

A Correlation of

Interactive Music

powered by Silver Burdett
©2016



To the

National Core Music Standards

Grade 1

A Correlation of Interactive Music, ©2016, Grade 1 to the National Core Music Standards

Introduction

This document shows how **Interactive Music powered by Silver Burdett™ with Alfred**, meets the ***National Core Music Standards***. 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 new online all-digital program developed jointly by Savvas and Alfred Music Publishing provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content on the **Interactive Music** to customize lessons and meet the needs of students in grades Pre-K – 8.

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National Core Music Standards	Interactive Music Grade 1, ©2016
CREATING	
Imagine	
<i>Generate musical ideas for various purposes and contexts.</i>	
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?	
Common Anchor #1	
<p>MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p>	<p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars</p> <p>Song Notation (Projectable): Star Light, Star Bright Song Teacher Notes: Star Light, Star Bright</p> <p>Song Notation (Projectable); Michael Row the Boat Ashore Song Teacher Notes: Michael Row the Boat Ashore</p> <p>Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone</p> <p>Instructional Activity (Projectable): Apples and Bananas Instructional Activity (Projectable) Teacher Notes: Apples and Bananas</p> <p>Instructional Activity (Projectable): Michael Row the Boat Ashore Instructional Activity (Projectable) Teacher Notes: Michael Row the Boat Ashore</p> <p>Instructional Activity (Projectable): Little Green Frog Instructional Activity (Projectable) Teacher Notes: Little Green Frog</p> <p>Instructional Activity (Projectable): El Zapatero Instructional Activity (Projectable) Teacher Notes: El Zapatero</p> <p>Orff Arrangement Teacher Notes: Willowbee</p>

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National Core Music Standards	Interactive Music Grade 1, ©2016
<p>MU:Cr1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p>	<p>Song Notation (Projectable): Sway to the Beat Song Teacher Notes: Sway to the Beat</p> <p>Instructional Activity (Projectable): Skip to My Lou Instructional Activity (Projectable) Teacher Notes: Skip to My Lou</p> <p>Song Notation (Projectable): Knock the Cymbals Song Teacher Notes: Knock the Cymbals</p> <p>Instructional Activity (Projectable): Jump Jim Joe Instructional Activity (Projectable) Teacher Notes: Jump Jim Joe</p> <p>Song Notation Projectable: A Spider Song Teacher Notes: A Spider</p> <p>Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars</p> <p>Song Notation (Projectable): Green, Green, Rocky Song Teacher Notes: Green, Green, Rocky</p> <p>Movement Activity Instructions (Printable): Yankee Doodle</p> <p>Instructional Activity (Projectable): Old Blue Instructional Activity (Projectable) Teacher Notes: Old Blue</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p>

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Plan and Make	
<i>Select and develop musical ideas for defined purposes and contexts</i>	
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	
Essential Question: How do musicians make creative decisions?	
Common Anchor #2	
<p>MU:Cr2.1.1a <i>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</i></p>	<p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog</p> <p>Instructional Activity (Projectable): My Father's House Instructional Activity (Projectable) Teacher Notes: My Father's House</p> <p>Instructional Activity (Projectable): Five Little Chickadees Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees</p> <p>Movement Activity Instructions (Printable): Someday Very Soon</p> <p>Song Notation (Projectable): Run, Molly, Run Song Teacher Notes: Run, Molly, Run</p>
<p>MU:Cr2.1.1b <i>With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</i></p>	<p>Song Notation (Projectable): Hickory, Dickory, Dock Song Teacher Notes: Hickory, Dickory, Dock</p> <p>Instructional Activity (Interactive): Apple Tree Instructional Activity (Interactive) Teacher Notes: Apple Tree</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake</p>

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Evaluate and Refine	
<i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	
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?	
Common Anchor #3	
<p>MU:Cr3.1.1a With limited guidance, <i>discuss and</i> apply personal, peer, and teacher feedback to refine personal musical ideas.</p>	<p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog</p> <p>Instructional Activity (Projectable): Little Shell Instructional Activity (Projectable) Teacher Notes: Little Shell</p> <p>Instructional Activity (Projectable): Beach Rap Instructional Activity (Projectable) Teacher Notes: Beach Rap</p>
Present	
<i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
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?	
<p>MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i>.</p>	<p>Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog</p> <p>Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas</p> <p>Instructional Activity (Projectable) (Orff Experience): Just Like A... Instructional Activity (Projectable) (Orff Experience) Teacher Notes: Just Like A...</p>

