

A Correlation of

# Interactive Music

powered by Silver Burdett  
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To the

## National Core Music Standards Grade 2

# A Correlation of Interactive Music, ©2016, Grade 2 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 2, ©2016
<b>CREATING</b>	
<b>Imagine</b>	
<i>Generate musical ideas for various purposes and contexts.</i>	
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	
<b>Essential Question:</b> How do musicians generate creative ideas?	
Common Anchor #1	
<p><b>MU:Cr1.1.2a</b> <i>Improvise <b>rhythmic and melodic patterns</b> and <b>musical ideas</b> for a specific <b>purpose</b>.</i></p>	<p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka</p> <p>Song Notation (Projectable): Every Morning When I Wake Up Song Teacher Notes: Every Morning When I Wake Up</p> <p>Music Reading Notation (Projectable) Teacher Notes: Riddle Ree</p> <p>Song Notation (Projectable): Four in a Boat Song Teacher Notes: Four in a Boat</p> <p>Song Notation (Projectable): Great Big House Song Teacher Notes: Great Big House</p>

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<p><b>MU:Cr1.1.2b</b> Generate <b>musical</b> patterns and <b>ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b>) and <b>meter</b> (such as duple and triple).</p>	<p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah</p> <p>Song Notation (Projectable): Kum bachur atzel Song Teacher Notes: Kum bachur atzel</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House</p> <p>Instructional Activity (Projectable): Earthworms Instructional Activity (Projectable) Teacher Notes: Earthworms</p>
<p><b>Plan and Make</b></p>	
<p><i>Select and develop musical ideas for defined purposes and contexts</i></p>	
<p><b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	
<p><b>Essential Question:</b> How do musicians make creative decisions?</p>	
<p>Common Anchor #2</p>	
<p><b>MU:Cr2.1.2a</b> <b>Demonstrate</b> and <i>explain</i> personal reasons for selecting <i>patterns and ideas for music</i> that represent <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House</p> <p>Listening Interactive Activity: Shoo Fly Listening Interactive Activity Teacher Notes: Shoo Fly</p>

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<p><b>MU:Cr2.1.2b</b> Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to <i>combine, sequence,</i> and document personal <b>musical ideas</b>.</p>	<p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah</p> <p>Song Notation (Projectable): El barquito Song Teacher Notes: El barquito</p>
<p><b>Evaluate and Refine</b></p>	
<p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	
<p><b>Enduring Understanding:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
<p><b>Essential Question:</b> How do musicians improve the quality of their creative work?</p>	
<p>Common Anchor #3</p>	
<p><b>MU:Cr3.1.2a</b> <b>Interpret</b> and apply personal, peer, and teacher feedback to <i>revise personal music</i>.</p>	<p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable): He’s Got the Whole World in His Hands Song Teacher Notes: He’s Got the Whole World in His Hands</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat</p> <p>Instructional Activity: Ostinatos (Projectable): Ev’rybody Smiles in the Same Language Instructional Activity: Ostinatos (Projectable) Teacher Notes: Ev’rybody Smiles in the Same Language</p>

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<b>Present</b>	
<i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
<b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication	
<b>Essential Question:</b> When is creative work ready to share?	
<p><b>MU:Cr3.2.2a</b> Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers <i>or informal audience</i>.</p>	<p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat</p>

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<b>PERFORMING</b>	
<b>Select</b>	
<i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	
<b>Essential Question:</b> How do performers select repertoire?	
Common Anchor #4	
<p><b>MU:Pr4.1.2a Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.</p>	<p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Song Notation (Projectable): Banjo Sam Song Teacher Notes: Banjo Sam</p>



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<b>Analyze</b>	
<i>Analyze the structure and context of varied musical works and their implications for performance.</i>	
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	
<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?	
<p><b>MU:Pr4.2.2a Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality</b> and <b>meter</b>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay</p> <p>Song Notation (Projectable): Frère Jacques Song Teacher Notes: Frère Jacques</p> <p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm</p> <p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent)</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower)</p>

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<p><b>MU:Pr4.2.2b</b> When analyzing selected music, read and perform <b>rhythmic and melodic patterns</b> using <b>iconic</b> or <b>standard notation</b>.</p>	<p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka</p> <p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah</p> <p>Song Notation (Projectable): El tambor Song Teacher Notes: El tambor</p>
<p><b>Interpret</b></p>	
<p><i>Develop personal interpretations that consider creators' intent.</i></p>	
<p><b>Enduring Understanding:</b> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	
<p><b>Essential Question:</b> How do performers interpret musical works?</p>	
<p><b>MU:Pr4.3.2a</b> <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm)</p> <p>Song Notation (Projectable): Ev'rybody Smiles in the Same Language Song Teacher Notes: Ev'rybody Smiles in the Same Language</p>

