

A Correlation of

Interactive Music
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To the

Indiana Academic Standards for Music
Grade 8

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Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the ***Indiana Academic Standards for Music (revised 2010)***. 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.

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.

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Indiana Academic Standards for Music Grade 8	Interactive Music ©2016
EXPLORING MUSIC	
Standard 1	
PERFORMING MUSIC: Singing alone and with others	
<i>Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.</i>	
8.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.	<p>Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Gift to Share</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tom Dooley</p> <p>Instructional Activity (Projectable) and Teacher Notes: Texas in My Soul</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p>

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<p>8.1.2 Explore the changing voice and expanding vocal range.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable) and Song Teacher Notes: Another Op'nin', Another Show</p> <p>Instructional Activity (Projectable) and Teacher Notes: The Marines' Hymn</p>
<p>8.1.3 Sing expressively with attention to dynamics, phrasing, and articulation.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Gift to Share</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scattin' A-Round</p> <p>Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues</p> <p>Instructional Activity (Projectable) and Teacher Notes: There Is Love Somewhere</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood</p> <p>Song Notation (Projectable) and Song Teacher Notes: Alumot (Sheaves of Grain)</p>

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<p>Continued 8.1.3 Sing expressively with attention to dynamics, phrasing, and articulation.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable) and Song Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable) and Song Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sing in Harmony!</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable) and Teacher Notes: Sing in Harmony!</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Brand New Day</p> <p>Instructional Activity (Projectable) and Teacher Notes: Another Op'nin', Another Show</p>

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<p>8.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Blue Mountain Lake</p> <p>Song Notation (Projectable) and Song Teacher Notes: La borinqueña (Beloved Island Home)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p> <p>Song Notation (Projectable) and Song Teacher Notes: Loigratong</p> <p>Song Notation (Projectable) and Song Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable) and Song Teacher Notes: El carnavalito humahuaqueño (The Little Humahuacan Carnival)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Las mañanitas</p> <p>Song Notation (Projectable) and Song Teacher Notes: Canto del agua (Song of the Water)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Hava nagila</p> <p>Movement Activity Instructions (Printable): Hava nagila</p>

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<p>Continued 8.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Hit Me with a Hot Note Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note Song Notation (Projectable) and Song Teacher Notes: Another Op'nin', Another Show Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues Song Notation (Projectable) and Song Teacher Notes: A Brand New Day Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p>

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<p align="center">Indiana Academic Standards for Music Grade 8</p>	<p align="center">Interactive Music ©2016</p>
<p>8.1.5 Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Tom Dooley</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable) and Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ezekiel Saw the Wheel</p> <p>Song Notation (Projectable) and Song Teacher Notes: La borinqueña (Beloved Island Home)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sing in Harmony!</p>
<p>8.1.6 Sing using a score and from memory, following the directions of a conductor.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Instructional Activity (Projectable) and Teacher Notes: There Is Love Somewhere</p> <p>Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Santa Mash-Up</p>

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Indiana Academic Standards for Music Grade 8	Interactive Music ©2016
Standard 2	
PERFORMING MUSIC: Playing an instrument alone and with others	
<i>Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.</i>	
8.2.1 Play melodic, rhythmic, and harmonic patterns by rote and by reading.	<p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Siyahamba</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Hot Chocolate</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: A Distant Shore</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Little Shop of Horrors</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Dona nobis pacem</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: St. Louis Blues</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley</p>

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<p align="center">Indiana Academic Standards for Music Grade 8</p>	<p align="center">Interactive Music ©2016</p>
<p>8.2.2 Play pitched and non-pitched classroom instruments using correct techniques for producing sound.</p>	<p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Dona nobis pacem</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: The Beat Goes On</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Siyahamba</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: The Rhythm Is Gonna Get You</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Little Shop of Horrors</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Shake, Rattle and Roll</p> <p>Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: La golondrina</p> <p>Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: Cowboys' Christmas Ball</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: El carnavalito</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>

