

**A Correlation of
Interactive Music
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**To the
Idaho Content Standards
Arts & Humanities: General Music (2016)
Grade 5**

Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the ***Idaho Content Standards, Arts & Humanities: General Music (2016)***. Correlation references are to the Teacher Notes and are cited by the title of the lesson or activity where the matching instruction is found. Teacher Notes have associated student-facing activities that are referenced at point of use. References to Interactive Music Assessments are also cited in this document.

Interactive Music powered by Silver Burdett™, a brand new all-digital program developed cooperatively with Alfred Music Publishing, Inc., provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content to customize lessons and meet the needs of students in grades Pre K-8.

2017 Arts & Humanities Review

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

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Reviewer ID:	Click here to enter text.

Instructions

Publishing Company:

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

Review Team Member:

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

Standards Alignment Evaluation Rubric

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

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

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

N/A = Not applicable for standard.

Idaho Content Standards: Arts & Humanities- Grades K-6 & Secondary General Music			
General Music/Creating			
#MU:Cr1.1			
Process Component: GMS-Imagine - Generate musical ideas for various purposes and contexts.		Anchor Standard: Generate and conceptualize artistic ideas and work.	
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.		Essential Question: How do musicians generate creative ideas?	
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 5 MU:Cr1.1.5	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context, such as social, cultural, and historical.	<p>Students improvise rhythmic, melodic, and harmonic ideas by engaging in activities in which they create rhythmic patterns that include eighth and sixteenth notes; create a one-measure example of syncopated rhythm in 4/4 meter; create rhythmic and melodic phrases to accompany the singing of a two-part song; and create rhythmic phrases that include quarter notes, quarter rests, eighth notes, eighth rests, eighth-note triplets, and dotted eighth/sixteenth notes, to accompany a Civil War song; create call-and-response phrases in D major.</p> <p>Song Notation (Projectable): California Song Teacher Notes: California Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p>	Choose an item.
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		<p>Instructional Activity (Projectable): Winter Wonderland Instructional Activity (Projectable) Teacher Notes: Winter Wonderland Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Zum gali gali Song Teacher Notes: Zum gali gali Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Battle Hymn of the Republic Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic Assessment: Activity, p. 4</p> <p>Instructional Activity (Interactive): Shenandoah Instructional Activity (Interactive) Teacher Notes: Shenandoah Assessment: Activity, p. 2</p>	
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	<p>b. Generate musical ideas, such as rhythms, melodies, and accompaniment patterns within specific related tonalities, meters, and simple chord changes.</p>	<p>Students generate rhythmic, melodic, and accompaniment patterns by engaging in activities in which they create movements that demonstrate strong and weak beats in duple meter; create rhythmic patterns that include eighth and sixteenth notes; improvise melodic patterns to accompany a spiritual; improvise a call-and-response melody; and compose pentatonic melodic phrases to accompany a song.</p> <p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): California Song Teacher Notes: California Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ev'rytime I Feel the Spirit Song Teacher Notes: Ev'rytime I Feel the Spirit Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Shenandoah Instructional Activity (Interactive) Teacher Notes: Shenandoah Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hitotsu toya Song Teacher Notes: Hitotsu toya Assessment: Activity, p. 3</p> <p>Orff Arrangement Teacher Notes: Don Alfonso</p> <p>Orff Arrangement Teacher Notes: Hitotsu toya</p> <p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</p> <p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Play-Along (Keyboard) Teacher Notes: Imbabura</p>	<p>Choose an item.</p>
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#MU:Cr2.1			
Process Component: GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.		Anchor Standard: Organize and develop artistic ideas and work.	
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.		Essential Question: How do musicians make creative decisions?	
<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 5 MU:Cr2.1.5	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	<p>Students demonstrate selected and developed musical ideas by engaging in activities in which they create movements showing the strong and weak beats of duple meter; compose an accompaniment for a holiday song, with appropriate expression; and create and perform patterned movement to show melodic sequence.</p> <p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Still, Still, Still Song Teacher Notes: Still, Still, Still Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka Assessment: Activity, p. 2</p>	Choose an item.
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#MU:Cr3.1

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

Anchor Standard: Refine and complete artistic work.

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

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

**Grade 5
MU:Cr3.1.5**

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Students evaluate, refine, and document revisions to personal music by engaging in activities in which they describe music in calypso style and create simple accompaniments through composition; and read, write, and perform rhythmic patterns in 2/4 meter.

