

**A Correlation of
Interactive Music
powered by Silver Burdett™
©2016**



**To the
Idaho Content Standards
Arts & Humanities: General Music (2016)
Grade 3**

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

Publisher Name:	Savvas Learning Company
Title:	Interactive Music
ISBN #	K: 9781418263867, G1: 9781418263874; G2: 9781418263881; G3: 9781418263898; G4: 9781418263904; G5: 9781418263911; G6: 9781418263928; G7: 9781418263935; G8: 9781418263942
Author:	Brinckmeyer, et al
Copyright	2016
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?	
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 3 MU:Cr1.1.3	a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context, such as personal and social.	<p>Students improvise rhythmic and melodic ideas by engaging in activities in which they create, through improvisation, rhythmic ostinato phrases, and then perform them to accompany a song; create and perform melodic ostinatos derived from a song representative of American culture; use Latin-style nonpitched percussion to create an introduction and a coda; and create melodic phrases to demonstrate two-part form.</p> <p>Song Notation (Projectable): La calle ancha (The Wide Street) Song Teacher Notes: La calle ancha (The Wide Street) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Catch The Rhythm Song Teacher Notes: Catch the Rhythm</p> <p>Song Notation (Projectable): Old Dan Tucker Song Teacher Notes: Old Dan Tucker</p>	Choose an item.
-------------------------------------	--	---	-----------------

	<p>b. Generate musical ideas, such as rhythms and melodies within a given tonality and/or meter.</p>	<p>Students generate rhythmic and melodic ideas by engaging in activities in which they create melodic phrases using <i>do, re, mi, so, la</i>, and high <i>do</i>; create melodic and rhythmic patterns in 2/4 meter; and create a melody that includes low <i>la</i> as the home tone.</p> <p>Instructional Activity (Interactive): Li'l Liza Jane Instructional Activity (Interactive) Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Erdö, erdö de magos Song Teacher Notes: Erdö, erdö de magos 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?	
<u>Grade</u>	<u>Objective-</u> 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 3 MU:Cr2.1.3	a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	<p>Students demonstrate selected musical ideas to express intent and describe connections by engaging in activities in which they categorize children and adult voices, recognize known melodic elements, identify specific musical events, and respond verbally to short musical examples through improvisation; create, clap, and chant rhythmic phrases through improvisation to accompany a holiday song; create a four-beat rhythmic ostinato in 2/2 meter; and improvise a rhythmic ostinato accompaniment that reflects the instrumentation of a holiday song.</p> <p>Song Notation (Projectable): Old House, Tear it Down Song Teacher Notes: Old House, Tear it Down Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chanukah Games Song Teacher Notes: Chanukah Games Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee Assessment: Activity, pp. 1, 2</p>	Choose an item.
-------------------------------------	---	--	-----------------

		<p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan Assessment: Activity, p. 2</p>	
	<p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>Students document personal rhythmic and melodic musical ideas by engaging in activities in which they use standard notation to compose a chance composition; create and notate melodic phrases using the pitch syllables <i>do, re, mi, so, la</i>, and high <i>do</i>; and write and perform rhythmic patterns in 4/4 meter that include whole notes and whole rests.</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p> <p>Instructional Activity (Interactive): Li'l Liza Jane Instructional Activity (Interactive) Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share Assessment: Formal, p. 3</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 3
MU:Cr3.1.3

a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provide and collaboratively-developed criteria and feedback.

Students evaluate, refine, and document revisions to personal musical ideas by engaging in activities in which they read, write, and perform rhythmic patterns in 4/4 and 2/4 meter; read and sing a patriotic American song; write rhythmic patterns using standard notation; and create and notate four-beat ostinatos to accompany a song.

