

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

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:	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 K MU:Cr1.1.K	a. With guidance, explore and experience music concepts, such as beat and melodic contour.	<p>The children explore, experience, respond to, and demonstrate their understanding of steady beat, tempo, pitch, and melodic contour through guided activities that incorporate movement, singing, listening, reading, and playing classroom instruments.</p> <p>Song Notation (Projectable): Here We Go Round Song Teacher Notes: Here We Go Round Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Little Spider Song Teacher Notes: Little Spider</p> <p>Song Notation (Projectable) Andy Pandy Song Teacher Notes: Andy Pandy Assessment: Activity, p. 1</p>	Choose an item.

		<p>Instructional Activity (Interactive): Andy Pandy Instructional Activity (Interactive) Teacher Notes: Andy Pandy Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): I'm Tall. I'm Small Song Teacher Notes: I'm Tall, I'm Small Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hey, Hey Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Ikhanda maslombe Song Teacher Notes: Ikhand maslombe</p> <p>Song Notation (Projectable): O ma washu Song Teacher Notes: O ma washu Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2</p>	
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	<p>b. With guidance, generate musical ideas, such as movements or motives.</p>	<p>The children generate musical ideas by engaging in activities in which they create four-beat <i>so-mi</i> melodic patterns; create four-beat rhythmic patterns; create movement to show steady beat, tempo, dynamics, and melodic contour; and identify and compare melodic patterns.</p> <p>Instructional Activity (Interactive): See Saw Pulling Straw Instructional Activity (Interactive) Teacher Notes: See Saw Pulling Straw Assessment: Activity, p. 2</p> <p>Instructional Activity (Interactive): Do Your Ears Hang Low? Instructional Activity (Interactive) Teacher Notes: Do Your Ears Hang Low? Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Six Little Ducks Instructional Activity (Projectable) Teacher Notes: Six Little Ducks Assessment: Activity, p. 4</p> <p>Song Notation (Projectable): Ee jer ha ba go Song Teacher Notes: Ee jer ha ba go Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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		<p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chippewa Lullaby Song Teacher Notes: Chippewa Lullaby Assessment: Activity, p. 2</p>	
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#MU:Cr2.1

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

Anchor Standard: Organize and develop artistic ideas and work.

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

Essential Question: How do musicians make creative decisions?

Grade	Objective- The students will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>Grade K MU:Cr2.1.K</p>	<p>a. With guidance, demonstrate and choose favorite musical ideas.</p>	<p>The children demonstrate and choose favorite musical ideas by engaging in activities in which they identify and compare same and different sections of a folk song; relate their own personal interests, knowledge, and skills, and how these elements impact their response; listen to and provide feedback to refine performances; and state their personal interest in choosing rhythmic patterns.</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo Assessment: Activity, p. 3</p>	<p>Choose an item.</p>

	<p>b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p>The children organize personal musical ideas by engaging in activities in which they identify, perform, and arrange notated rhythmic patterns; compose rhythmic patterns and read icons for one, two, and no sounds on a beat; and identify same/different and higher/lower in a simple two-tone melody using iconic representation.</p> <p>Instructional Activity (Interactive): Down in the Meadow Instructional Activity (Interactive) Teacher Notes: Down in the Meadow Assessment: Review, p. 2</p> <p>Instructional Activity (Interactive): Kaeru no uta (The Frog Song) Instructional Activity (Interactive) Teacher Notes: Kaeru no uta (The Frog Song)</p> <p>Instructional Activity (Interactive): Hey, Hey, Look at Me Instructional Activity (Interactive) Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 3</p>	<p>Choose an item.</p>
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#MU:Cr3.1

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

Anchor Standard: Refine and complete artistic work.

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

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

Grade K
MU:Cr3.1.K

a. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

The children apply personal, peer, and teacher feedback in refining personal musical ideas by engaging in activities in which they move to identify and compare same and different parts (sections) of a folk song; and play a musical game with a speech piece and explore the timbres of found sounds in the classroom.

Song Notation (Projectable): Rig-a-Jig-Jig
Song Teacher Notes: Rig-a-Jig-Jig
Assessment: Activity, p. 2

Song Notation (Projectable): Tap It! Rap It!
Song Teacher Notes: Tap It! Rap It!
Assessment: Activity, p. 3

Song Notation (Projectable): Looby Loo
Song Teacher Notes: Looby Loo
Assessment: Formal, 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 K
MU:Cr3.2.K

a. With guidance, demonstrate a final version of personal musical ideas to peers.