Orff Arrangement Notation (Printable): Hosanna, Me Build a House
Orff Arrangement Teacher Notes: Hosanna, Me Build a House
Assessment: Activity, p. 4

Orff Arrangement Notation (Printable): `Ūlili E
Orff Arrangement Teacher Notes: `Ūlili E
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 5
MU:Cr3.2.5**

a. Present the final version of personal created music to others that demonstrates craftsmanship, 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 arrangements to accompany a calypso folk song; and create and perform rhythmic patterns to be used as part of an Orff arrangement utilizing I, IV, and V chords in 2/4 meter.

Orff Arrangement Notation (Printable): Hosanna, Me Build a House
Orff Arrangement Teacher Notes: Hosanna, Me Build a House
Assessment: Activity, p. 4

Orff Arrangement Notation (Printable): `Ūlili E
Orff Arrangement Teacher Notes: `Ūlili E
Assessment: Activity, p. 3

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?

<p>Grade 5 MU:Pr4.1.5</p>	<p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p>	<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 interpret dynamic symbols and terms through performance; and identify and interpret symbols referring to rhythm and meter.</p> <p>Song Notation (Projectable): I've Been Ev'rywhere Song Teacher Notes: I've Been Ev'rywhere Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Frosty, the Snowman Instructional Activity (Projectable) Teacher Notes: Frosty, the Snowman Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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#MU:Pr4.2	
Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.	Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Essential Question: How does understanding the structure and context of musical works inform performance?

Grade 5 MU:Pr4.2.5	a. Demonstrate understanding of the structure and the elements of music, (e.g., rhythm, pitch, form, and harmony) 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 terms referring to tempo by singing and analyzing performances of a Civil War-era song; analyze compound meter by singing a song in 6/8 time while performing created rhythmic ostinatos; move to show compound meter and perform a traditional folk song from Spain; read, write, and perform a syncopated rhythmic pattern found in a spiritual; aurally identify, label, and perform a two-part canon; read, write, and perform syncopated rhythmic patterns in 2/2 meter; and identify and explain the AB form of a verse/refrain song and perform an Orff arrangement to accompany the song.</p> <p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Blow the Wind Southerly Song Teacher Notes: Blow the Wind Southerly Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p>	Choose an item.
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Song Notation (Projectable): Down By the Riverside
Song Teacher Notes: Down By the Riverside
Assessment: Activity, p. 2

Song Notation (Projectable): Ego sum pauper (Nothing Do I Own)
Song Teacher Notes: Ego sum pauper (Nothing Do I Own)
Assessment: Activity, p. 3

Song Notation (Projectable): Happy Days Are Here Again
Song Teacher Notes: Happy Days Are Here Again
Assessment: Activity, p. 3
Assessment: Formal, p. 3

Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live)
Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)
Assessment: Activity, p. 3

Orff Arrangement Notation (Printable): Camptown Races
Orff Arrangement Teacher Notes: Camptown Races
Assessment: Activity, p. 4

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

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

	<p>b. Read and perform using standard notation when analyzing selected music.</p>	<p>Students read and perform using standard notation by engaging in activities in which they identify, move to, and perform backbeat rhythmic patterns in a song; read rhythmic patterns in 3/4 meter that include a dotted-quarter note followed by an eighth note; and sing and read, from notation, a song that is based on the diatonic major scale, incorporating known music symbols, terminology, pitch syllables, and hand signs.</p> <p>Song Notation (Projectable): Come and Go With Me to That Land Song Teacher Notes: Come and Go With Me to That Land Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las estrellitas (Stars of the Heavens) Song Teacher Notes: Las estrellitas (Stars of the Heavens) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las velitas (Candles Burning Bright) Song Teacher Notes: Las velitas (Candles Burning Bright) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Over There Song Teacher Notes: Over There Assessment: Activity, p. 4 Assessment: Formal, p. 4</p> <p>Instructional Activity (Projectable): Deck the Hall Instructional Activity (Projectable) Teacher Notes: Deck the Hall,</p> <p>Instructional Activity (Projectable): Las velitas (Candles Burning Bright) Instructional Activity (Projectable) Teacher Notes: Las velitas (Candles Burning Bright)</p>	<p>Choose an item.</p>
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	<p>c. Explain how context, such as social, cultural, and historical informs performances.</p>	<p>Students explain how social, cultural, and historical context informs performances by engaging in activities in which they move to show compound meter and perform a traditional folk dance from Spain; read, write, and perform syncopated rhythmic patterns in 2/2 meter in a song from the Great Depression; identify rhythmic elements in a calypso folk song from Jamaica; and distinguish among musical timbres representative of Vietnamese culture.</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Cho'í hát bôì (The Theater Game) Song Teacher Notes: Cho'í hát bôì (The Theater Game) Assessment: Review, p. 3 Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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#MU:Pr4.3	
Process Component: GMS-Interpret - Develop personal interpretations that consider creators' intent.	Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.	Essential Question: How do performers interpret musical works?