Song Notation (Projectable): In the Pumpkin Patch
Song Teacher Notes: In the Pumpkin Patch
Assessment: Activity, p. 3
Assessment: Formal, p. 3

Song Notation (Projectable): It's a Beautiful Land We Share
Song Teacher Notes: It's a Beautiful Land We Share
Assessment: Activity, p. 2
Assessment: Formal, p. 3

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

Instructional Activity (Interactive): Chitty Chitty Bang Bang
Instructional Activity (Interactive) Teacher Notes: Chitty Chitty Bang Bang

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 3 MU:Cr3.2.3	a. Present the final version of personal created music to others, and describe connection to expressive intent.	<p>Students describe expressive intent by presenting a final version of personal created music to others by engaging in activities in which they perform rhythmic patterns, including four sixteenth notes, in a traditional American song in 2/4 meter; create and perform a four-beat rhythmic ostinato as an accompaniment to a song; play improvised rhythmic ostinatos to accompany the song; and create and perform rhythmic patterns, using standard notation, in 4/4 meter.</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee Assessment: Activity, pp. 1, 2</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom Aleichem Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share Assessment: Activity, p. 2 Assessment: Formal, p. 3</p>	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 3
MU:Pr4.1.3**

a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

Students demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context by engaging in activities in which they sing and move to demonstrate their understanding of the musical terms and symbols for *legato* and slurs, as they relate to a melody; identify music from different historical periods and describe a variety of compositions using specific music vocabulary referring to articulation; identify and categorize instruments in families of the orchestra and describe their characteristic sound; and identify, categorize, and explain a variety of instruments from diverse cultures.

Song Notation (Projectable): Ichi-gatsu tsuitachi (A New Year's Greeting)
Song Teacher Notes: Ichi-gatsu tsuitachi (A New Year's Greeting)
Assessment: Activity, p. 2

Song Notation (Projectable): Mubarak (Happy Birthday)
Song Teacher Notes: Mubarak (Happy Birthday)
Assessment: Formal, p. 3

Choose an item.

		<p>Song Notation (Projectable): The Twelve Days of Christmas Song Teacher Notes: The Twelve Days of Christmas Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): Al tambor Instructional Activity (Interactive) Teacher Notes: Al tambor Assessment: Formal, p. 3</p>	
#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 3 MU:Pr4.2.3	a. Demonstrate understanding of the structure in music selected for performance.	<p>Students demonstrate understanding of the structure in music by engaging in activities in which they use music symbols and terms, as well as movement, to identify and explore the form of a song; identify, label, and sing a song in AB form; identify, label, and perform small and large musical forms; sing a round, with accurate intonation and rhythm; and identify, sing, and label the call-and-response form of a folk song from Hawaii.</p> <p>Song Notation (Projectable): Big Rock Candy Mountain Song Teacher Notes: Big Rock Candy Mountain Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): El rabel (The Violin) Song Teacher Notes: El rabel (The Violin) (The Violin) Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	Choose an item.

		<p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day Assessment: Activity, pp. 3, 4</p> <p>Song Notation (Projectable): Morning Is Come Song Teacher Notes: Morning Is Come Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nani wala na hala Song Teacher Notes: Nani wala na hala Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	
	<p>b. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation when analyzing selected music.</p>	<p>Students read and perform rhythmic patterns and melodic phrases using iconic and standard notation by engaging in activities in which they read and perform rhythmic patterns in a Christmas carol from Puerto Rico, using standard notation in 2/4 meter; use pitch syllables to sing extended melodic patterns in <i>la</i> pentatonic; identify, read, and perform syncopated rhythmic patterns in 4/4 meter; read, write, and perform rhythmic and melodic patterns in a folk song from England; and identify and perform the dotted-quarter/eighth-note rhythmic pattern in a Mandarin folk song.</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Erdö, erdö de magos (In the Silent Forest) Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest) Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Four White Horses Song Teacher Notes: Four White Horses Assessment: Activity, pp. 2, 3</p>	<p>Choose an item.</p>

Song Notation (Projectable): Good Morning
Song Teacher Notes: Good Morning
Assessment: Activity, p. 1

Song Notation (Projectable): Hot Cross Buns
Song Teacher Notes: Hot Cross Buns
Assessment: Activity, p. 2
Assessment: Formal, p. 2

Song Notation (Projectable): Hwa yuan li-de young wa wa (Garden Lullaby)
Song Teacher Notes: Hwa yuan li-de young wa wa (Garden Lullaby)
Assessment: Activity, p. 2

Song Notation (Projectable): In the Pumpkin Patch
Song Teacher Notes: In the Pumpkin Patch

Song Notation (Projectable): It's a Beautiful Land We Share
Song Teacher Notes: It's a Beautiful Land We Share