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<p>8.2.3 Play I, IV, and V chord patterns independently or as part of an ensemble.</p>	<p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Give a Little Love</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Little Shop of Horrors</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Shake, Rattle and Roll</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Glory, Glory, Hallelujah</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Siyahamba</p> <p>Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: La golondrina</p> <p>Play-Along (Guitar) Notation (Projectable) and Play-Along (Guitar) Teacher Notes: Cowboys' Christmas Ball</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: I Shall Sing</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley</p>

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<p align="center">Indiana Academic Standards for Music Grade 8</p>	<p align="center">Interactive Music ©2016</p>
<p>8.2.4 Play melodies and accompaniments of various styles and cultures independently or in ensembles.</p>	<p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Siyahamba</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Alumot</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: La borinqueña</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Hey, Ho! Nobody Home</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Shake, Rattle and Roll</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Scattin' A-Round</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Loigratong</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Give a Little Love</p>

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<p>8.2.5 Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.</p>	<p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Las mañanitas</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Peace Like a River</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: I Shall Sing</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Stille Nacht</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Scattin' A-Round</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Tom Dooley</p>
<p>8.2.6 Maintain an independent part on an instrument in a group while following the cues of a conductor.</p>	<p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: Down in the Valley</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Jambo Bwana</p>

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Standard 3	
CREATING MUSIC: Improvising melodies, variations, and accompaniments	
<i>Students improvise sung or instrumental melodies and accompaniments. They create improvisations based on traditional and blues scales and chord progressions.</i>	
8.3.1 Improvise short melodies and variations using the blues scale with and without accompaniment, based on aural examples.	<p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: St. Louis Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues</p> <p>Instructional Activity (Interactive) and Teacher Notes: Shake, Rattle and Roll</p>
8.3.2 Sing an improvised blues melody with scat syllables.	<p>Instructional Activity (Interactive) and Teacher Notes: Santa Mash-Up</p> <p>Instructional Activity (Projectable) and Teacher Notes: Just a Snap-Happy Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues</p>

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<p>8.3.3 Improve harmonic accompaniments with primary and blues chord progressions.</p>	<p>Instructional Activity (Interactive) and Teacher Notes: Down by the Riverside</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Shake, Rattle and Roll</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Glory, Glory, Hallelujah</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Las mañanitas</p> <p>Instructional Activity (Interactive) and Teacher Notes: The Lion Sleeps Tonight</p> <p>Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: St. Louis Blues</p>

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Standard 4	
CREATING MUSIC: Composing and arranging music within specified guidelines	
<i>Students compose short melodies and accompaniments, make simple arrangements for a variety of voices and instruments, and create accompaniments for existing visual pieces.</i>	
8.4.1 Compose melodies and accompaniments for given texts.	<p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Riendo el río corre</p> <p>Song Notation (Projectable) and Song Teacher Notes: Cowboys' Christmas Ball</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ja-Da</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña</p> <p>Instructional Activity (Projectable) and Teacher Notes: By the Waters of Babylon</p> <p>Song Notation (Projectable) and Song Teacher Notes: Loigratong</p>
8.4.2 Create vocal or instrumental sound effects to accompany a visual element such as a pantomime.	<p>Song Notation (Projectable) and Song Teacher Notes: I Bought Me a Cat</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable) and Song Teacher Notes: Loigratong</p> <p>Instructional Activity (Projectable) and Teacher Notes (Movie Music): Giant</p>

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8.4.3 Arrange a given part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.	Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor, BWV 578 Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Corta la caña

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Standard 5	
RESPONDING TO MUSIC: Reading, notating, and interpreting music	
<i>Students read and notate music in the treble and bass clefs and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.</i>	
8.5.1 Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, and dotted eighth notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 and alla breve meters.	<p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable) and Song Teacher Notes: Swanee</p> <p>Instructional Activity (Interactive) and Teacher Notes: The Rhythm Is Gonna Get You</p> <p>Song Notation (Projectable) and Song Teacher Notes: Jambo Bwana</p> <p>Song Notation (Projectable) and Song Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable) and Song Teacher Notes: Canto del agua (Song of the Water)</p> <p>Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Recorder) Notation (Projectable) and Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable) and Song Teacher Notes: Ribbons in the Sky</p>

