

**A Correlation of  
Interactive Music  
powered by Silver Burdett™  
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**To the  
Idaho Content Standards  
Arts & Humanities: General Music (2016)  
Grade 4**

## 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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Author:	Brinckmeyer, et al
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Reviewer ID:	<a href="#">Click here to enter text.</a>

#### 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			
<b>Process Component:</b> GMS-Imagine - Generate musical ideas for various purposes and contexts.		<b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.	
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.		<b>Essential Question:</b> 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)

<b>Grade 4 MU:Cr1.1.4</b>	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social and cultural.	<p>Students improvise rhythmic, melodic, and harmonic ideas by engaging in activities in which they create an appropriate accompaniment to a Native American song; use known musical symbols and terminology to explain melodic phrases created through improvisation; and create melodic phrases in minor mode.</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree) Song Teacher Notes: Beriozka (The Birch Tree) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pollerita Song Teacher Notes: Pollerita Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p>	Choose an item.
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		<p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>	
	<p>b. Generate musical ideas, such as rhythms, melodies, and simple accompaniment patterns within related tonalities, such as major, minor and meters.</p>	<p>Students generate rhythmic, melodic, and harmonic ideas by engaging in activities in which they compose four-measure rhythmic phrases in 2/4 meter; compose melodic phrases based on an Irish folk song; create melodic phrases in minor mode; and create extended pentatonic patterns through improvisation.</p> <p>Song Notation (Projectable): The Glendy Burke  Song Teacher Notes: The Glendy Burke  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh  Song Teacher Notes: The Bard of Armagh  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree)  Song Teacher Notes: Beriozka (The Birch Tree)  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pollerita  Song Teacher Notes: Pollerita  Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly  Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly  Assessment: Formal, p. 3</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>	<p>Choose an item.</p>

<b>#MU:Cr2.1</b>			
<b>Process Component:</b> GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.		<b>Anchor Standard:</b> Organize and develop artistic ideas and work.	
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.		<b>Essential Question:</b> 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)

<b>Grade 4</b> <b>MU:Cr2.1.4</b>	a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	<p>Students demonstrate selected and organized musical ideas by engaging in activities in which they respond to and explore the social and cultural context of a Native American song, then create an appropriate accompaniment through improvisation; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; compose extended pentatonic melodic patterns; and compose rhythmic phrases in order to create rondo form.</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko Assessment: Activity, p. 2</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p>	Choose an item.
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		<p>Play-Along (Percussion) Notation (Projectable): Santa Clara          Play-Along (Percussion) Teacher Notes: Santa Clara          Assessment: Activity, p. 3</p>	
	<p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>Students document personal rhythmic, melodic, and harmonic musical ideas by engaging in activities in which they use standard notation to create and perform eight-measure interludes for a song; write four different rhythmic patterns in 2/4 meter and create four-measure rhythmic phrases; compose melodic phrases in a given key; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; and compose extended pentatonic melodic patterns.</p> <p>Instructional Activity (Interactive): Bonavist' Harbor          Instructional Activity (Interactive) Teacher Notes: Bonavist' Harbor          Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Glendy Burke          Song Teacher Notes: The Glendy Burke          Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh          Song Teacher Notes: The Bard of Armagh          Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Kokoleoko          Instructional Activity (Projectable) Teacher Notes: Kokoleoko          Assessment: Activity, p. 2</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly          Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly          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 4**  
**MU:Cr3.1.4**

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.

Students evaluate, refine, and document revisions to personal music by engaging in activities in which they create four-measure melodic phrases in a given key; create rhythmic phrases in 4/4 meter; create, notate, and perform rhythmic and movement variations on a theme; read, write, and reproduce extended pentatonic melodic patterns through singing, composing, and verbal analysis; and create melodic phrases and simple accompaniments through improvisation and composition.