Song Notation (Projectable): Keep Your Eyes on the Prize
Song Teacher Notes: Keep Your Eyes on the Prize

Song Notation (Projectable): La calle ancha
Song Teacher Notes: La calle ancha

Song Notation (Projectable): Mama paquita
Song Teacher Notes: Mama paquita

Song Notation (Projectable): Michael Finnigan
Song Teacher Notes: Michael Finnigan

	<p>c. Describe how context, such as personal and social, can inform a performance.</p>	<p>Students describe how context can inform a performance by engaging in activities in which they identify music from diverse genres and styles, describe the expected audience behavior associated with particular musical styles, and exhibit appropriate behaviors when listening to both recorded and live performances; and perform a song from the 1960s civil rights movement.</p> <p>Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
--	--	--	------------------------

#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 3 MU:Pr4.3.3	Demonstrate and describe how intent is conveyed through expressive qualities (e.g., dynamics and tempo).	<p>Students demonstrate and describe how intent is conveyed through expressive qualities by engaging in activities in which they aurally and visually identify, use, and interpret through performance music symbols and terms referring to dynamics, including <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, and <i>crescendo</i>; use music symbols and terminology referring to dynamics to identify musical sounds presented aurally; and sing and move to a song at different tempos and learn the terminology for those tempos.</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes Assessment: Formal, p. 2 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant Assessment: Activity, pp. 1, 3</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin' Assessment: Activity, p. 2</p>	Choose an item.

#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 3 MU:Pr5.1.3	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.	<p>Students apply criteria and feedback to evaluate accuracy of ensemble performances by engaging in activities in which they perform a movement sequence to accompany a patriotic song; and perform rhythmic patterns in 4/4 meter.</p> <p>Movement Activity Instructions (Printable): It's a Beautiful Land We Share Assessment: Activity, p. 3</p> <p>Music Reading Notation (Projectable): Shakin' it Up Music Reading Teacher Notes: Shakin' it Up</p>	Choose an item.
	b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	<p>Students rehearse to refine technical accuracy, expressive qualities, and identified performances challenges by engaging in activities in which they utilize good intonation and accurate rhythm as they play a recorder countermelody to the refrain of an African American spiritual; and perform rhythmic patterns in 4/4 meter.</p> <p>Play-Along (Recorder) Notation (Projectable): Do, Lord Play-Along (Recorder) Teacher Notes: Do, Lord Assessment: Activity, p. 2</p> <p>Music Reading Notation (Projectable): Shakin' it Up Music Reading Teacher Notes: Shakin' it Up</p>	Choose an item.

#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 3
MU:Pr6.1.3**

a. Perform music with expression and technical accuracy.

Students perform music with expression and technical accuracy by engaging in activities in which they create and execute a performance plan for a song that includes the symbols for *forte*, *piano*, *mezzo forte*, and *mezzo piano*; perform layered ostinato patterns using various dynamic levels; and use movement to differentiate between the verse and refrain when singing a song; sing a song in AABA form and show *staccato* and *legato* phrasing through movement.

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

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

Song Notation (Projectable): Big Rock Candy Mountain
Song Teacher Notes: Big Rock Candy Mountain
Assessment: Activity, p. 2

Song Notation (Projectable): If I Only Had a Brain
Song Teacher Notes: If I Only Had a Brain
Assessment: Activity, p. 2

Choose an item.

	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context and venue by engaging in activities in which they exhibit good audience etiquette and the ability to identify and label ABA form while listening to a recorded performance; and explore proper audience etiquette during live and recorded performances as they identify and label sectional form.</p> <p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): If a Tiger Calls Song Teacher Notes: If a Tiger Calls Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p>	<p>Choose an item.</p>
--	---	---	------------------------

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 3 MU:Re7.1.3	a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	<p>Students demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes by engaging in activities in which they identify and explore meter in 4 and meter in 2, through listening, creating movements, and singing a special-occasion song; identify the notated syncopated rhythmic pattern in a song; perform the song to categorize and explain a variety of musical sounds, including those of children and adult voices, and identify blues style; listen to, sing, and move to a hit song from a 1930s American film musical; and perform a Hebrew folk song and improvise rhythmic ostinatos to accompany the song.</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Don't Let the Wind Song Teacher Notes: Don't Let the Wind Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	Choose an item.
-------------------------------	---	--	-----------------

		<p>Song Notation (Projectable): The Groundhog Blues Song Teacher Notes: The Groundhog Blues Assessment: Activity, p. 2 Assessment: Review, p. 2</p> <p>Song Notation (Projectable): Happy Feet Song Teacher Notes: Happy Feet Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</p>	
--	--	--	--

#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 3
MU:Re7.2.3**

a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal and social.

Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music by examining specific form and expressive elements; categorize and explain the use of instrumental timbre as they listen and move to a holiday song; identify the form of a song as AABA; and move to show the melodic direction of a listening selection.

Song Notation (Projectable): Do, Lord
Song Teacher Notes: Do, Lord
Assessment: Activity, pp. 2, 3
Assessment: Formal, p. 3

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

Instructional Activity (Projectable): If I Only Had a Brain
Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain

Listening Animated Map: Pictures (Ballet of Chickens)
Listening (Animated Map) Teacher Notes: Pictures (Ballet of Chickens)
Assessment: Activity, p. 2

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 3 MU:Re8.1.3	a. Demonstrate and describe how the expressive qualities, such as dynamics and tempo, are used in performers' interpretations to reflect expressive intent.	Students demonstrate and describe how the expressive qualities are used in performers' interpretations to reflect expressive intent by engaging in activities in which they identify and respond to dynamic changes by moving to the music; interpret and perform a chant using four different tempos; identify dynamics presented aurally; create and execute a performance plan for a song that includes the symbols for <i>forte</i> , <i>piano</i> , <i>mezzo forte</i> , and <i>mezzo piano</i> ; and sing and move to a song at different tempos.	Choose an item.
		Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2 Assessment: Formal, p. 3	
		Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant Assessment: Activity, p. 1 Assessment: Activity, p. 3	
		Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes Assessment: Formal, p. 2 Assessment: Activity, p. 3	
		Song Notation (Projectable): You're a Grand Old Flag Song Teacher Notes: You're a Grand Old Flag	

		Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin' Assessment: Activity, p. 2	
--	--	--	--

#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 3 MU:Re9.1.3	a. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	Students evaluate musical works and performances, applying criteria, and describe appropriateness to the context by engaging in activities in which they explore a holiday song from Puerto Rico, as they create, read, and perform rhythmic patterns, and play a recorder countermelody to accompany the song; perform a circle dance to accompany a song from Brazil; identify and respond to dynamic changes by moving to a song; and move in triple meter while performing a song. Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, pp. 1, 2, 3 Song Notation (Projectable): Ah, eu entrei na roda (I Came to Try This Game) Song Teacher Notes: Ah, eu entrei na roda (I Came to Try This Game) Assessment: Activity, p. 2	Choose an item.
-------------------------------------	---	---	-----------------

		<p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush Assessment: Activity, p. 2 Assessment: Formal, p. 3</p> <p>Movement Activity Instructions (Printable): Song of the Fishes Assessment: Activity, p. 2</p>	
--	--	--	--

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 3 MU:Cn10.0.3	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>Students 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 categorize and explain instrumental sounds in a song, and move, using integrated movement; create and perform melodic ostinatos derived from a song representative of American culture; and read, write, and play, on classroom percussion instruments, rhythmic patterns using four sixteenth notes in 2/4 meter.</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): This Old Man Play-Along (Percussion) Teacher Notes: This Old Man Assessment: Activity, p. 3</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 3
MU:Cn11.0.3**

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

Students demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they explore the meaning of the words *a cappella* and *accompaniment* as they categorize and explain the timbre of the instruments used in the string quartet; explore the relationship between music and social studies through singing and discovering geographical locations mentioned in the song text; identify, explain, and categorize the timbre of a variety of traditional Japanese instruments; describe how sound is produced on those instruments; and discuss and write about the characteristic sound of those instruments; and explore, through a song, the "Sights and Sounds of Morocco."

Song Notation (Projectable): Make New Friends
Song Teacher Notes: Make New Friends
Assessment: Activity, pp. 2, 3

Song Notation (Projectable): Maps and Globes
Song Teacher Notes: Maps and Globes
Assessment: Formal, p. 2
Assessment: Activity, p. 3

Choose an item.