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<p>Continued 8.5.1 Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, and dotted eighth notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 and alla breve meters.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood Song Notation (Projectable) and Song Teacher Notes: I Bought Me a Cat Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind Instructional Activity (Projectable) and Teacher Notes: Sing In Harmony! Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes: St. Louis Blues Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Alumot Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Mash-Up Music Reading Notation (Projectable) and Music Reading Teacher Notes: Ezekiel Saw the Wheel Music Reading Notation (Projectable) and Music Reading Teacher Notes: Red River Valley Music Reading Notation (Projectable) and Music Reading Teacher Notes: Blue Mountain Lake Music Reading Notation (Projectable) and Music Reading Teacher Notes: Scarborough Fair</p>

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<p>Continued 8.5.1 Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, and dotted eighth notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 and alla breve meters.</p>	<p>Continued Music Reading Notation (Projectable) and Music Reading Teacher Notes: Bát kim thang</p> <p>Song Notation (Projectable) and Song Teacher Notes: Santa Mash-Up</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: The Beat Goes On</p> <p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p>
<p>8.5.2 Identify and notate rhythms and melodies from aural examples.</p>	<p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Batman: Main Title Theme</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Route 66</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor, BWV 578</p>

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<p>8.5.3 Play or sing simple melodies in a variety of key signatures in treble and bass clefs using solfège, note names, or numbers.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Blue Mountain Lake</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable) and Song Teacher Notes: Las mañanitas</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable) and Song Teacher Notes: O lê lê O Bahía (O Le O La)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Down in the Valley</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: La mariposa</p> <p>Music Reading Notation (Projectable) and Music Reading Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Shall Sing</p> <p>Instructional Activity (Projectable) and Teacher Notes: You Were on My Mind</p> <p>Instructional Activity (Interactive) and Teacher Notes: Down by the Riverside</p> <p>Play-Along (Keyboard) Notation (Projectable) and Play-Along (Keyboard) Teacher Notes: Peace Like a River</p>

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<p>8.5.4 Identify and apply musical terms for dynamics, tempo, articulation, and expression.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night)</p> <p>Instructional Activity (Projectable) and Teacher Notes: Another Op'nin', Another Show</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Jambo Bwana</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p> <p>Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scattin' A-Round</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable) and Song Teacher Notes: Just a Snap-Happy Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Sing in Harmony!</p>
<p>8.5.5 Identify examples of non-standard notation.</p>	<p>Listening Animated Map and Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p>

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Standard 6	
RESPONDING TO MUSIC: Listening to, analyzing, and describing music	
<i>Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.</i>	
8.6.1 Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.	<p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Animated Map and Teacher Notes: String Quartet: II</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Route 66</p> <p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Animated Map and Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Batman: Main Title Theme</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Jambo Bwana</p>

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<p>Continued 8.6.1 Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.</p>	<p>Continued Instructional Activity (Interactive) and Teacher Notes: Jambo Bwana Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Give a Little Love Song Notation (Projectable) and Song Teacher Notes: Hey, Ho! Nobody Home Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night) Song Notation (Projectable) and Song Teacher Notes: La golondrina (The Swallow) Song Notation (Projectable) and Song Teacher Notes: Give a Little Love Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Play Ball! Instructional Activity (Interactive) and Teacher Notes: The Rhythm Is Gonna Get You</p>

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<p>8.6.2 Identify musical forms in aural examples.</p>	<p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Shall Sing</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hernando's Hideaway</p> <p>Song Notation (Projectable) and Song Teacher Notes: Alumot (Sheaves of Grain)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Scattin' A-Round</p> <p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write) [ABACA]</p>

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<p>8.6.3 Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.</p>	<p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Batman: Main Title Theme</p> <p>Listening Animated Map and Teacher Notes: String Quartet: II</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Route 66</p> <p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Animated Map and Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hey, Ho! Nobody Home</p>