Song Notation (Projectable): The Bard of Armagh  
Song Teacher Notes: The Bard of Armagh  
Assessment: Formal, p. 3

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

Orff Arrangement Notation (Printable): Los niños en España cantan  
Orff Arrangement Teacher Notes: Los niños en España cantan  
Assessment: Activity, p. 3

Instructional Activity (Projectable): Now Let Me Fly  
Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly  
Assessment: Formal, p. 3

Orff Arrangement Notation (Printable): Xiao  
Orff Arrangement Teacher Notes: Xiao  
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 4  
MU:Cr3.2.4**

a. Present the final version of personal created music to others, and explain connection to expressive intent.

Students explain expressive intent by presenting a final version of personal created music to others by engaging in activities in which they create, through improvisation, an appropriate accompaniment for a Native American song; compose and perform melodic phrases in a given key; create rhythmic phrases in 4/4 meter to accompany a Liberian folk song; create, notate, and perform movement and rhythmic variations on a theme; compose and perform extended pentatonic melodic patterns; and create and perform melodic phrases and accompaniments through improvisation and composition.

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

Song Notation (Projectable): The Bard of Armagh  
Song Teacher Notes: The Bard of Armagh  
Assessment: Formal, p. 3

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

Orff Arrangement Notation (Printable): Los niños en España cantan (In Spain, the Children Sing)  
Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain, the Children Sing)  
Assessment: Activity, p. 3

Choose an item.

		<p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly Assessment: Formal, p. 3</p> <p>Orff Arrangement Notation (Printable): Xiao (Bamboo Flute) Orff Arrangement Teacher Notes: Xiao (Bamboo Flute) Assessment: Activity, p. 3</p>	
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<b>General Music/Performing</b>	
<b>#MU:Pr4.1</b>	
<b>Process Component:</b> GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.	<b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.
<b>Enduring Understanding:</b> 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.	<b>Essential Question:</b> How do performers select repertoire?

<b>Grade 4 MU:Pr4.1.4</b>	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	<p>Students demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill by engaging in activities in which they use symbols and terms referring to dynamics to explain a performance of a song; identify and describe diverse genres and styles of music by formulating an opinion about a cowboy song and performances of that musical style; describe a variety of compositions and performance as they prepare for, rehearse, and refine their own performance; sing an American freedom song and identify and describe its genre, style, and historical context; identify, describe, and perform music from the 20<sup>th</sup> century; and play a percussion accompaniment for a country song.</p> <p>Song Notation (Projectable): Texas, Our Texas  Song Teacher Notes: Texas, Our Texas  Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Home on the Range  Instructional Activity (Projectable) Teacher Notes: Home on the Range  Assessment: Formal, p. 2</p> <p>Instructional Activity (Projectable): Humpty Dumpty  Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty  Assessment: Activity, p. 3</p>	Choose an item.
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Instructional Activity (Projectable): Woke Up This Morning  
Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning  
Assessment: Formal, p. 2

Play-Along (Percussion) Notation (Projectable): There's a Little Bit of  
Everything in Texas  
Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in  
Texas  
Assessment: Activity, p. 3  
Assessment: Formal, p. 3

<b>#MU:Pr4.2</b>	
<b>Process Component:</b> GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.	<b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?

<b>Grade 4 MU:Pr4.2.4</b>	a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, and form) in music selected for performance.	<p>Students demonstrate understanding of the structure and the elements of music by engaging in activities in which they identify and interpret symbols and terms referring to dynamics; read, write, and perform rhythmic patterns in 3/4 meter; identify, through listening and movement, ABA form and the instrumental sections of introduction, interlude, and <i>coda</i>; identify and describe tempo and tempo changes in a Ukrainian folk song; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and use known music symbols and terminology to explain the harmony of a chord progression used to accompany a song, and compose their own melodies to fit a chord progression.</p> <p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water  Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): How Can I Keep from Singing?  Song Teacher Notes: How Can I Keep from Singing?  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): La Tarara  Song Teacher Notes: La Tarara  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean</p>	Choose an item.
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Assessment: Activity, p. 3  
Song Notation (Projectable): Minka  
Song Teacher Notes: Minka  
Assessment: Activity, p. 3  
Assessment: Formal, p. 3