		<p>Instructional Activity (Projectable): Ichi-gatsu tsuitachi (A New Year's Greeting) Instructional Activity (Projectable) Teacher Notes: Ichi-gatsu tsuitachi (A New Year's Greeting) Assessment: Activity, p. 3</p> <p>Enrichment Activity (Interactive): A Ram Sam Sam Enrichment Activity (Interactive) Teacher Notes: A Ram Sam Sam</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?
--	---

<p>Grade 3 MU:Re7.2.C.3</p>	<p>a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal and social.</p>	<p>Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music; categorize and explain the sound of the flute and guitar as they listen, move, and respond using integrated movement; identify the form of a song as AABA; and show the melodic direction of a listening selection as they move to the music.</p> <p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord Assessment: Activity, pp. 2, 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map: Pictures (Ballet of Chickens) Listening (Animated) Teacher Notes: Pictures (Ballet of Chickens) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
---	--	--	------------------------

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 3
MU:Pr4.2.H.3

a. Demonstrate understanding of the structure in music selected for performance.

Students demonstrate understanding of the structure of music selected for performance by engaging in activities in which they use music symbols and terms, as well as movement, to identify and explore the form of a song; identify and label AB form presented aurally, and perform the related song; identify, label, and perform a song representing ABA and call-and-response form; sing a song as a round; and identify, label, and perform the call-and-response form of a folk song.

Song Notation (Projectable): Big Rock Candy Mountain
Song Teacher Notes: Big Rock Candy Mountain
Assessment: Activity, p. 2

Song Notation (Projectable): El rabel (The Violin)
Song Teacher Notes: El rabel (The Violin)
Assessment: Activity, p. 2

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

Choose an item.

		<p>Song Notation (Projectable): Morning Is Come Song Teacher Notes: Morning Is Come Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nani wala na hala Song Teacher Notes: Nani wala na hala Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	
	<p>b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>	<p>Students read and perform rhythmic patterns and melodic phrases using iconic and standard notation by engaging in activities in which they read and reproduce rhythmic patterns, using standard notation, in 2/4 meter; explore extended pentatonic patterns through reading, writing, and performing different melodic patterns; identify, read, and perform syncopated rhythmic patterns in 4/4 meter; and identify and perform the call-and-response melodic phrases in a song.</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Erdö, erdö de magos (In the Silent Forest) Song Teacher Notes: Erdö, erdö de magos (In the Silent Forest) Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Four White Horses Song Teacher Notes: Four White Horses Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Good Morning Song Teacher Notes: Good Morning Assessment: Activity, p. 1</p>	<p>Choose an item.</p>

		<p>Song Notation (Projectable): Hot Cross Buns Song Teacher Notes: Hot Cross Buns Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Nani wala na hala Song Teacher Notes: Nani wala na hala Assessment: Activity, p. 2 Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): In the Pumpkin Patch Song Teacher Notes: In the Pumpkin Patch</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize</p> <p>Song Notation (Projectable): La calle ancha (The Wide Street) Song Teacher Notes: La calle ancha (The Wide Street)</p> <p>Song Notation (Projectable): Mama paquita Song Teacher Notes: Mama paquita</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p>	
--	--	---	--

	<p>c. Describe how context, such as personal and social, can inform a performance.</p>	<p>Students describe how context can inform a performance by engaging in activities in which they identify music from diverse genres and styles, describe the behavior expected in listening to music of diverse styles, and exhibit such behaviors with both recorded and live performances; and sing a song from the 1960s civil rights movement.</p> <p>Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize Assessment: Activity, 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 3 MU:Re7.2.C.3	a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context, such as personal and social.	<p>Students demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context by engaging in activities in which they identify and discuss characteristics of the genre and style of African American gospel music; categorize and explain the sound of the flute and guitar as they listen, move, and respond using integrated movement; identify the form of a song as AABA; and show the melodic direction of a listening selection as they move to the music.</p> <p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord Assessment: Activity, pp. 2, 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map: Pictures (Ballet of Chickens) Listening (Animated) Teacher Notes: Pictures (Ballet of Chickens) Assessment: Activity, p. 2</p>	Choose an item.
---------------------------------------	---	--	-----------------