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<p>Continued 8.6.3 Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On Song Notation (Projectable) and Song Teacher Notes: Stille Nacht (Silent Night) Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note Song Notation (Projectable) and Song Teacher Notes: Siyahamba Song Notation (Projectable) and Song Teacher Notes: Loigratong Instructional Activity (Projectable) and Teacher Notes: Shake, Rattle and Roll Song Notation (Projectable) and Song Teacher Notes: Canto del agua (Song of the Water) Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly) Song Notation (Projectable) and Song Teacher Notes: La golondrina (The Swallow)</p>

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<p>8.6.4 Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Ezekiel Saw the Wheel</p> <p>Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind</p> <p>Song Notation (Projectable) and Song Teacher Notes: Jambo Bwana</p> <p>Song Notation (Projectable) and Song Teacher Notes: Born to Be Somebody</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Symphony No. 60: III</p> <p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Concerto for Bandoneón: III.</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Marines' Hymn</p> <p>Instructional Activity (Interactive) and Teacher Notes: Come Back, Liza</p> <p>Song Notation (Projectable) and Song Teacher Notes: Loigratong</p> <p>Song Notation (Projectable) and Song Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable) and Song Teacher Notes: La golondrina (The Swallow)</p>

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<p>Continued 8.6.4 Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p> <p><i>See also:</i> Sound Bank Audio Sound Bank Multimedia Reference</p>
Standard 7	
RESPONDING TO MUSIC: Evaluating music and music performances	
<i>Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.</i>	
<p>8.7.1 Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.</p>	<p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Animated Map and Teacher Notes: Le sacre du printemps (The Rite of Spring): Dance of the Earth</p> <p>Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon</p> <p>Song Notation (Projectable) and Song Teacher Notes: I Shall Sing</p> <p>Song Notation (Projectable) and Song Teacher Notes: Alumot (Sheaves of Grain)</p>

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<p>Continued 8.7.1 Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Give a Little Love Song Notation (Projectable) and Song Teacher Notes: La mariposa (The Butterfly) Song Notation (Projectable) and Song Teacher Notes: Scattin' A-Round Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write) [ABACA] Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p>
<p>8.7.2 Listen to and compare examples of a particular style or genre using basic music terminology.</p>	<p>Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Fugue in G minor Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Symphony No. 60: III Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah Instructional Activity (Projectable) and Teacher Notes: Hooray for Hollywood Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note</p>

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<p>8.7.3 Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hooray for Hollywood</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Instructional Activity (Projectable) and Teacher Notes: Hit Me with a Hot Note</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Gift to Share</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Song Notation (Projectable) and Song Teacher Notes: There Is Love Somewhere</p> <p>Instructional Activity (Projectable) and Teacher Notes: Now That's Tap</p> <p>Instructional Activity (Projectable) and Teacher Notes: It's Possible (Rec.)</p>

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Standard 8	
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts	
<i>Students identify and compare elements common to music and disciplines across the curriculum. They respond to music and other arts using various means of expression and explore ways to enhance understanding of themes or topics through interdisciplinary activities.</i>	
8.8.1 From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify and map correlations with dance, drama, and other curricular areas and describe their applications in various disciplines.	<p>Instructional Activity (Projectable) and Teacher Notes: Hernando's Hideaway</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hooray for Hollywood</p> <p>Instructional Activity (Projectable) and Teacher Notes: The Rhythm Is (Careers)</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p> <p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Btbox)</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Animated Map and Teacher Notes: The Rite of Spring: Dance of the Earth</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Brand New Day (Light)</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p>

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<p>8.8.2 Interpret an example of absolute music, such as a movement from a Mozart concerto, through drawing and poetry or descriptive writing.</p>	<p>Instructional Activity (Interactive) and Teacher Notes: Giant</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Listening Animated Map and Teacher Notes: String Quartet: II</p> <p>Listening Animated Map and Teacher Notes: Symphony No. 40 in G minor</p> <p>Instructional Activity (Projectable) and Teacher Notes: Just a Snap-Happy Blues</p>
<p>8.8.3 Respond to a work of art, such as a painting by Jackson Pollock, using classroom instruments and descriptive writing.</p>	<p>Listening Animated Map and Teacher Notes: The Planets: I. Mars</p> <p>Listening Animated Map and Teacher Notes: The Rite of Spring: Dance of the Earth</p>
<p>8.8.4 Respond to specific writing prompts such as, "Do you believe that music study and experience affect understanding and achievement in other subject areas and if so, why and how?"</p>	<p>Enrichment Activity (Projectable) and Teacher Notes: A Distant Shore (Voices)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p>