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<b>Rehearse, Evaluate and Refine</b>	
<i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
<b>Enduring Understanding:</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	
<b>Essential Question:</b> How do musicians improve the quality of their performance?	
Common Anchor #5	
<b>MU:Pr5.1.2a</b> - Apply <i>established criteria</i> to judge the accuracy, expressiveness, and effectiveness of <i>performances</i> .	<p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam</p>
<b>MU:Pr5.1.2b</b> – Rehearse, <i>identify</i> and apply strategies to address interpretive, <i>performance</i> , and <i>technical challenges</i> of music.	<p>Song Notation (Projectable): Abiyoyo Song Teacher Notes: Abiyoyo</p> <p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Instructional Activity (Interactive): Banjo Sam Instructional Activity (Interactive) Teacher Notes: Banjo Sam</p> <p>Instructional Activity (Projectable): Ev'rybody Smiles in the Same Language Instructional Activity (Projectable) Teacher Notes: Ev'rybody Smiles in the Same Language</p>

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<b>Present</b>	
<i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
<b>Enduring Understanding:</b> 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.	
<b>Essential Question:</b> 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	
<b>MU:Pr6.1.2a Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> .	Song Notation (Projectable): America Song Teacher Notes: America  Song Notation (Projectable): Haere Song Teacher Notes: Haere  Song Notation (Projectable): Kapulu kane Song Teacher Notes: Kapulu kane
<b>MU:Pr6.1.2b Perform</b> appropriately for the audience and <b>purpose</b> .	Song Notation (Projectable): America Song Teacher Notes: America  Song Notation (Projectable): Haere Song Teacher Notes: Haere

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<b>RESPONDING</b>	
<b>Select</b>	
<i>Choose music appropriate for a specific purpose or context.</i>	
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	
<b>Essential Question:</b> How do individuals choose music to experience?	
Common Anchor #7	
<b>MU:Re7.1.2a</b> <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	Song Notation (Projectable): Dinah Song Teacher Notes: Dinah  Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way  Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again!
<b>Analyze</b>	
<i>Analyze how the structure and context of varied musical works inform the response.</i>	
<b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	
<b>Essential Question:</b> How does understanding the structure and context of music inform a response?	
<b>MU:Re7.2.2a</b> <i>Describe</i> how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.	Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way  Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka  Listening Activity (Projectable): Grand Canyon Suite (Grove) Listening Activity (Projectable) Teacher Notes: Grand Canyon Suite (Grove)

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<b>Interpret</b>	
<i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	
<b>Enduring Understanding:</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	
<b>Essential Question:</b> How do we discern the musical creators' and performers' expressive intent?	
Common Anchor #8	
<b>MU:Re8.1.2a Demonstrate</b> knowledge of music <b>concepts</b> and <i>how they support creators'/ performers' expressive intent.</i>	<p>Song Notation (Projectable): B-A, Bay Song Teacher Notes: B-A, Bay</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm)</p> <p>Listening Activity (Projectable): Le banjo (Gottschalk)</p>
<b>Evaluate</b>	
<i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
<b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	
<b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?	
Common Anchor #9	
<b>MU:Re9.1.2a Apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes.</b>	<p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again!</p> <p>Listening Activity (Interactive) Teacher Notes: Shoo Fly</p> <p>Instructional Activity (Interactive): Down in the Valley Two by Two Instructional Activity (Interactive) Teacher Notes: Down in the Valley Two by Two</p>

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<b>CONNECTING</b>	
<b>Connect #10</b>	
<i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Enduring Understanding:</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	
<b>Essential Question:</b> How do musicians make meaningful connections to creating, performing, and responding?	
Common Anchor #10	
<p><b>MU:Cn10.0.2a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Song Notation (Projectable): The Crocodile Song Teacher Notes: The Crocodile</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm)</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack</p>
<p><b>MU:Cr2.1.2a</b> <b>Demonstrate</b> and <i>explain</i> personal reasons for selecting <i>patterns and ideas for their music</i> that represent <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat</p> <p>Song Notation (Projectable): Miss Mary Mack Song Teacher Notes: Miss Mary Mack</p> <p>Instructional Activity (Interactive): Great Big House Instructional Activity (Interactive) Teacher Notes: Great Big House</p> <p>Listening Interactive Activity: Shoo Fly Listening Interactive Activity Teacher Notes: Shoo Fly</p>

