

A Correlation of

# Interactive Music

powered by Silver Burdett  
©2016



To the

# National Core Music Standards

## Grade 3

# A Correlation of Interactive Music, ©2016, Grade 3 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 3, ©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:Cr1.1.3a</b> Improvise rhythmic and melodic ideas, <i>and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b>).</i></p>	<p>Song Notation (Projectable): La calle ancha Song Teacher Notes: La calle ancha</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children</p> <p>Song Notation (Projectable): Catch The Rhythm Song Teacher Notes: Catch the Rhythm</p> <p>Song Notation (Projectable): Old Dan Tucker Song Teacher Notes: Old Dan Tucker</p>
<p><b>MU:Cr1.1.3b</b> Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b>) within a given <b>tonality</b> and/or <b>meter</b>.</p>	<p>Instructional Activity (Interactive): Li'l Liza Jane Instructional Activity (Interactive) Teacher Notes: Li'l Liza Jane</p> <p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable): Erdö, erdö de magos Song Teacher Notes: Erdö, erdö de magos</p>

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National Core Music Standards	Interactive Music Grade 3, ©2016
<b>Plan and Make</b>	
<i>Select and develop musical ideas for defined purposes and contexts</i>	
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	
<b>Essential Question:</b> How do musicians make creative decisions?	
Common Anchor #2	
<p><b>MU:Cr2.1.3a Demonstrate</b> <i>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</i></p>	<p>Song Notation (Projectable): Old House, Tear it Down Song Teacher Notes: Old House, Tear it Down</p> <p>Song Notation (Projectable): Chanukah Games Song Teacher Notes: Chanukah Games</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p>
<p><b>MU:Cr2.1.3b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal <i>rhythmic and melodic musical ideas.</i></p>	<p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p> <p>Instructional Activity (Interactive): Little Liza Jane Instructional Activity (Interactive) Teacher Notes: Little Liza Jane</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Instructional Activity (Projectable): Morning is Come Instructional Activity (Projectable) Teacher Notes: Morning is Come</p>

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National Core Music Standards	Interactive Music Grade 3, ©2016
<b>Evaluate and Refine</b>	
<i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	
<b>Enduring Understanding:</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	
<b>Essential Question:</b> How do musicians improve the quality of their creative work?	
Common Anchor #3	
<p><b>MU:Cr3.1.3a</b> Evaluate, <i>refine</i>, and document revisions to personal <i>musical ideas</i>, applying <i>teacher-provided</i> and <i>collaboratively-developed criteria</i> and feedback.</p>	<p>Song Notation (Projectable): In the Pumpkin Patch Song Teacher Notes: In the Pumpkin Patch</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Song Notation Projectable: Michael Finnigan Song Teacher Notes: Michael Finnigan</p> <p>Instructional Activity (Interactive): Chitty Chitty Bang Bang Instructional Activity (Interactive) Teacher Notes: Chitty Chitty Bang Bang</p>
<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:Cr3.2.3a</b> <b>Present</b> the final version of personal created music to others, and describe <i>connection</i> to <i>expressive intent</i></p>	<p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom Aleichem</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</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:Pr4.1.3a Demonstrate</b> and explain <i>how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b>, and <b>context</b>.</i></p>	<p>Song Notation (Projectable): Ichi-gatsu tsuitachi Song Teacher Notes: Ichi-gatsu tsuitachi</p> <p>Song Notation (Projectable): Mubarak Song Teacher Notes: Mubarak</p> <p>Song Notation (Projectable): The Twelve Days of Christmas Song Teacher Notes: The Twelve Days of Christmas</p> <p>Instructional Activity (Interactive): Al tambor Instructional Activity (Interactive) Teacher Notes: Al tambor</p>

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National Core Music Standards	Interactive Music Grade 3, ©2016
<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:Pr4.2.3a Demonstrate</b> <i>understanding of the <b>structure</b> in music selected for <b>performance</b>.</i></p>	<p>Song Notation (Projectable): Big Rock Candy Mountain Song Teacher Notes: Big Rock Candy Mountain</p> <p>Song Notation (Projectable): El rabel Song Teacher Notes: El rabel</p> <p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day</p> <p>Song Notation (Projectable): Ichi-gatsu tsuitachi Song Teacher Notes: Ichi-gatsu tsuitachi</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize</p> <p>Song Notation (Projectable): Morning is Come Song Teacher Notes: Morning is Come</p> <p>Song Notation (Projectable): Mubarak Song Teacher Notes: Mubarak</p> <p>Song Notation Projectable: Nani wala na hala Song Teacher Notes: Nani wala na hala</p>



