit understanding of meter in 2 and meter in 3; identify the A and B sections in a traditional singing game from Puerto Rico; and explore the *la* pentatonic scale and rhythmic patterns in meter in 4 by playing and creating melodic patterns on barred instruments.

Song Notation (Projectable): Al ánimo
 Song Teacher Notes: Al ánimo
 Assessment: Activity, p. 2
 Assessment: Formal, p. 3

Orff Arrangement Notation (Printable): Leatherwing Bat
 Orff Arrangement Teacher Notes: Leatherwing Bat
 Assessment: Review, p. 3

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

Choose an item.

		<p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower) Assessment: Activity, p. 2</p>	
	<p>b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>The children read and perform rhythmic and melodic patterns using iconic or standard notation by engaging in activities in which they use a folk song from Spain to identify, read, and sing a melodic pattern; read, write, and perform rhythmic patterns in 2/4 meter, including half notes and half rests; read, play, and create melodic patterns as they sing a work song; read, identify, sing, and compose rhythmic patterns with half, quarter, eighth, sixteenth notes, and quarter rests in 2/4 meter; and read, write, and perform a rhythmic ostinato to accompany a song.</p> <p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El tambor (The Drum) Song Teacher Notes: El tambor (The Drum) Assessment: Review, p. 3</p>	<p>Choose an item.</p>

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?

Grade 2 MU:Re7.2.C.2	a. Describe how specific music concepts are used to support a specific purpose in music.	<p>The children describe how specific music concepts are used to support a specific purpose in music by engaging in activities in which they explore unison and ensemble singing and perform simple part work through singing an African American spiritual; sing a sea shanty and create and perform question-and-answer melodic patterns; and aurally identify orchestral instruments in an example of “program music.”</p> <p>Song Notation (Projectable): I’m On My Way Song Teacher Notes: I’m on My Way Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka Assessment: Activity, p. 2</p> <p>Listening Activity (Projectable): Grand Canyon (Cloudburst) Listening Activity Teacher Notes: Grand Canyon (Cloudburst) Assessment: Review, p. 4</p>	Choose an item.
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