The children demonstrate a final version of personal musical ideas to peers by engaging in activities in which they identify, perform, and arrange rhythmic patterns with quarter and eighth notes; move to identify and compare same and different sections of a folk song; and identify same and different rhythmic patterns by performing a speech piece.

Instructional Activity (Interactive): Down in the Meadow
Instructional Activity (Interactive) Teacher Notes: Down in the Meadow
Assessment: Review, p. 2

Song Notation (Projectable): Rig-a-Jig-Jig
Song Teacher Notes: Rig-a-Jig-Jig
Assessment: Activity, p. 2

Song Notation (Projectable): Tap It! Rap It!
Song Teacher Notes: Tap It! Rap It!
Assessment: Activity, p. 3

Song Notation (Projectable): Looby Loo
Song Teacher Notes: Looby Loo
Assessment: Formal, 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?	
Grade K MU:Pr4.1.K	a. With guidance, demonstrate and state personal interest in varied musical selections.	<p>The children demonstrate and state personal interest in varied musical selections by engaging in activities in which they use movement and iconic representation to identify and compare higher/lower in a two-tone melody; play a musical game with a speech piece and explore the timbres of found sounds in the classroom; and move to identify and compare same and different sections of a folk song.</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 1</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It! Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): Looby Loo Song Teacher Notes: Looby Loo Assessment: Formal, p. 3</p>	Choose an item.

#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 K
MU:Pr4.2.K**

a. With guidance, explore and demonstrate awareness of music contrasts, (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance.

The children explore and demonstrate awareness of music contrasts in a variety of music selected for performance by engaging in activities in which they move to and sing a song to show thin and thick texture; identify, and play on barred instruments, low and high sounds; sing a song using high, medium, and low registers as a way to identify and compare higher and lower; identify and compare higher/lower in two-tone and three-tone melodies; use movements to identify and compare steady beat and rhythm; and compare and identify loud and soft dynamics through singing.

Instructional Activity (Interactive): Elephant Song
Instructional Activity (Interactive) Teacher Notes: Elephant Song
Assessment: Activity, p. 2

Instructional Activity (Projectable) (Up Down Low): Do Your Ears Hang Low? Instructional Activity (Projectable) (Up Down Low) Teacher Notes: Do Your Ears Hang Low?

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

Song Notation (Projectable): Johnny Caught a Flea
Song Teacher Notes: Johnny Caught a Flea
Assessment: Activity, p. 2

Choose an item.

		<p>Song Notation (Projectable): Cobbler, Cobbler Song Teacher Notes: Cobbler, Cobbler Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chippewa Lullaby Song Teacher Notes: Chippewa Lullaby Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Oliver Twist Song Teacher Notes: Oliver Twist Assessment: Activity, p. 3</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): The Alphabet Song Song Teacher Notes: The Alphabet Song Assessment: Activity, p. 2</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 K MU:Pr4.3.K	a. With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamics, and tempo) that support the creator's expressive intent.	<p>The children demonstrate awareness of expressive qualities by engaging in activities in which they describe, and show through movement, how loud and soft dynamics are used in a song; respond to <i>fast</i> and <i>slow</i> through movement and singing; use movements to identify the timbres of singing voices of adults and children; and sing and move in order to identify and compare same and different dynamic levels.</p> <p>Listening Animated Map: Grizzly Bear Listening (Animated Map) Teacher Notes: Grizzly Bear Assessment: Activity, p. 2</p> <p>Instructional Activity (Projectable): Here We Go Round the Mulberry Bush Instructional Activity (Projectable) Teacher Notes: Here We Go Round the Mulberry Bush Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Dinner Music Song Teacher Notes: Dinner Music Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko! Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p>	Choose an item.

		<p>Song Notation (Projectable): A la ruru niño Song Teacher Notes: A la ruru niño</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable): James Brown Song Teacher Notes: James Brown</p> <p>Instructional Activity (Interactive): Little and Lots Instructional Activity (Interactive) Teacher Notes: Little and Lots</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 K
MU:Pr5.1.K

a. With guidance, apply personal, teacher, and peer feedback to refine performances.

The children apply feedback to refine performances by engaging in activities in which they use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; move to identify and compare same and different parts of a folk song; perform a speech piece to show same and different rhythmic patterns; and perform partwork to identify same and different in steady beat and rhythm.

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

Song Notation (Projectable): Rig-a-Jig-Jig
Song Teacher Notes: Rig-a-Jig-Jig
Assessment: Activity, p. 2

Song Notation (Projectable): Tap It! Rap It!
Song Teacher Notes: Tap It! Rap It!
Assessment: Activity, p. 3

Song Notation (Projectable): Looby Loo
Song Teacher Notes: Looby Loo
Assessment: Formal, p. 3

Choose an item.