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8.8.5 Explore a concept such as “belonging” through interdisciplinary connections that include music performance, dramatization, related art, reading, writing, or other activities.	<p>Enrichment Activity (Projectable) and Teacher Notes: A Distant Shore (Pictures)</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Brand New Day</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Brand New Day (Light)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant</p>
Standard 9	
RESPONDING TO MUSIC: Understanding music in relation to history and culture	
<i>Students recognize and experience music that influences and reflects history and culture. They examine the place of music in our culture and identify career opportunities.</i>	
8.9.1 Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.	<p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tom Dooley</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Marines' Hymn</p> <p>Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On</p>

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<p>Continued 8.9.1 Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.</p>	<p>Continued Enrichment Activity (Projectable) and Teacher Notes: The Lion Sleeps Tonight Music Maker Multimedia Reference: Pete Seeger Listening Track: Recorded Interview with Pete Seeger, Part 1; Part 2</p>
<p>8.9.2 Listen to specific excerpts and examples of program music related to historical events in Asia, Africa, Europe, and the Americas such as Beethoven’s “Eroica” Symphony and Copland’s <i>Fanfare for the Common Man</i>, and place them on a timeline.</p>	<p>Listening Animated Map and Teacher Notes: The Planets: I. Mars Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Track: Etude No. 12 in C minor, Op. 10, Revolutionary] Listening Interactive Activity and Listening (Interactive) Teacher Notes: American Salute Listening Activity (Projectable) and Listening (Projectable) Teacher Notes: Route 66 Song Notation (Projectable) and Song Teacher Notes: Loigratong Song Notation (Projectable) and Song Teacher Notes: Bât kim thang (Setting Up the Golden Ladder) Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p>

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<p>8.9.3 Investigate the origins and development of American musical genres such as jazz, musical theatre, rock, or hip hop, including recognized musicians within each genre.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Ja-Da</p> <p>Song Notation (Projectable) and Song Teacher Notes: St. Louis Blues</p> <p>Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p> <p>Song Notation (Projectable) and Song Teacher Notes: Shake, Rattle and Roll</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Rhythm Is Gonna Get You</p> <p>Song Notation (Projectable) and Song Teacher Notes: Texas in My Soul</p> <p>Instructional Activity (Projectable) and Teacher Notes: Giant (Movie Music)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Instructional Activity (Proj.) and Teacher Notes: Ding-Dong! The Witch (Thtr)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: Little Shop of Horrors</p>

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<p>Continued 8.9.3 Investigate the origins and development of American musical genres such as jazz, musical theatre, rock, or hip hop, including recognized musicians within each genre.</p>	<p>Continued Instructional Activity (Projectable) and Teacher Notes: Little Shop of Horrors Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p>
<p>8.9.4 Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.</p>	<p>Song Notation (Projectable) and Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu Song Notation (Projectable) and Song Teacher Notes: Shake, Rattle and Roll Song Notation (Projectable) and Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce Song Notation (Projectable) and Song Teacher Notes: Dancing Queen Song Notation (Projectable) and Song Teacher Notes: The Beat Goes On Song Notation (Projectable) and Song Teacher Notes: I Shall Sing Song Notation (Projectable) and Song Teacher Notes: The Rhythm Is Gonna Get You Enrichment Activity (Projectable) and Teacher Notes: The Lion Sleeps Tonight Music Maker Multimedia Reference: Pete Seeger Listening Track: Recorded Interview with Pete Seeger, Part 1; Part 2</p>