Grade 5 MU:Pr4.3.5	a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (e.g., dynamics, tempo, timbre, and articulation/style).	<p>Students demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities by engaging in activities in which they interpret, through performance, music symbols and terms referring to dynamics, meter, articulation, and form; explain how changes in the tempo of performances influence both the meaning and the feeling of a song through interpretation; use music symbols, terminology, and appropriate vocabulary to identify, explain, and interpret melodic elements referring to tempo and articulation; and explore the use of a variety of instrumental timbres from the Chinese culture.</p> <p>Song Notation (Projectable): Frosty the Snowman Song Teacher Notes: Frosty the Snowman Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Assessment: Activity, p. 3</p>	Choose an item.
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		<p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Meng Jian Nu Instructional Activity (Projectable) Teacher Notes: Meng Jian Nu Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): Comin' Up Christmas Play-Along Percussion (Projectable) Teacher Notes: Comin' Up Christmas</p> <p>Play-Along (Percussion) Notation (Projectable): Ragupati Ragava Play-Along Percussion (Projectable) Teacher Notes: Ragupati Ragava</p> <p>Play-Along (Percussion) Notation (Projectable): Tancovacka Play-Along Percussion (Projectable) Teacher Notes: Tancovacka</p>	
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#MU:Pr5.1	
Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Essential Question: How do musicians improve the quality of their performance?

Grade 5 MU:Pr5.1.5	a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	<p>Students apply criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances by engaging in activities in which they sing melody, in unison, and harmony parts, in parallel thirds, and play a recorder accompaniment; perform a two-part song with a descant; perform a song as a two-part canon; and play complementary rhythms and improvisations, using percussion instruments to accompany a song.</p> <p>Song Notation (Projectable): Camptown Races Song Teacher Notes: Camptown Races Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Ash Grove Song Teacher Notes: The Ash Grove Assessment: Formal, p. 2</p> <p>Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own) Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own) Assessment: Activity, p. 2</p> <p>Play-Along (Percussion) Notation (Projectable): Sing, Sing, Sing Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing</p>	Choose an item.
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	<p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>	<p>Students rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time by engaging in activities in which they use specific criteria to evaluate the performances of a song; move alone and with others while performing an American play party game; and play two-measure rhythmic patterns to accompany a song.</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country Assessment: Activity, p. 2</p> <p>Movement Activity Instructions: Cindy Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Laredo Play-Along (Percussion) Teacher Notes: Laredo Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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#MU:Pr6.1

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

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

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

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

**Grade 5
MU:Pr6.1.5**

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

Students perform music with expression, technical accuracy, and appropriate interpretation by engaging in activities in which they perform a song using proper diction, with dynamics, as shown in the notation, and *legato* phrasing; discuss and demonstrate how dynamic choices affect expression and emotion in music; sing a shanty with correct rhythms and intervals; and sing a song in 6/8 time while performing created rhythmic ostinatos; read and perform the traditional 3:2 *son clave* and syncopated patterns used in Latin American and Caribbean music.

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

Song Notation (Projectable): Get On Your Feet
Song Teacher Notes: Get On Your Feet
Assessment: Activity, p. 2

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

Song Notation (Projectable): Blow the Wind Southerly
Song Teacher Notes: Blow the Wind Southerly
Assessment: Activity, p. 2

Choose an item.

		<p>Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner) Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Cindy Song Teacher Notes: Cindy</p> <p>Orff Arrangement Notation (Printable): Las estrellitas del cielo (Stars of the Heavens) Orff Arrangement Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>	
	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>Students demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style by engaging in activities in which they sing using different tempos to interpret and communicate the mood of a song; exhibit proper audience etiquette while singing and listening to a song; and identify, listen to, and discuss a variety of singing styles people hear in different locations and contexts (school songs, opera, musical theater and show choir, traditional choral singing, pop singing).</p> <p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Imbabura Song Teacher Notes: Imbabura Assessment: Activity, p. 2</p> <p>Enrichment Activity (Interactive): Sing Me a Song Enrichment Activity (Interactive) Teacher Notes: Sing Me a Song</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?