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

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

Song Notation (Projectable): Woke Up This Morning  
Song Teacher Notes: Woke Up This Morning

Song Notation (Projectable): Xiao  
Song Teacher Notes: Xiao

Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway  
Play-Along (Recorder) Teacher Notes: Pat Works on the Railway

Music Reading Notation (Projectable): A Merry Modal Christmas  
Music Reading Teacher Notes: A Merry Modal Christmas

Music Reading Notation (Projectable): Soldier, Soldier  
Music Reading Teacher Notes: Soldier, Soldier

	<p>b. Read and perform using iconic and/or standard notation when analyzing selected music.</p>	<p>Students read and perform using iconic and standard notation by engaging in activities in which they read, write, and perform rhythmic patterns in 3/4 meter; read, write, and perform rhythmic patterns with dotted half and separated eighth notes and eighth- sixteenth-note combinations in 4/4 meter; match rhythmic patterns in 4/4 meter with those in a song; compose and notate melodic phrases; and use known musical symbols and terminology to explain musical sounds presented aurally, including melody in minor and melodic phrases created through improvisation.</p> <p>Song Notation (Projectable): How Can I Keep from Singing?  Song Teacher Notes: How Can I Keep from Singing?  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains  Song Teacher Notes: My Home's Across the Blue Ridge Mountains  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Soldier, Soldier  Song Teacher Notes: Soldier, Soldier  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Bard of Armagh  Song Teacher Notes: The Bard of Armagh  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Beriozka  Song Teacher Notes: Beriozka  Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?  Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?</p>	<p>Choose an item.</p>
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		<p>Play-Along (Recorder) Notation (Projectable): The Keel Row  Play-Along (Recorder) Teacher Notes: The Keel Row</p> <p>Music Reading Notation (Projectable): Soldier, Soldier  Music Reading Teacher Notes: Soldier, Soldier</p> <p>Music Reading Notation (Projectable): Walk in Jerusalem  Music Reading Teacher Notes: Walk in Jerusalem</p> <p>Listening Interactive Activity: Sakura  Listening (Interactive) Teacher Notes: Sakura</p>	
	<p>c. Explain how social and cultural context informs a performance.</p>	<p>Students explain how social and cultural context informs a performance by engaging in activities in which they identify, describe, and perform a percussion accompaniment for a country song; sing an American freedom song and identify and describe its genre, style, and historical context; interpret symbols and terms referring to dynamics in a spiritual; use movement to illustrate strong and weak beats and 6/8 meter in a sea shanty; explain a variety of musical sounds, including those found in various cultures; and analyze and interpret <i>legato</i> articulation in a Chinese folk song.</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas  Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Woke Up This Morning  Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning  Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water  Assessment: Activity, pp. 2, 3</p>	<p>Choose an item.</p>



		<p>Song Notation (Projectable): Haul Away, Joe  Song Teacher Notes: Haul Away, Joe  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ala Da'lona  Song Teacher Notes: Ala Da'lona  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas  Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Xiao (Bamboo Flute)  Song Teacher Notes: Xiao (Bamboo Flute)  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Yibane amenu  Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd  Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p>	
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<b>#MU:Pr4.3</b>	
<b>Process Component:</b> GMS-Interpret - Develop personal interpretations that consider creators' intent.	<b>Anchor Standard:</b> Select, analyze and interpret artistic work for presentation.
<b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>Essential Question:</b> How do performers interpret musical works?