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National Core Music Standards	Interactive Music Grade 3, ©2016
<p><b>MU:Pr4.2.3b</b> When analyzing selected music, read and perform <i>rhythmic patterns</i> and <i>melodic phrases</i> using <b>iconic</b> and <b>standard notation</b>.</p>	<p>Song Notation Projectable: Aguinaldo Song Teacher Notes: Aguinaldo</p> <p>Song Notation Projectable: Erdö, erdö de magos Song Teacher Notes: Erdö, erdö de magos</p> <p>Song Notation Projectable: Four White Horses Song Teacher Notes: Four White Horses</p> <p>Song Notation Projectable: Good Morning Song Teacher Notes: Good Morning</p> <p>Song Notation (Projectable): Hot Cross Buns Song Teacher Notes: Hot Cross Buns</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): In the Pumpkin Patch Song Teacher Notes: In the Pumpkin Patch</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize</p> <p>Song Notation (Projectable): La calle ancha Song Teacher Notes: La calle ancha</p> <p>Song Notation Projectable: Mama paquita Song Teacher Notes: Mama paquita</p> <p>Song Notation Projectable: Michael Finnigan Song Teacher Notes: Michael Finnigan</p>

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<p><b>MU:Pr4.2.3c</b> Describe how <b>context</b> (such as <b>personal</b> and <b>social</b>) can inform a <b>performance</b>.</p>	<p>Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize</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:Pr4.3.3a Demonstrate</b> and describe how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>	<p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes</p> <p>Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin'</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:Pr5.1.3a</b> - Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy of <b>ensemble performances</b> .	Movement Activity Instructions (Printable): It's a Beautiful Land We Share  Music Reading Notation (Projectable): Shakin' it Up Music Reading Notation (Projectable) Teacher Notes: Shakin' it Up
<b>MU:Pr5.1.3b</b> Rehearse to <b>refine technical accuracy, expressive qualities</b> , and identified performance challenges.	Play-Along (Recorder) Notation (Projectable): Do, Lord Play-Along (Recorder) Teacher Notes: Do, Lord  Music Reading Notation (Projectable): Shakin' it Up Music Reading Notation (Projectable) Teacher Notes: Shakin' it Up

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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:Pr6.1.3a Perform</b> music with <b>expression</b> and <b>technical accuracy</b> .	<p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes</p> <p>Song Notation (Projectable): Al tambor Song Teacher Notes: Al tambor</p> <p>Song Notation (Projectable): Big Rock Candy Mountain Song Teacher Notes: Big Rock Candy Mountain</p> <p>Song Notation (Projectable): If I Only Had a Brain Song Teacher Notes: If I Only Had a Brain</p>
<b>MU:Pr6.1.3b Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b> .	<p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day</p> <p>Song Notation (Projectable): If a Tiger Calls Song Teacher Notes: If a Tiger Calls</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p>

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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	
<p><b>MU:Re7.1.3a Demonstrate</b> and describe how selected music connects to and is influenced by specific interests, experiences, or <b>purposes</b>.</p>	<p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</p> <p>Song Notation (Projectable): Don't Let the Wind Song Teacher Notes: Don't Let the Wind</p> <p>Song Notation (Projectable): The Groundhog Blues Song Teacher Notes: The Groundhog Blues</p> <p>Song Notation (Projectable): Happy Feet Song Teacher Notes: Happy Feet</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</p>

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<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?	
<p><b>MU:Re7.2.3a Demonstrate</b> and describe <i>how a response to music can be informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>personal</b> and <b>social</b>).</i></p>	<p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map Teacher Notes: Ballet of the Chickens in Their Shells</p>
<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	
<p><b>MU:Re8.1.3a Demonstrate</b> and describe <i>how the <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b>.</i></p>	<p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable): The Planets Song Teacher Notes: The Planets</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes</p> <p>Song Notation (Projectable): You're a Grand Old Flag Song Teacher Notes: You're a Grand Old Flag</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin'</p>

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<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	
<p><b>MU:Re9.1.3a</b> Evaluate <i>musical works and performances</i>, applying <i>established criteria</i>, and describe appropriateness to the <i>context</i>.</p>	<p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable): Ah, eu entrei na roda Song Teacher Notes: Ah, eu entrei na roda</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Movement Activity Instructions (Printable): Song of the Fishes</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:Cn10.0.3a</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): Silent Night Song Teacher Notes: Silent Night</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children</p> <p>Play-Along (Percussion) Teacher Notes: This Old Man</p>
<p><b>MU:Cr2.1.3a</b> <b>Demonstrate</b> selected <i>musical ideas</i> for a simple <i>improvisation</i> or <i>composition</i> to express <i>intent</i>, and describe <i>connection</i> to a specific <i>purpose</i> and <i>context</i>.</p>	<p>Song Notation (Projectable): Old House, Tear it Down Song Teacher Notes: Old House, Tear it Down</p> <p>Song Notation (Projectable): Chanukah Games Song Teacher Notes: Chanukah Games</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem</p> <p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p>