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PERFORMING	
Select	
<i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
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?	
Common Anchor #4	
<p>MU:Pr4.1.1a With limited guidance, demonstrate and <i>discuss</i> personal interest in, <i>knowledge about</i>, and purpose of varied musical selections.</p>	<p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p> <p>Song Notation (Projectable): Lost My Gold Ring Song Teacher Notes: Lost My Gold Ring</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song</p> <p>Song Notation (Projectable): Celebrate! Song Teacher Notes: Celebrate!</p> <p>Song Notation (Projectable): Proud to Be an American Song Teacher Notes: Proud to Be an American</p> <p>Song Notation (Projectable): Amefuri Song Teacher Notes: Amefuri</p> <p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah</p>

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Analyze	
<i>Analyze the structure and context of varied musical works and their implications for performance.</i>	
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?	
<p>MU:Pr4.2.1a With limited guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>Song Notation (Projectable): Cirmos cica Song Teacher Note: Cirmos cica</p> <p>Song Notation (Projectable): Bounce High, Bounce Low Song Teacher Notes: Bounce High, Bounce Low</p> <p>Song Notation (Projectable): Willowbee Song Teacher Notes: Willowbee</p> <p>Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song</p> <p>Song Notation (Projectable): Apples and Bananas Song Teacher Notes: Apples and Bananas</p> <p>Song Notation (Projectable); Ackabacka, Soda Cracker Song Teacher Notes: Ackabacka, Soda Cracker</p> <p>Play-Along (Percussion) Teacher Notes: Celebrate</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah</p> <p>Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo</p> <p>Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p>

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<p>(Continued) MU:Pr4.2.1a With limited guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>(Continued) Song Notation (Projectable): Hokey Pokey Song Teacher Notes: Hokey Pokey Song Notation (Projectable): Cha wang yu Song Teacher Notes: Cha wang yu</p>
<p>MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>Song Notation (Projectable): Beach Rap Song Teacher Notes: Beach Rap Song Notation (Projectable): Pease Porridge Hot Song Teacher Notes: Pease Porridge Hot Song Notation (Projectable): Bee, Bee, Bumblebee Song Teacher Notes: Bee, Bee, Bumblebee Play-Along (Percussion): Celebrate Play-Along (Percussion) Teacher Notes: Celebrate Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums Music Reading Notation (Projectable) Teacher Notes: Apples, Peaches, Pears, and Plums Music Reading Notation (Projectable): Bee, Bee, Bumblebee Music Reading Notation (Projectable) Teacher Notes: Bee, Bee, Bumblebee Instructional Activity (Projectable): I Bought Me a Cat Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat</p>

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National Core Music Standards	Interactive Music Grade 1, ©2016
<p>(Continued) MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>(Continued) Music Reading Notation (Projectable): Cha yang wu Music Reading Notation (Projectable) Teacher Notes: Cha yang wu Instructional Activity (Projectable): Apple Tree Instructional Activity (Projectable) Teacher Notes: Apple Tree Knock the Cymbals: Song Notation (Projectable) Knock the Cymbals: Song Notation (Projectable) Teacher Notes, page 2</p>
<p>Interpret</p>	
<p><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	
<p>Essential Question: How do performers interpret musical works?</p>	
<p>MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>Song Notation (Projectable): Geef jij mij die schoen Song Teacher Notes: Geef jij mij die schoen Instructional Activity (Interactive): Five Little Chickadees Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Song Notation (Projectable): Hey, Diddle, Diddle Song Teacher Notes: Hey, Diddle, Diddle Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby</p>