<b>Grade 4 MU:Pr4.3.4</b>	a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, and timbre).	<p>Students demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities by engaging in activities in which they explain the musical sounds of instruments from various cultures, and play instruments to accompany a song from the Middle East; categorize and explain the sounds of children's and adult soprano and alto voices; categorize and explain the sound of keyboard instruments, and create simple accompaniments through improvisation or composition; identify, interpret, and use musical terms and symbols related to <i>legato</i> articulation, and explore the connection between mood and expressive elements; and describe a variety of compositions and performances as they prepare to rehearse and refine their own performance.</p> <p>Song Notation (Projectable): Ala Da'lona  Song Teacher Notes: Ala Da'lona  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd  Song Teacher Notes: Follow the Drinkin' Gourd  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Harambee  Song Teacher Notes: Harambee  Assessment: Formal, p. 3</p>	Choose an item.
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		<p>Song Notation (Projectable): Sakura Song Teacher Notes: Sakura Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Ochimbo Instructional Activity (Projectable) Teacher Notes: Ochimbo</p>	
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<b>#MU:Pr5.1</b>	
<b>Process Component:</b> GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	<b>Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.
<b>Enduring Understanding:</b> 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.	<b>Essential Question:</b> How do musicians improve the quality of their performance?

<b>Grade 4 MU:Pr5.1.4</b>	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	<p>Students apply criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances by engaging in activities in which they create a performance plan that includes appropriate dynamics for a spiritual; sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; explore rhythmic and melodic patterns in 6/8 meter, and play ostinatos as an accompaniment; sing with accurate intonation and evaluate their own intonation, as well as that of others; and identify and interpret, through performance music terms and symbols referring to tempo.</p> <p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water  Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pat Works on the Railway  Song Teacher Notes: Pat Works on the Railway  Assessment: Activity, p. 2</p>	Choose an item.
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		<p>Song Notation (Projectable): Now Let Me Fly  Song Teacher Notes: Now Let Me Fly  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): St. Patrick Was a Gentleman  Song Teacher Notes: St. Patrick Was a Gentleman  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): We're Making Popcorn  Song Teacher Notes: We're Making Popcorn</p> <p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn  Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Orff Arrangement Notation (Printable): Beriozka  Orff Arrangement Teacher Notes: Beriozka</p> <p>Instructional Activity (Projectable): Humpty Dumpty  Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p> <p>Orff Arrangement Notation (Printable): Sakura  Orff Arrangement Teacher Notes: Sakura</p> <p>Instructional Activity (Projectable): Sambalele  Instructional Activity (Projectable) Teacher Notes: Sambalele</p> <p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow!  Let It Snow!  Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>	
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	<p>b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>	<p>Students rehearse to refine technical accuracy and expressive qualities, and address performances challenges by engaging in activities in which they sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; explore rhythmic and melodic patterns in 6/8 meter, and play ostinatos as an accompaniment; sing with accurate intonation and evaluate their own intonation, as well as that of others; and identify and interpret, through performance music terms and symbols referring to tempo; and identify, use, and interpret music symbols and terms referring to articulation through performance, singing with accurate intonation.</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Pat Works on the Railway  Song Teacher Notes: Pat Works on the Railway  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Now Let Me Fly  Song Teacher Notes: Now Let Me Fly  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): St. Patrick Was a Gentleman  Song Teacher Notes: St. Patrick Was a Gentleman  Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): The Bard of Armagh  Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh  Assessment: Review, p. 3  Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Instructional Activity (Projectable): Humpty Dumpty  Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p>	<p>Choose an item.</p>
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		<p>Movement Activity Instructions (Printable): Sailboat in the Sky</p> <p>Instructional Activity (Projectable): Sambalele Instructional Activity (Projectable) Teacher Notes: Sambalele</p> <p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): We're Making Popcorn Song Teacher Notes: We're Making Popcorn</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 4  
MU:Pr6.1.4**

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

Students perform music with expression and technical accuracy, and appropriate interpretation by engaging in activities in which they interpret the dynamic symbols and terms for *piano*, *mezzo piano*, *mezzo forte*, *forte*, *sforzando piano*, *crescendo*, and *decrescendo* by executing a performance plan that includes dynamics; sing a folk song from the United States with accurate rhythm and intonation, independently and in groups; perform a round *a cappella*; sing with accurate intonation and evaluate their own intonation, as well as that of others; and perform a countermelody on soprano recorders with accurate intonation and rhythm.