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<p><b>MU:Cr3.2.3a Present</b> the final version of created music for others, <i>and describe connection</i> to <i>expressive intent</i>.</p>	<p>Song Notation (Projectable): Michael Finnigan Song Teacher Notes: Michael Finnigan</p> <p>Song Notation (Projectable): Children, Go Where I Send Thee Song Teacher Notes: Children, Go Where I Send Thee</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom Aleichem</p> <p>Song Notation (Projectable): It's a Beautiful Land We Share Song Teacher Notes: It's a Beautiful Land We Share</p>
<p><b>MU:Pr4.1.3a Demonstrate</b> and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context</i>.</p>	<p>Song Notation (Projectable): Ichi-gatsu tsuitachi Song Teacher Notes: Ichi-gatsu tsuitachi</p> <p>Song Notation (Projectable): Mubarak Song Teacher Notes: Mubarak</p> <p>Song Notation (Projectable): The Twelve Days of Christmas Song Teacher Notes: The Twelve Days of Christmas</p> <p>Instructional Activity (Interactive): Al tambor Instructional Activity (Interactive) Teacher Notes: Al tambor</p>

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<p><b>MU:Pr4.3.3a Demonstrate</b> <i>and describe</i> how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).</p>	<p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Song Notation (Projectable): Sweet Potatoes Song Teacher Notes: Sweet Potatoes</p> <p>Song Notation (Projectable): The Planets Chant Song Teacher Notes: The Planets Chant</p> <p>Instructional Activity (Projectable): Train is A-Comin' Instructional Activity (Projectable) Teacher Notes: Train is A-Comin'</p>
<p><b>MU:Re7.1.3a Demonstrate</b> <i>and describe</i> how <i>selected music connects to</i> and is influenced by specific interests, experiences, or <b>purposes</b>.</p>	<p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</p> <p>Song Notation (Projectable): Don't Let the Wind Song Teacher Notes: Don't Let the Wind</p> <p>Song Notation (Projectable): The Groundhog Blues Song Teacher Notes: The Groundhog Blues</p> <p>Song Notation (Projectable): Happy Feet Song Teacher Notes: Happy Feet</p> <p>Song Notation (Projectable): Hevenu shalom aleichem Song Teacher Notes: Hevenu shalom aleichem</p> <p>Song Notation (Projectable): Hwa yuan li-de young wa wa Song Teacher Notes: Hwa yuan li-de young wa wa</p> <p>Song Notation (Projectable): La piñata Song Teacher Notes: La piñata</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	
<b>MU:Cn11.0.3a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<p>Song Notation (Projectable): Make New Friends Song Teacher Notes: Make New Friends</p> <p>Song Notation (Projectable): Maps and Globes Song Teacher Notes: Maps and Globes</p> <p>Instructional Activity (Projectable): Ichi-gatsu tsuitachi Song Teacher Notes: Ichi-gatsu tsuitachi</p> <p>Enrichment Activity (Interactive): A Ram Sam Sam Enrichment Activity (Interactive) Teacher Notes: A Ram Sam Sam</p>
<b>MU:Cr1.1.3a</b> Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	<p>Song Notation (Projectable): La calle ancha Song Teacher Notes: La calle ancha</p> <p>Song Notation (Projectable): Walk Together, Children Song Teacher Notes: Walk Together, Children</p> <p>Song Notation (Projectable): Catch The Rhythm Song Teacher Notes: Catch the Rhythm</p> <p>Song Notation (Projectable): Old Dan Tucker Song Teacher Notes: Old Dan Tucker</p>
<b>MU:Pr4.2.3c</b> Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	<p>Instructional Activity (Interactive): Do, Lord Instructional Activity (Interactive) Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable): Keep Your Eyes on the Prize Song Teacher Notes: Keep Your Eyes on the Prize</p>

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<p><b>MU:Pr6.1.3b</b> <i>Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</i></p>	<p>Song Notation (Projectable): Great Day Song Teacher Notes: Great Day</p> <p>Song Notation (Projectable): If a Tiger Calls Song Teacher Notes: If a Tiger Calls</p> <p>Instructional Activity (Interactive): Shakin' It Up Instructional Activity (Interactive) Teacher Notes: Shakin' It Up</p>
<p><b>MU:Re7.2.3a</b> <i>Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</i></p>	<p>Song Notation (Projectable): Do, Lord Song Teacher Notes: Do, Lord</p> <p>Song Notation (Projectable): Silent Night Song Teacher Notes: Silent Night</p> <p>Instructional Activity (Projectable): If I Only Had a Brain Instructional Activity (Projectable) Teacher Notes: If I Only Had a Brain</p> <p>Listening Animated Map Teacher Notes: Ballet of the Chickens in Their Shells</p>
<p><b>MU:Re9.1.3a</b> <i>Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</i></p>	<p>Song Notation (Projectable): Aguinaldo Song Teacher Notes: Aguinaldo</p> <p>Song Notation (Projectable): Ah, eu entrei na roda Song Teacher Notes: Ah, eu entrei na roda</p> <p>Song Notation (Projectable): Hush, Hush Song Teacher Notes: Hush, Hush</p> <p>Movement Activity Instructions (Printable): Song of the Fishes</p>