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<p><b>MU:Cr3.2.2a</b> Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers <i>or informal audience</i>.</p>	<p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Song Notation (Projectable): Leatherwing Bat Song Teacher Notes: Leatherwing Bat</p>
<p><b>MU:Pr4.3.2a</b> <b>Demonstrate</b> <i>understanding</i> of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): La mar estaba serena (The Sea is Calm) Song Teacher Notes: La mar estaba serena (The Sea is Calm)</p> <p>Song Notation (Projectable): Ev'rybody Smiles in the Same Language Song Teacher Notes: Ev'rybody Smiles in the Same Language</p>
<p><b>MU:Re7.1.2a</b> <i>Explain and</i> <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p>	<p>Song Notation (Projectable): Dinah Song Teacher Notes: Dinah</p> <p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again!</p>



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<b>Connect #11</b>	
<i>Relate musical ideas and works with varied context to deepen understanding.</i>	
<b>Enduring Understanding:</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
<b>Essential Question:</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Common Anchor #11	
<p><b>MU:Cn11.0.2a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Song Notation (Projectable): Christmas a Come Song Teacher Notes: Christmas a Come</p> <p>Song Notation (Projectable): The Crocodile Song Teacher Notes: The Crocodile</p> <p>Song Notation (Projectable): Frog and Toad Together Song Teacher Notes: Frog and Toad Together</p> <p>Song Notation (Projectable): He's Got the Whole World in His Hands Song Teacher Notes: He's Got the Whole World in His Hands</p> <p>Instructional Activity (Projectable): Down in the Valley, Two by Two Instructional Activity (Projectable) Teacher Notes: Down in the Valley, Two by Two</p>

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<p><b>MU:Cr1.1.2a</b> <i>Improvise <b>rhythmic and melodic</b> patterns and <b>musical ideas</b> for a specific <b>purpose</b>.</i></p>	<p>Song Notation (Projectable): Canoe Song Song Teacher Notes: Canoe Song</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay</p> <p>Song Notation (Projectable): Chicka Hanka Song Teacher Notes: Chicka Hanka</p> <p>Song Notation (Projectable): Every Morning When I Wake Up Song Teacher Notes: Every Morning When I Wake Up</p> <p>Music Reading Notation (Projectable) Teacher Notes: Riddle Ree</p> <p>Song Notation (Projectable): Four in a Boat Song Teacher Notes: Four in a Boat</p> <p>Song Notation (Projectable): Great Big House Song Teacher Notes: Great Big House</p>
<p><b>MU:Pr4.2.2a</b> <b>Demonstrate</b> knowledge of music <b>concepts</b> (<i>such as <b>tonality</b> and <b>meter</b></i>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.</p>	<p>Song Notation (Projectable): Al ánimo Song Teacher Notes: Al ánimo</p> <p>Song Notation (Projectable): Che che koolay Song Teacher Notes: Che che koolay</p> <p>Song Notation (Projectable): Frère Jacques Song Teacher Notes: Frère Jacques</p> <p>Instructional Activity (Projectable): Earthworm Instructional Activity (Projectable) Teacher Notes: Earthworm</p> <p>Instructional Activity (Projectable): La víbora (The Serpent) Instructional Activity (Projectable) Teacher Notes: La víbora (The Serpent)</p> <p>Instructional Activity (Projectable): El florón (The Flower) Instructional Activity (Projectable) Teacher Notes: El florón (The Flower)</p>

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<p><b>MU:Pr6.1.2a Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b>.</p>	<p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Haere Song Teacher Notes: Haere</p> <p>Song Notation (Projectable): Kapulu kane Song Teacher Notes: Kapulu kane</p>
<p><b>MU:Re7.2.2a Describe</b> how specific music <b>concepts</b> are used to support a specific <b>purpose</b> in music.</p>	<p>Song Notation (Projectable): I'm On My Way Song Teacher Notes: I'm on My Way</p> <p>Song Notation (Projectable): John Kanaka Song Teacher Notes: John Kanaka</p> <p>Listening Activity (Projectable): Grand Canyon Suite (Grove) Listening Activity (Projectable) Teacher Notes: Grand Canyon Suite (Grove)</p>
<p><b>MU:Re9.1.2a Apply</b> personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	<p>Song Notation (Projectable): America Song Teacher Notes: America</p> <p>Song Notation (Projectable): Dr. Seuss, We Love You Song Teacher Notes: Dr. Seuss, We Love You</p> <p>Song Notation (Projectable): It's Santa—Again! Song Teacher Notes: It's Santa—Again!</p> <p>Listening Activity (Interactive) Teacher Notes: Shoo Fly</p> <p>Instructional Activity (Interactive): Down in the Valley Two by Two Instructional Activity (Interactive) Teacher Notes: Down in the Valley Two by Two</p>