Song Notation (Projectable): Wade in the Water

Song Teacher Notes: Wade in the Water

Assessment: Activity, pp. 2, 3

Song Notation (Projectable): My Bonnie Lies Over the Ocean

Song Teacher Notes: My Bonnie Lies Over the Ocean

Assessment: Activity, p. 3

Song Notation (Projectable): Los niños en España cantan

Song Teacher Notes: Los niños en España cantan

Assessment: Activity, p. 3

Song Notation (Projectable): Now Let Me Fly

Song Teacher Notes: Now Let Me Fly

Assessment: Activity, p. 3

Choose an item.



		<p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?  Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?  Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway  Play-Along (Recorder) Teacher Notes: Pat Works on the Railway</p> <p>Instructional Activity (Projectable): The Bard of Armagh  Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Humpty Dumpty  Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Instructional Activity (Projectable): Sambalele  Instructional Activity (Projectable) Teacher Notes: Sambalele</p>	
	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre by engaging in activities in which they perform Christmas songs and act as appropriate audience members for class performances; perform an African American spiritual; perform a song with choreography movements; and rehearse, and refine their own performance and exhibit appropriate audience etiquette during their classmates' performance.</p> <p>Song Notation (Projectable): A Merry Modal Christmas  Song Teacher Notes: A Merry Modal Christmas  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Now Let Me Fly  Song Teacher Notes: Now Let Me Fly  Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd  Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd  Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

		<p>Movement Activity Instructions (Printable): Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty Assessment: Activity, p. 3</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p>	
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General Music/Responding	
#MU:Re7.1	
<b>Process Component:</b> GMS-Select - Choose music appropriate for a specific purpose or context.	<b>Anchor Standard:</b> Perceive and analyze artistic work.
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>Essential Question:</b> How do individuals choose music to experience?

<b>Grade 4</b> <b>MU:Re7.1.4</b>	a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Students demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts by engaging in activities in which they explore the musical theater genre and swing style by creating a performance plan for a "production" of a song in that style; use eighth and quarter notes to explain musical sounds presented aurally, and they will perform and describe a hand-clapping game from Africa played in informal settings; identify and describe the style of an African American spiritual and read and reproduce rhythmic patterns in 2/4 meter; identify, describe, and perform songs associated with winter holidays, including Christmas, Chanukah, New Year's, Kwanzaa, and the Chinese New Year; and perform a traditional Jewish folk dance with an Israeli folk song.  Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3  Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko Assessment: Formal, p. 3 Assessment: Activity, p. 3	Choose an item.
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		<p>Song Notation (Projectable): Little David, Play on Your Harp  Song Teacher Notes: Little David, Play on Your Harp  <b>Assessment: Formal, p. 3</b>  <b>Assessment: Activity, p. 3</b></p> <p>Song Notation (Projectable): A Merry Modal Christmas  Song Teacher Notes: A Merry Modal Christmas  <b>Assessment: Formal, p. 3</b>  <b>Assessment: Activity, p. 3</b></p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas  Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Yibane amenu  Song Teacher Notes: Yibane amenu  <b>Assessment: Activity, p. 3</b></p> <p>Instructional Activity (Projectable): Home on the Range  Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas  Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Instructional Activity (Projectable): Woke Up This Morning  Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</p>	
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<b>#MU:Re7.2</b>			
<b>Process Component:</b> GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.		<b>Anchor Standard:</b> Perceive and analyze artistic work.	
<b>Enduring Understanding:</b> Response to music is informed by analyzing context, (e.g., social, cultural, and historical) and how creators and performers manipulate the elements of music.		<b>Essential Question:</b> How does understanding the structure and context of music inform a response?	
<b>Grade 4</b> <b>MU:Re7.2.4</b>	a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.	Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a song to aurally identify steps, leaps, and repeated pitches; move to and sing a Mexican folk song; identify and describe the sound of a <i>mariachi</i> ensemble; and explore the musical theater genre and swing style by creating a performance plan for a “production” of a Broadway song.	Choose an item.
		Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2	
		Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht Assessment: Activity, p. 3	
		Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow! Assessment: Formal, p. 2	
		Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas Assessment: Activity, p. 3 Assessment: Formal, p. 3	

		<p>Song Notation (Projectable): Green Eggs and Ham  Song Teacher Notes: Green Eggs and Ham  <b>Assessment: Activity, p. 3</b></p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!  Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Little David, Play on Your Harp  Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): Sailboat in the Sky  Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele  Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo  Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu  Song Teacher Notes: Yibane amenu</p>	
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<b>#MU:Re8.1</b>	
<b>Process Component:</b> GMS-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.	<b>Anchor Standard:</b> Interpret intent and meaning in artistic work.
<b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?