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Rehearse, Evaluate and Refine	
<i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
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?	
Common Anchor #5	
<p>MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p>	<p>Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas</p> <p>Song Notation (Projectable): A-Tisket, A-Tasket Song Teacher Notes: A-Tisket, A-Tasket</p> <p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Song Notation (Projectable): Bingo Song Teacher Notes: Bingo</p> <p>Orff Arrangement Teacher Notes: Yang wa wa</p> <p>Orff Arrangement Teacher Notes: Niño querido</p> <p>Movement Activity Instructions (Printable): Mon papa</p> <p>Instructional Activity (Interactive): Shake, Shake, Shake Instructional Activity (Interactive) Teacher Notes: Shake, Shake, Shake</p>
<p>MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal <i>to address interpretive challenges</i> of music.</p>	<p>Movement Activity Instructions (Printable): When the Saints Go Marching In</p> <p>Orff Arrangement Teacher Notes: Yang wa wa</p> <p>Orff Arrangement Teacher Notes: Niño querido</p>

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Present	
<i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
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?	
Common Anchor #6	
MU:Pr6.1.1a With limited guidance , perform music for a specific purpose with expression .	Movement Activity Instructions (Printable): Walk in the Room Movement Activity Instructions (Printable): Chanukah, Chanukah Movement Activity Instructions (Printable): Yankee Doodle Movement Activity Instructions (Printable): Hey, Diddle, Diddle Movement Activity Instructions (Printable): Counting Song
MU:Pr6.1.1b Perform appropriately for the audience and purpose .	Movement Activity Instructions (Printable): Jolly Old St. Nicholas Song Notation (Projectable): I Saw Three Ships Song Teacher Notes: I Saw Three Ships

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RESPONDING	
Select	
<i>Choose music appropriate for a specific purpose or context.</i>	
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?	
Common Anchor #7	
<p>MU:Re7.1.1a With limited guidance, <i>identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</i></p>	<p>Instructional Activity (Projectable): Run, Molly, Run Instructional Activity (Projectable) Teacher Notes: Run, Molly, Run</p> <p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p>
Analyze	
<i>Analyze how the structure and context of varied musical works inform the response.</i>	
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	
Essential Question: How does understanding the structure and context of music inform a response?	
<p>MU:Re7.2.1a With limited guidance, demonstrate and <i>identify</i> how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>	<p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father)</p> <p>Song Notation (Projectable): Yang wa wa Song Teacher Notes: Yang wa wa</p> <p>Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle</p> <p>Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle</p>

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Interpret	
<i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	
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?	
Common Anchor #8	
MU:Re8.1.1a With <i>limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.</i>	Song Notation (Projectable): I Have a Dog; Song Teacher Notes: I Have a Dog Instructional Activity (Interactive): Five Little Chickadees Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby
Evaluate	
<i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
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)?	
Common Anchor #9	
MU:Re9.1.1a With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	Song Notation (Projectable): Little Shell Song Teacher Notes: Little Shell Instructional Activity (Interactive): Charlie Over the Water Instructional Activity (Interactive) Teacher Notes: Charlie Over the Water

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CONNECTING	
Connect #10	
<i>Synthesize and relate knowledge and personal experiences to make music.</i>	
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?	
Common Anchor #10	
MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Movement Activity Instructions (Printable): Someday Very Soon Movement Activity Instructions (Printable): Walk in the Room
MU:Cr2.1.1a <i>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</i>	Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Instructional Activity (Projectable): My Father's House Instructional Activity (Projectable) Teacher Notes: My Father's House Instructional Activity (Projectable): Five Little Chickadees Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees Movement Activity Instructions (Printable): Someday Very Soon Song Notation (Projectable): Run, Molly, Run Song Teacher Notes: Run, Molly, Run
MU:Cr3.2.1a <i>With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</i>	Song Notation (Projectable): I Have a Dog Song Teacher Notes: I Have a Dog Song Notation (Projectable): Jolly Old St. Nicholas Song Teacher Notes: Jolly Old St. Nicholas Instructional Activity (Projectable) (Orff Experience): Just Like A... Instructional Activity (Projectable) (Orff Experience) Teacher Notes: Just Like A...