		<p>Music Reading Notation (Projectable): Rig-a-Jig-Jig Music Reading Teacher Notes: Rig-a-Jig-Jig Assessment: Activity, p. 3</p>	
	<p>b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p>	<p>The children use suggested strategies to improve the expressive qualities of music by engaging in activities in which they sing and move in order to identify and compare same and different dynamic levels (louder and softer); and perform a song using loud and soft singing.</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	<p>Choose an item.</p>

#MU:Pr6.1

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

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

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

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

**Grade K
MU:Pr6.1.K**

a. With guidance, perform music with expression.

The children perform music with expression by engaging in activities in which they sing and move in order to identify and compare same and different dynamic levels (louder and softer); compare and identify loud and soft dynamics through singing, listening, and performing movements; and perform and compare loud and soft dynamics by listening and playing classroom percussion instruments.

Song Notation (Projectable): We Are Dear Little Birdies
Song Teacher Notes: We Are Dear Little Birdies
Assessment: Activity, p. 2

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

Song Notation (Projectable): A la ruru niño (Hush, My Little Baby)
Song Teacher Notes: A la ruru niño (Hush, My Little Baby)
Assessment: Activity, p. 3

Play-Along (Percussion) Notation (Projectable): A la ruru niño
Play-Along (Percussion) Teacher Notes: A la ruru niño
Assessment: Activity, p. 3

Choose an item.

	<p>b. Perform appropriately for the audience.</p>	<p>The children perform appropriately for the audience by engaging in activities in which they create and perform two new verses to a song; sing a song and perform movements to identify steady beat; and perform movements to identify and compare same and different parts of a song.</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2 Extension Activity, p. 2</p> <p>Song Notation (Projectable): Eensy Weensy Spider Song Teacher Notes: Eensy Weensy Spider Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): When I Grow Up Song Teacher Notes: When I Grow Up Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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General Music/Responding			
#MU:Re7.1			
Process Component: GMS-Select - Choose music appropriate for a specific purpose or context.		Anchor Standard: Perceive and analyze artistic work.	
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		Essential Question: How do individuals choose music to experience?	
Grade K MU:Re7.1.K	a. With guidance, list personal interests and experiences, and demonstrate why they prefer some music selections over others.	<p>The children list personal interests and experiences, and demonstrate why they prefer some music selections over others by engaging in activities in which they identify, compare, and respond to the use of faster and slower tempos through singing, listening, and moving to a song from Zimbabwe; and perform a song using loud and soft singing.</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	Choose an item.

#MU:Re7.2

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

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

Grade K
MU:Re7.2.K

a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.

The children demonstrate how a specific music concept is used in music by engaging in activities in which they sing and move to the steady beat of a song; use movement and iconic representation to identify and perform steady beat and rhythm; identify the difference between two vocal timbres; and play a musical game using movements to identify and compare melodic patterns in a traditional Jamaican folk song.

Song Notation (Projectable): If You're Happy
Song Teacher Notes: If You're Happy
Assessment: Review, p. 3

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

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

Song Notation (Projectable): Mon son pha
Song Teacher Notes: Mon son pha
Assessment: Activity, pp. 1, 3

Song Notation (Projectable): Kuma san
Song Teacher Notes: Kuma san

Song Notation (Projectable): O ma wash
Song Teacher Notes: O ma wash

Choose an item.

		<p>Song Notation (Projectable): Ikhanda maslombe Song Teacher Notes: Ikhanda maslombe</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko!</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 K MU:Re8.1.K	a. With guidance, demonstrate awareness of expressive qualities, such as dynamics and tempo that reflect creators' /performers' expressive intent.	The children demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent by engaging in activities in which they identify and interpret fast and slow in a song; move to identify sections of a song as either loud or soft; move and sing to indicate faster and slower; identify, compare, and respond to the use of faster and slower tempos through singing, listening, and moving to an African American spiritual; and identify the timbres of singing voices of adults and children.	Choose an item.
		Instructional Activity (Interactive): El caracol Instructional Activity (Interactive) Teacher Notes: El caracol Assessment: Activity, p. 2	
		Listening Animated Map: Grizzly Bear Listening (Animated Map) Teacher Notes: Grizzly Bear Assessment: Activity, p. 2	
		Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2	
		Song Notation (Projectable): Get On Board Song Teacher Notes: Get On Board Assessment: Activity, p. 2	
		Song Notation (Projectable): Dinner Music Song Teacher Notes: Dinner Music Assessment: Activity, p. 2	