<b>Grade 4 MU:Re8.1.4</b>	<p>a. Demonstrate and explain how the expressive qualities, such as dynamics, tempo, and timbre, are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Students demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent by engaging in activities in which they interpret dynamic symbols for <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, <i>sforzando piano</i>, <i>crescendo</i>, and <i>decrescendo</i> through performance; create a performance plan that includes appropriate dynamics for a song; explain, identify, and perform <i>legato</i> and <i>staccato</i> articulation; categorize and explain the sounds of children's and adult soprano and alto voices; and explain the tempo of a song and then justify a personal preference for a song and its style.</p> <p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water  Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Dry Bones  Song Teacher Notes: Dry Bones  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd  Song Teacher Notes: Follow the Drinkin' Gourd  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham  Song Teacher Notes: Green Eggs and Ham  Assessment: Activity, p. 3</p>	Choose an item.
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		<p>Song Notation (Projectable): Streets of Laredo  Song Teacher Notes: Streets of Laredo  <b>Assessment: Activity, p. 3</b></p> <p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn  Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p> <p>Instructional Activity (Projectable): The Glendy Burke  Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): La Jesusita  Instructional Activity (Projectable) Teacher Notes: La Jesusita</p> <p>Instructional Activity (Projectable): La Tarara  Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Wade in the Water  Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>	
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<b>#MU:Re9.1</b>	
<b>Process Component:</b> GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	<b>Anchor Standard:</b> Apply criteria to evaluate artistic work.
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?

<b>Grade 4 MU:Re9.1.4</b>	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	<p>Students evaluate musical works and performances, applying criteria, and explain appropriateness to the context by engaging in activities in which they categorize and explain the sounds of a Mexican <i>mariachi</i> ensemble; categorize and explain the sounds of children’s and adult soprano and alto voices; create a performance plan for a “production” of a Broadway song; use musical symbols and terminology referring to tempo and tempo changes to explain the sounds of a Ukrainian folk song; and explain the tempo of a song and then justify a personal preference for a song and its style.</p> <p>Song Notation (Projectable): Cielito lindo  Song Teacher Notes: Cielito lindo  Assessment: Formal, p. 3  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd  Song Teacher Notes: Follow the Drinkin' Gourd  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Green Eggs and Ham  Song Teacher Notes: Green Eggs and Ham  Assessment: Activity, p. 3</p>	Choose an item.
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		<p>Song Notation (Projectable): Minka Song Teacher Notes: Minka Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): The Glendy Burke Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Wade in the Water Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>	
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General Music/Connecting			
#MU:Cn10.0			
<b>Process Component:</b> GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.		<b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.	
<b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		<b>Essential Question:</b> How do musicians make meaningful connections to creating, performing, and responding?	
<b>Grade 4 MU:Cn10.0.4</b>	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 identify, describe, and perform songs associated with winter holidays; explore and perform a honky-tonk song; identify and describe a variety of compositions from diverse historical periods and then express and justify a personal preference for a specific musical work; dramatize a Native American story using creative movement; and play a percussion accompaniment for a country song.</p> <p>Song Notation (Projectable): A Merry Modal Christmas  Song Teacher Notes: A Merry Modal Christmas  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas  Song Teacher Notes: There's a Little Bit of Everything in Texas  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas  Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas  Assessment: Activity, p. 4</p>	Choose an item.