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<p>MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>Song Notation (Projectable): Geef jij mij die schoen Song Teacher Notes: Geef jij mij die schoen</p> <p>Instructional Activity (Interactive): Five Little Chickadees Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees</p> <p>Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah</p> <p>Song Notation (Projectable): Hey, Diddle, Diddle Song Teacher Notes: Hey, Diddle, Diddle</p> <p>Song Notation (Projectable): Hush Up the Baby Song Teacher Notes: Hush Up the Baby</p>
<p>MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences <i>influence musical selection</i> for specific purposes.</p>	<p>Instructional Activity (Projectable): Run, Molly, Run Instructional Activity (Projectable) Teacher Notes: Run, Molly, Run</p> <p>Instructional Activity (Interactive): Green, Green, Rocky Instructional Activity (Interactive) Teacher Notes: Green, Green, Rocky</p>

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Connect #11	
<i>Relate musical ideas and works with varied context to deepen understanding.</i>	
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?	
Common Anchor #11	
MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone Song Notation (Projectable): Someday Soon Song Teacher Notes: Someday Soon
MU:Cr1.1.1a With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose .	Song Notation (Projectable): Great Big Stars Song Teacher Notes: Great Big Stars Song Notation (Projectable): Star Light, Star Bright Song Teacher Notes: Star Light, Star Bright Song Notation (Projectable); Michael Row the Boat Ashore Song Teacher Notes: Michael Row the Boat Ashore Instructional Activity (Projectable): Hambone Instructional Activity (Projectable) Teacher Notes: Hambone Instructional Activity (Projectable): Apples and Bananas Instructional Activity (Projectable) Teacher Notes: Apples and Bananas Instructional Activity (Projectable): Michael Row the Boat Ashore Instructional Activity (Projectable) Teacher Notes: Michael Row the Boat Ashore Instructional Activity (Projectable): Little Green Frog Instructional Activity (Projectable) Teacher Notes: Little Green Frog

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<p>(Continued) MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p>	<p>(Continued) Instructional Activity (Projectable): El Zapatero Instructional Activity (Projectable) Teacher Notes: El Zapatero Orff Arrangement Teacher Notes: Willowbee</p>
<p>MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>Song Notation (Projectable): Cirmos cica Song Teacher Note: Cirmos cica Song Notation (Projectable): Bounce High, Bounce Low Song Teacher Notes: Bounce High, Bounce Low Song Notation (Projectable): Willowbee Song Teacher Notes: Willowbee Song Notation (Projectable): Counting Song Song Teacher Notes: Counting Song Song Notation (Projectable): Apples and Bananas Song Teacher Notes: Apples and Bananas Song Notation (Projectable); Ackabacka, Soda Cracker Song Teacher Notes: Ackabacka, Soda Cracker Play-Along (Percussion) Teacher Notes: Celebrate Song Notation (Projectable): Chanukah, Chanukah Song Teacher Notes: Chanukah, Chanukah Instructional Activity (Projectable): El burrito enfermo Instructional Activity (Projectable) Teacher Notes: El burrito enfermo Song Notation (Projectable): The Farmer's Dairy Key Song Teacher Notes: The Farmer's Dairy Key</p>

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<p>(Continued) MU:Pr4.2.1a With limited guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>(Continued) Song Notation (Projectable): Hokey Pokey Song Teacher Notes: Hokey Pokey Song Notation (Projectable): Cha wang yu Song Teacher Notes: Cha wang yu</p>
<p>MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.</p>	<p>Movement Activity Instructions (Printable): Walk in the Room Movement Activity Instructions (Printable): Chanukah, Chanukah Movement Activity Instructions (Printable): Yankee Doodle Movement Activity Instructions (Printable): Hey, Diddle, Diddle Movement Activity Instructions (Printable): Counting Song</p>
<p>MU:Re7.2.1a With limited guidance, demonstrate and <i>identify</i> how specific music concepts (such as beat or <i>pitch</i>) is <i>used in various styles of music for a purpose</i>.</p>	<p>Song Notation (Projectable): Mon papa (My Father) Song Teacher Notes: Mon papa (My Father) Song Notation (Projectable): Yang wa wa Song Teacher Notes: Yang wa wa Song Notation (Projectable): Yankee Doodle Song Teacher Notes: Yankee Doodle Song Notation (Projectable): Song of the Eagle Song Teacher Notes: Song of the Eagle</p>
<p>MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Song Notation (Projectable): Little Shell Song Teacher Notes: Little Shell Instructional Activity (Interactive): Charlie Over the Water Instructional Activity (Interactive) Teacher Notes: Charlie Over the Water</p>