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<p>8.9.5 Respond to specific writing prompts such as, "If the school curriculum today did not include the study and performance of music, what do you think the effect might be?"</p>	<p>Instructional Activity (Projectable) and Teacher Notes: Another Op'nin'</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Enrichment Activity (Projectable) and Teacher Notes: The Lion Sleeps Tonight</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Cowboys' Christmas Ball</p> <p>Song Notation (Projectable) and Song Teacher Notes: Texas in My Soul</p>

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<p>8.9.6 Explore the roles of music and musicians in various cultures including our own, and identify potential careers in music and the necessary educational preparation.</p>	<p>Instructional Activity (Projectable) and Teacher Notes: Giant (Movie Music)</p> <p>Instructional Activity (Projectable) and Teacher Notes: The Rhythm Is (Careers)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p> <p>Song Notation (Projectable) and Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Instructional Activity (Projectable) and Teacher Notes: Another Op'nin'</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable) and Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Song Notation (Projectable) and Song Teacher Notes: Siyahamba</p> <p>Song Notation (Projectable) and Song Teacher Notes: Tom Dooley</p> <p>Song Notation (Projectable) and Song Teacher Notes: The Marines' Hymn</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable) and Song Teacher Notes: Loigratong</p>

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<p>Continued 8.9.6 Explore the roles of music and musicians in various cultures including our own, and identify potential careers in music and the necessary educational preparation.</p>	<p>Continued Song Notation (Projectable) and Song Teacher Notes: Corta la caña (Head for the Canefields) Song Notation (Projectable) and Song Teacher Notes: El carnavalito humahuaqueño (The Little Humahuacan Carnival) Song Notation (Projectable) and Song Teacher Notes: Las mañanitas</p>

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Grade 8	
The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.	
The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.	
<i>Reading for Literacy in Music</i>	
Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.	
Key Ideas and Details	
6-8.RT.1 Cite specific textual evidence to support analysis of technical music texts.	<p>Enrichment Activity (Projectable)/Enrichment Activity Resource (Printable) and Teacher Notes: Little Shop of Horrors</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erlkonig, Op. 1, D. 328d]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Give a Little Love</p> <p>Instructional Activity (Projectable) and Teacher Notes: I Got Rhythm (Reading)</p>

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<p>6-8.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>Instructional Activity (Projectable) and Teacher Notes: Hooray for Hollywood</p> <p>Enrichment Activity (Projectable)/Enrichment Activity Resource (Printable) and Teacher Notes: Little Shop of Horrors</p> <p>Enrichment Activity (Projectable) and Teacher Notes: A Distant Shore (Voices)</p> <p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write)</p> <p>Song Notation (Projectable) and Song Teacher Notes: Cowboys' Christmas Ball</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erlkonig, Op. 1, D. 328d]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p>

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<p>6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.</p>	<p>Instructional Activity (Projectable) and Teacher Notes: The Rhythm Is Gonna Get You (Movie)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p> <p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write)</p> <p>Movement Activity Instructions (Printable): Ja-Da</p> <p>Play-Along (Percussion) Notation (Projectable) and Play-Along (Percussion) Teacher Notes: Dancing Queen</p> <p>Play-Along (Ensemble) Notation (Projectable) and Play-Along (Ensemble) Teacher Notes: Canto del agua</p>

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Craft and Structure	
6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to <i>grades 6-8 texts and topics</i> .	<p>Listening Activity Resource (Printable) and Listening Activity Teacher Notes: American Salute</p> <p>Instructional Activity (Projectable) and Teacher Notes: Razzamatazz</p> <p>Song Notation (Projectable) and Song Teacher Notes: Razzamatazz</p> <p>Song Notation (Projectable) and Song Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Interactive) and Teacher Notes/Resource (Printable): Giant</p> <p>Song Notation (Projectable) and Song Teacher Notes: By the Waters of Babylon</p> <p>Song Notation (Projectable) and Song Teacher Notes: You Were on My Mind</p>
6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<p>Instructional Activity (Projectable) and Teacher Notes: Step Too My Lou (Write)</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p> <p>Song Notation (Projectable) and Song Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable) and Song Teacher Notes: Red River Valley</p>
6-8.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (This standard not applicable in Music).	This standard is not applicable in Music according to the Indiana Literacy for Music standards.