		<p>Movement Activity Instructions (Printable): Chuhwuht Assessment: Activity, p. 5</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas Assessment: Activity, p. 3 Assessment: Formal, p. 3</p>	
<b>#MU:Cn11.0</b>			
<b>Process Component:</b> GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.		<b>Anchor Standard:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
<b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.		<b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	

<b>Grade 4 MU:Cn11.0.4</b>	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<p>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 move to show strong and weak beats, along with integrated movement; perform and describe a hand-clapping game from West Africa played in informal settings; explore the cultural context of a <i>Carnaval</i> song from Brazil; perform the <i>hora</i>, a traditional Jewish folk dance; and identify and describe the style and cultural context of an African American spiritual.</p> <p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko Assessment: Activity, p. 3</p>	Choose an item.

		<p>Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Little David, Play on Your Harp  Song Teacher Notes: Little David, Play on Your Harp  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sambalele  Song Teacher Notes: Sambalele  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas  Song Teacher Notes: There's a Little Bit of Everything in Texas  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Yibane amenu  Song Teacher Notes: Yibane amenu  Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd  Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Instructional Activity (Projectable): Home on the Range  Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas  Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Movement Activity Instructions (Printable): Niu lang zhi nü</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?

**Grade 4  
MU:Re7.2.C.4**

a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.

Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a holiday song to aurally identify steps, leaps, and repeated pitches; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and identify and describe the style of an African American spiritual and read and perform rhythmic patterns in 2/4 meter as an accompaniment.

Song Notation (Projectable): Haul Away, Joe  
Song Teacher Notes: Haul Away, Joe  
Assessment: Activity, p. 2

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

Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!  
Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!  
Assessment: Formal, p. 2

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

Choose an item.

		<p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</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 4  
MU:Pr4.2.H.4**

a. Demonstrate understanding of the structure and the elements of music, such as rhythm, pitch, and form, in music selected for performance.

Students demonstrate understanding of the structure and the elements of music in music selected for performance by engaging in activities in which they identify and interpret through performance symbols and terms referring to dynamics, including *piano*, *mezzo piano*, *mezzo forte*, *forte*, *sforzando piano*, *crescendo*, and *decrescendo*; read, write, and sing with accuracy, rhythmic patterns in 3/4 meter; identify ABA form (refrain-verse-refrain) and the instrumental sections of introduction, interlude, and *coda* by listening to and singing a song; and describe, using musical symbols and terminology referring to tempo and tempo changes, and perform a folk song from Ukraine.

Song Notation (Projectable): Wade in the Water  
 Song Teacher Notes: Wade in the Water  
 Assessment: Activity, pp. 2, 3

Song Notation (Projectable): How Can I Keep from Singing?  
 Song Teacher Notes: How Can I Keep from Singing?  
 Assessment: Activity, p. 3  
 Assessment: Formal, p. 3

Choose an item.