		<p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko!</p> <p>Song Notation (Projectable): Fais dodo Song Teacher Notes: Fais Dodo</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies</p> <p>Song Notation (Projectable): A la ruru niño Song Teacher Notes: A la ruru niño</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable): Tap It! Rap It! Song Teacher Notes: Tap It! Rap It!</p> <p>Song Notation (Projectable): James Brown Song Teacher Notes: James Brown</p> <p>Instructional Activity (Interactive): Little and Lots Instructional Activity (Interactive) Teacher Notes: Little and Lots</p> <p>Instructional Activity (Projectable): Mary Came a-Running Instructional Activity (Projectable) Teacher Notes: Mary Came a-Running</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 K MU:Re9.1.K	a. With guidance, apply personal and expressive preferences in the evaluation of music.	<p>The children apply personal and expressive preferences in the evaluation of music by engaging in activities in which they move and sing to indicate different tempos in a song from Zimbabwe; and perform a song using loud and soft singing.</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds Assessment: Activity, p. 2</p>	Choose an item.

General Music/Connecting			
#MU:Cn10.0			
Process Component: GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.		Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.	
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		Essential Question: How do musicians make meaningful connections to creating, performing, and responding?	
Grade K MU:Cn10.0.K	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>The children demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music by engaging in activities in which they sing a song using high, medium, and low registers as a way to identify and compare higher and lower, as well as expand their vocal development; use movement and iconic representation to demonstrate higher and lower tones in a two-tone melody; and sing a song with same and different rhythmic patterns and perform the patterns by clapping and singing.</p> <p>Song Notation (Projectable): Old MacDonald Song Teacher Notes: Old MacDonald Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Hey, Hey, Look at Me Song Teacher Notes: Hey, Hey, Look at Me Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Going on a Picnic Song Teacher Notes: Going on a Picnic Assessment: Activity, p. 2</p>	Choose an item.

#MU:Cn11.0

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

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

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

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

**Grade K
MU:Cn11.0.K**

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

The children demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life by engaging in activities in which they sing a folk song from Hungary and explore other special occasions and contexts that involve lighting candles; sing a song from Spain and perform movements to identify a scientific concept (the parts of the body); sing a folk song in French, and use movements to identify and compare the pattern of same and different phrases of a lullaby; sing a Mexican folk song in Spanish and define and explore the genre of "lullaby"; and use as an African American spiritual to learn about the Underground Railroad.

Song Notation (Projectable): Ég a gyertya (Candle Burning Bright)
Song Teacher Notes: Ég a gyertya (Candle Burning Bright)
Assessment: Activity, p. 2

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

Song Notation (Projectable): Fais dodo (Close Your Eyes)
Song Teacher Notes: Fais dodo (Close Your Eyes)
Assessment: Activity, pp. 2, 3

Choose an item.

		<p>Song Notation (Projectable): Ikhanda, maslombe (My Head and My Shoulders) Song Teacher Notes: Ikhanda, maslombe (My Head and My Shoulders) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): A la ruru niño (Hush, My Little Baby) Song Teacher Notes: A la ruru niño(Hush, My Little Baby) Assessment: Activity, pp. 2, 3</p> <p>Song Notation (Projectable): Rig-a-Jig-Jig Song Teacher Notes: Rig-a-Jig-Jig</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable): Get On Board Song Teacher Notes: Get On Board Assessment: Activity, pp. 1, 2</p> <p>Song Notation (Projectable): Going on a Picnic Song Teacher Notes: Going on a Picnic</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: Pon, pon, pon</p> <p>Song Notation (Projectable): Uga, uga, uga Song Teacher Notes: Uga, uga, uga</p> <p>Song Notation (Projectable): You're Not Ev'rybody Song Teacher Notes: You're Not Ev'rybody</p> <p>Song Notation (Projectable): Happy Birthday to You Song Teacher Notes: Happy Birthday to You</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 K
MU:Re7.2.C.K**

a. With guidance, demonstrate how a specific music concept, such as beat or melodic direction, is used in music.

The children demonstrate how a specific music concept is used in music by engaging in activities in which they move and sing to show steady beat in a song; identify the difference between a song's beat and rhythm, and then use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; identify the difference between two vocal timbres: speaking and singing; move and sing to indicate faster and slower; identify and compare the simple pattern, or form, of call-and-response; and identify and compare melodic patterns in a traditional Jamaican folk song.