<p>Grade 5 MU:Re7.1.5</p>	<p>a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>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 identify rhythmic elements in a song presented aurally, and interpret through performance music symbols and terms referring to simple meter; perform a song that is significant in African American history; identify and distinguish vocal and instrumental timbres by listening to and singing an African American spiritual; and perform a holiday pop song.</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing Assessment: Activity, p. 2 Assessment: Formal, p. 2</p>	<p>Choose an item.</p>
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		<p>Song Notation (Projectable): This Train Song Teacher Notes: This Train Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p>	
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#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 5 MU:Re7.2.5	a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, such as social, cultural, and historical.	<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 discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p>	Choose an item.
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		<p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star-Spangled Banner Song Teacher Notes: The Star-Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>	
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#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 5 MU:Re8.1.5	<p>a. Demonstrate and explain how the expressive qualities, such as dynamics, tempo, timbre, and articulation, 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 identify, explain, and interpret the tempo markings <i>accelerando</i> and <i>ritardando</i>; identify and demonstrate articulation marks through performance; chant and move to identify and interpret the music symbols and terms <i>fermata</i> and <i>a tempo</i>; use vocabulary and expressive movement to explain and describe musical sounds presented aurally; and distinguish between the vocal timbre of an adult soprano and children, and identify, explain, and interpret vocal articulation symbols.</p> <p>Song Notation (Projectable): Comin' Up Christmas Time Song Teacher Notes: Comin' Up Christmas Time Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Watoto Wa Dunia Song Teacher Notes: Watoto Wa Dunia</p> <p>Song Notation (Projectable): Rio, rio, (River, River) Song Teacher Notes: Rio, rio, (River, River) Assessment: Formal, p. 2</p>	Choose an item.
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		<p>Instructional Activity (Projectable): Cho'í hát bôì (The Theater Game) Instructional Activity (Projectable) Teacher Notes: Cho'í hát bôì (The Theater Game) Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): I've Been Everywhere Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): The Papaya Song Play-Along Percussion (Projectable) Teacher Notes: The Papaya Song</p> <p>Orff Arrangement Notation (Printable): Tumba Orff Arrangement Teacher Notes: Tumba</p>	
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#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 5 MU:Re9.1.5	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	<p>Students evaluate musical works and performances, applying criteria, and explain appropriateness to the context by engaging in activities in which they distinguish a variety of instrumental timbres in a cowboy ballad from Texas and compose and perform a simple accompaniment; and identify and explain the ABA form of a song and evaluate and compare the form of an additional composition.</p> <p>Song Notation (Projectable): Old Chisholm Trail Song Teacher Notes: Old Chisholm Trail Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): 'Ūlili E Song Teacher Notes: 'Ūlili E Assessment: Formal, pp. 2, 3</p>	Choose an item.
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General Music/Connecting

#MU:Cn10.0

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

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

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

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

**Grade 5
MU:Cn10.0.5**

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

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 and interpret the articulation symbols in a song; identify and label small forms within a larger work presented aurally, and sing assigned sections of a song to show form; and explore and compare rhythmic and timbre style elements of gospel songs and spirituals.

Song Notation (Projectable): Hip-Hop Reindeer
Song Teacher Notes: Hip-Hop Reindeer
Assessment: Activity, p. 3

Song Notation (Projectable): One Small Step
Song Teacher Notes: One Small Step
Assessment: Activity, p. 3

Song Notation (Projectable): Twelve Gates to the City
Song Teacher Notes: Twelve Gates to the City
Assessment: Review, p. 3
Assessment: Activity, p. 3

Choose an item.

#MU:Cn11.0

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

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

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

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

**Grade 5
MU:Cn11.0.5**

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 discuss the similarities in the use of line and contour in music and in the visual arts; explore how poetry uses phrasing similar to that of music; improvise or choreograph a dance that incorporates gestures, shapes, and movements that reflect a musical line or shape; sing a Shaker song and connect elements and principles of Shaker culture and art to the elements of music in the song; explore how the music compositional style of *sonic collage* is related to collage in visual art; and demonstrate melodic sequence by creating and performing patterned movement.

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

Song Notation (Projectable): Simple Gifts
Song Teacher Notes: Simple Gifts

Listening Activity (Projectable): Overture and March "1776" (Ives)
Listening (Projectable) Teacher Notes: Overture and March "1776" (Ives)

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

Play-Along (Recorder) Notation (Projectable): The Ash Grove
Play-Along (Recorder) Teacher Notes: The Ash Grove

Choose an item.