		<p>Song Notation (Projectable): La Tarara  Song Teacher Notes: La Tarara  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Minka  Song Teacher Notes: Minka  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Chiapanecas  Song Teacher Notes: Chiapanecas</p> <p>Song Notation (Projectable): The Keel Row  Song Teacher Notes: The Keel Row</p> <p>Song Notation (Projectable): Woke Up This Morning  Song Teacher Notes: Woke Up This Morning</p> <p>Song Notation (Projectable): Xiao  Song Teacher Notes: Xiao</p> <p>Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway  Play-Along (Recorder) Teacher Notes: Pat Works on the Railway</p> <p>Music Reading Notation (Projectable): A Merry Modal Christmas  Music Reading Teacher Notes: A Merry Modal Christmas</p> <p>Music Reading Notation (Projectable): Soldier, Soldier  Music Reading Teacher Notes: Soldier, Soldier</p>	
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	<p>b. When analyzing selected music, read and perform using iconic and/or standard notation.</p>	<p>Students read and perform selected music, using iconic and/or standard notation by engaging in activities in which they read, write, and sing rhythmic patterns in 3/4 meter; read the rhythm of a song, from notation, using rhythm syllables; read, write, and perform rhythmic patterns with dotted half and separated eighth notes and eighth- and sixteenth-note combinations in 4/4 meter; analyze and perform the minor melody of a song; and read and perform a countermelody on soprano recorders.</p> <p>Song Notation (Projectable): How Can I Keep from Singing?  Song Teacher Notes: How Can I Keep from Singing?  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains  Song Teacher Notes: My Home's Across the Blue Ridge Mountains  Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Soldier, Soldier  Song Teacher Notes: Soldier, Soldier  Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Beriozka  Song Teacher Notes: Beriozka  Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?  Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?  Assessment: Activity, p. 3</p> <p>Play-Along (Recorder) Notation (Projectable): The Keel Row  Play-Along (Recorder) Teacher Notes: The Keel Row</p>	<p>Choose an item.</p>
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		<p>Music Reading Notation (Projectable): Soldier, Soldier  Music Reading Teacher Notes: Soldier, Soldier</p> <p>Music Reading Notation (Projectable): Walk in Jerusalem  Music Reading Teacher Notes: Walk in Jerusalem</p> <p>Listening Interactive Activity: Sakura  Listening (Interactive) Teacher Notes: Sakura</p>	
	<p>c. Explain how context, such as social and cultural, informs a performance.</p>	<p>Students explain how context informs a performance by engaging in activities in which they identify, describe, and perform an example of country honky-tonk style; sing an American freedom song and identify and describe its genre, style, and historical context; perform an African American spiritual with appropriate dynamics; sing a sea shanty and move to show strong and weak beats; and perform an Arabic folk song that features Middle Eastern instruments.</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas  Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas  Assessment: Activity, p. 3  Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Woke Up This Morning  Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning  Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water  Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Haul Away, Joe  Song Teacher Notes: Haul Away, Joe  Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

Song Notation (Projectable): Ala Da'lona  
Song Teacher Notes: Ala Da'lona  
Assessment: Activity, p. 3  
Assessment: Formal, p. 3

Song Notation (Projectable): There's a Little Bit of Everything in Texas  
Song Teacher Notes: There's a Little Bit of Everything in Texas

Song Notation (Projectable): Xiao  
Song Teacher Notes: Xiao

Song Notation (Projectable): Yibane amenu  
Song Teacher Notes: Yibane amenu

Instructional Activity (Projectable): Follow the Drinkin' Gourd  
Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin'  
Gourd

Instructional Activity (Projectable): Home on the Range  
Instructional Activity (Projectable) Teacher Notes: Home on the Range

Orff Arrangement Notation (Printable): Al quebrar la piñata  
Orff Arrangement Teacher Notes: Al quebrar la piñata

Orff Arrangement Notation (Printable): Beriozka  
Orff Arrangement Teacher Notes: Beriozka

Movement Activity Instructions (Printable): Chuhwuht

Orff Arrangement Notation (Printable): Pollerita  
Orff Arrangement Teacher Notes: Pollerita

## General Music Theory Composition/Responding

### #MU:Re7.2.C

<b>Process Component:</b> GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.	<b>Anchor Standard:</b> Perceive and analyze artistic work.
<b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>Essential Question:</b> How does understanding the structure and context of music inform a response?

<b>Grade 4</b> <b>MU:Re7.2.C.4</b>	a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context, such as social and cultural.	<p>Students demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context by engaging in activities in which they perform movement patterns to fit the strong and weak beats of a song in 6/8 meter; perform a Native American song with a simple accompaniment they created, demonstrating appropriate sensitivity to its social and cultural context; explore the melodic contour of a holiday song to aurally identify steps, leaps, and repeated pitches; listen, move, and sing to identify and respond to the ABC form of a Mexican folk song; and identify and describe the style of an African American spiritual and read and perform rhythmic patterns in 2/4 meter as an accompaniment.</p> <p>Song Notation (Projectable): Haul Away, Joe          Song Teacher Notes: Haul Away, Joe          Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chuhwuht          Song Teacher Notes: Chuhwuht          Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Chiapanecas          Song Teacher Notes: Chiapanecas          Assessment: Activity, p. 3          Assessment: Formal, p. 3</p>	Choose an item.
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