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Integration of Knowledge and Ideas	
6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (This standard not applicable in Music). Revised 2010 Grade 8 Exploring Music	This standard is not applicable in Music according to the Indiana Literacy for Music standards.
6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (This standard not applicable in Music).	This standard is not applicable in Music according to the Indiana Literacy for Music standards.
6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (This standard not applicable in Music).	This standard is not applicable in Music according to the Indiana Literacy for Music standards.
Range of Reading and Level of Text Complexity	
6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.	<p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p> <p>Enrichment Activity (Projectable)/Enrichment Activity Resource (Printable) and Teacher Notes: Little Shop of Horrors</p> <p>Instructional Activity (Projectable) and Teacher Notes: Born to Be Somebody</p> <p>Instructional Activity (Projectable) and Teacher Notes: Sing in Harmony</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Brand New Day (Move)</p>

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Writing for Literacy in Music	
Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.	
Text Types and Purposes	
6-8.WT.1 Write arguments focused on <i>discipline-specific content</i> .	
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p>
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p>

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c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p>
d. Establish and maintain a formal style.	<p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Song Notation (Projectable) and Song Teacher Notes: Peace Like a River</p>
e. Provide a concluding statement or section that follows from and supports the argument presented (This standard not applicable in Music).	This standard is not applicable in Music according to the Indiana Literacy for Music standards.

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6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p>
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p>
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p>

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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Enrichment Activity (Projectable)/Enrichment Activity Resource (Printable) and Teacher Notes: Little Shop of Horrors</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p>
e. Establish and maintain a formal style and objective tone.	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: A Gift to Share</p> <p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch</p>
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (This standard not applicable in Music). Revised 2010 Grade 8 Exploring Music	This standard is not applicable in Music according to the Indiana Literacy for Music standards.

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<p>6-8.WT.3 <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.</i></p>	<p>Enrichment Activity (Interactive) and Teacher Notes: Ding-Dong! The Witch is Dead</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p> <p>Instructional Activity (Interactive) and Teacher Notes: A Distant Shore</p>
<p>Production and Distribution of Writing</p>	
<p>6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Play-Along Percussion (Projectable) and Play-Along Percussion Teacher Notes: A Brand New Day</p> <p>Enrichment Activity (Projectable) and Teacher Notes: A Distant Shore (Voices)</p> <p>Enrichment Activity (Projectable) and Teacher Notes: It's Possible</p> <p>Instructional Activity (Interactive) and Teacher Notes: Giant [Listening Resource (Printable): Erllkonig, Op. 1, D. 328d]</p>

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<p>6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (This standard not applicable in Music).</p>	<p>This standard is not applicable in Music according to the Indiana Literacy for Music standards.</p>
<p>6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (This standard not applicable in Music).</p>	<p>This standard is not applicable in Music according to the Indiana Literacy for Music standards.</p>
<p>Research to Build and Present Knowledge</p>	
<p>6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (This standard not applicable in Music).</p>	<p>This standard is not applicable in Music according to the Indiana Literacy for Music standards.</p>
<p>6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (This standard not applicable in Music).</p>	<p>This standard is not applicable in Music according to the Indiana Literacy for Music standards.</p>

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<p>6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Instructional Activity (Interactive) and Teacher Notes: Distant Shore</p> <p>Instructional Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Enrichment Activity (Projectable) and Teacher Notes: I Got Rhythm</p> <p>Song Notation (Projectable) and Song Teacher Notes: Flip, Flop and Fly</p> <p>Instructional Activity (Projectable) and Teacher Notes: Flip, Flop and Fly</p> <p>Song Notation (Projectable) and Song Teacher Notes: Play Ball!</p> <p>Enrichment Activity (Projectable)/Enrichment Activity Resource (Printable) and Teacher Notes: Phone Tag</p>
<p>Range of Writing</p>	
<p>6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (This standard not applicable in Music).</p>	<p>This standard is not applicable in Music according to the Indiana Literacy for Music standards.</p>