General Music Theory Composition/Responding

#MU:Re7.2.C

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.	Anchor Standard: Perceive and analyze artistic work.
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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?
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<p>Grade 5 MU:Re7.2.C.5</p>	<p>a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, such as social, cultural, and historical.</p>	<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 discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3 Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p>	<p>Choose an item.</p>
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		<p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star-Spangled Banner Song Teacher Notes: The Star-Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</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 5
MU:Pr4.2.H.5**

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) 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 terms referring to tempo by singing and analyzing performances of a song; analyze, read, and sing a song in 6/8 meter; move to show compound meter to accompany the singing of a two-part song; read, write, and perform a syncopated rhythmic pattern found in a spiritual; aurally identify, label, and perform a two-part canon; analyze and sing the harmony parts, in parallel thirds, of a song; and identify and perform melodic sequence in a song.

Song Notation (Projectable): Battle Hymn of the Republic
Song Teacher Notes: Battle Hymn of the Republic
Assessment: Activity, p. 2

Song Notation (Projectable): Blow the Wind Southerly
Song Teacher Notes: Blow the Wind Southerly
Assessment: Activity, p. 2

Song Notation (Projectable): Don Alfonso
Song Teacher Notes: Don Alfonso
Assessment: Activity, p. 4

Choose an item.

		<p>Song Notation (Projectable): Down By the Riverside Song Teacher Notes: Down By the Riverside Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ego sum pauper (Nothing Do I Own) Song Teacher Notes: Ego sum pauper (Nothing Do I Own) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Orff Arrangement Notation (Printable): Camptown Races Orff Arrangement Teacher Notes: Camptown Races Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tumba Song Teacher Notes: Tumba</p>	
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	<p>b. When analyzing selected music, read and perform using standard notation.</p>	<p>Students read and perform using standard notation, when analyzing selected music, by engaging in activities in which they identify, read, and perform backbeat rhythm patterns in a song; read rhythmic patterns in $\frac{3}{4}$ meter that include a dotted-quarter note followed by an eighth note; analyze compound meter by singing, and accompanying from notation, a song; sing and read, from notation, a song that is based on the diatonic major scale, incorporating known music symbols, terminology, pitch syllables, and hand signs; and identify, sing, and read from notation, a countermelody to a familiar holiday carol.</p> <p>Song Notation (Projectable): Come and Go With Me to That Land Song Teacher Notes: Come and Go With Me to That Land Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las estrellitas (Stars of the Heavens) Song Teacher Notes: Las estrellitas (Stars of the Heavens) Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Las velitas (Candles Burning Bright) Song Teacher Notes: Las velitas (Candles Burning Bright) Assessment: Activity, p. 3</p> <p>Instructional Activity (Projectable): Deck the Hall Instructional Activity (Projectable) Teacher Notes: Deck the Hall Assessment: Activity, p. 4 Assessment: Formal, p. 4</p> <p>Instructional Activity (Projectable): Las velitas (Candles Burning Bright) Instructional Activity (Projectable) Teacher Notes: Las velitas (Candles Burning Bright)</p>	<p>Choose an item.</p>
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	<p>c. Explain how context (e.g., social, cultural, and historical) informs performances.</p>	<p>Students explain how context informs performances by engaging in activities in which they perform a Spanish folk dance and sing a two-part song; identify, describe, and perform a song from the period of the Great Depression; perform a calypso folk song from Jamaica in the appropriate style; examine the relationship of music and theater in the culture of Vietnam by creating and performing skits and singing the song in Vietnamese; and perform a percussion ensemble to accompany a patriotic song.</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 3 Assessment: Formal, p. 3</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Cho'í hát bôì (The Theater Game) Song Teacher Notes: Cho'í hát bôì (The Theater Game) Assessment: Review, p. 3 Assessment: Activity, p. 3</p> <p>Play-Along (Percussion) Notation (Projectable): Over There Play-Along (Percussion) Teacher Notes: Over There Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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General Music Theory Composition/Responding

#MU:Re7.2.C

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

<p>Grade 5 MU:Re7.2.C.5</p>	<p>a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, (e.g., social, cultural, and historical).</p>	<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 discuss the history and traditions of Thanksgiving celebrations and the music that is associated with them and sing a two-part holiday song; explore meter and vocal timbre in a holiday song; identify and describe a song from the period of the Great Depression and explain how changes in the tempo of performances influence both the meaning and the feeling of the song through interpretation; listen to and identify vocal and instrumental timbres from India; and identify and interpret music symbols and terms referring to articulation while performing a song representative of America.</p> <p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come Assessment: Formal, pp. 2, 3</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall Assessment: Activity, p. 3 Assessment: Review, p. 4</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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		<p>Song Notation (Projectable): Ragupati Ragava Raja Ram Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): The Star Spangled Song Teacher Notes: The Star Spangled Banner Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>	
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