Song Notation (Projectable): If You're Happy
Song Teacher Notes: If You're Happy
Assessment: Review, p. 3

Song Notation (Projectable): Head and Shoulders
Song Teacher Notes: Head and Shoulders

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

Song Notation (Projectable): Mon son pha (Mon Hides the Cloth)
Song Teacher Notes: Mon son pha (Mon Hides the Cloth)
Assessment: Activity, p. 1

Choose an item.

		<p>Song Notation (Projectable): Kuma san Song Teacher Notes: Kuma san</p> <p>Song Notation (Projectable): O ma washi Song Teacher Notes: O ma washi</p> <p>Song Notation (Projectable): Ikhanda maslombe Song Teacher Notes: Ikhand maslombe Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko! Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</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 K
MU:Pr4.2.H.K

a. With guidance, explore and demonstrate awareness of music contrasts, (e.g., high/low, loud/soft, same/different), in a variety of music selected for performance.

The children explore and demonstrate awareness of music contrasts in a variety of music selected for performance by engaging in activities in which they sing individual phrases expressively, using loud and soft dynamics; identify, and play on barred instruments, low and high sounds; sing a song using high, medium, and low registers as a way to identify and compare higher and lower; identify and compare higher/lower in two-tone and three-tone melodies; use movements to identify and compare steady beat and rhythm; and compare and identify loud and soft dynamics through singing.

Instructional Activity (Interactive): Elephant Song
Instructional Activity (Interactive) Teacher Notes: Elephant Song
Assessment: Activity, p. 1

Instructional Activity (Projectable) (Up Down Low): Do Your Ears Hang Low?

Instructional Activity (Projectable) (Up Down Low) Teacher Notes: Do Your Ears Hang Low?

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

Choose an item.

		<p>Song Notation (Projectable): Johnny Caught a Flea Song Teacher Notes: Johnny Caught a Flea Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Cobbler, Cobbler Song Teacher Notes: Cobbler, Cobbler Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Chippewa Lullaby Song Teacher Notes: Chippewa Lullaby Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Clouds Song Teacher Notes: Clouds</p> <p>Song Notation (Projectable): Oliver Twist Song Teacher Notes: Oliver Twist</p> <p>Song Notation (Projectable): We Are Dear Little Birdies Song Teacher Notes: We Are Dear Little Birdies</p> <p>Song Notation (Projectable): The Alphabet Song Song Teacher Notes: The Alphabet Song</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.
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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 K MU:Re7.2.C.K</p>	<p>a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>The children demonstrate how a specific music concept is used in music by engaging in activities in which they move and sing to show steady beat in a song; identify the difference between a song’s beat and rhythm, and then use movement and iconic representation to identify and perform simple partwork on steady beat and rhythm; identify the difference between two vocal timbres: speaking and singing; move and sing to indicate faster and slower; identify and compare the simple pattern, or form, of call-and-response; and identify and compare melodic patterns in a traditional Jamaican folk song.</p> <p>Song Notation (Projectable): Mon son pha (Mon Hides the Cloth) Song Teacher Notes: Mon son pha (Mon Hides the Cloth) Assessment: Activity, pp. 1, 3</p> <p>Song Notation (Projectable): Kuma san (Little Bear) Song Teacher Notes: Kuma san (Little Bear) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): O ma washi (Go Around the Cat’s Eye) Song Teacher Notes: O ma washi (Go Around the Cat’s Eye) Assessment: Activity, p. 2</p>	<p>Choose an item.</p>
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		<p>Song Notation (Projectable): Ikhanda maslombe (My Head and My Shoulders) Song Teacher Notes: Ikhand maslombe (My Head and My Shoulders) Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): Mbombera Song Teacher Notes: Mbombera</p> <p>Song Notation (Projectable): Get on Board Song Teacher Notes: Get On Board</p> <p>Song Notation (Projectable): Pon, pon, pon Song Teacher Notes: pon, pon, pon</p> <p>Song Notation (Projectable): Koriko! Song Teacher Notes: Koriko!</p> <p>Song Notation (Projectable): Nanny Goat Song Song Teacher Notes: Nanny Goat Song Assessment: Activity, p. 2</p> <p>Song Notation (Projectable): If You're Happy Song Teacher Notes: If You're Happy</p> <p>Song Notation (Projectable): Head and Shoulders Song Teacher Notes: Head and Shoulders</p> <p>Song Notation (Projectable): Corn Grinding Song Song Teacher Notes: Corn Grinding Song</p>	
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