

A Correlation of

**Interactive Music**  
powered by Silver Burdett  
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To the

**National Core Music Standards**  
**Grade 4**

# A Correlation of Interactive Music, ©2016, Grade 4 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 4, ©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:Cr1.1.4a</b> Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	<p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree) Song Teacher Notes: Beriozka (The Birch Tree)</p> <p>Song Notation (Projectable): Pollerita Song Teacher Notes: Pollerita</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>

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<p><b>MU:Cr1.1.4b</b> Generate <b>musical ideas</b> (such as <b>rhythms</b>, <b>melodies</b>, and <i>simple accompaniment patterns</i>) within <i>related tonalities</i> (such as <b>major</b> and <b>minor</b>) and <b>meters</b>.</p>	<p>Song Notation (Projectable): The Glendy Burke Song Teacher Notes: The Glendy Burke</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh</p> <p>Song Notation (Projectable): Beriozka (The Birch Tree) Song Teacher Notes: Beriozka (The Birch Tree)</p> <p>Song Notation (Projectable): Pollerita Song Teacher Notes: Pollerita</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>

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National Core Music Standards	Interactive Music Grade 4, ©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:Cr2.1.4a Demonstrate</b> selected <i>and organized musical ideas</i> for an <b>improvisation, arrangement,</b> or <b>composition</b> to express <b>intent,</b> and <b>explain connection to purpose</b> and <b>context.</b></p>	<p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Play-Along (Percussion) Notation (Projectable): Santa Clara Play-Along (Percussion) Teacher Notes: Santa Clara</p>

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<p><b>MU:Cr2.1.4b</b> Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, <i>and simple harmonic</i> <b>musical ideas</b>.</p>	<p>Instructional Activity (Interactive): Bonavist' Harbor Instructional Activity (Interactive) Teacher Notes: Bonavist' Harbor</p> <p>Song Notation (Projectable): The Glendy Burke Song Teacher Notes: The Glendy Burke</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p>

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National Core Music Standards	Interactive Music Grade 4, ©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:Cr3.1.4a</b> Evaluate, <b>refine</b>, and document revisions to personal <i>music</i>, applying <b>teacher-provided and collaboratively-developed criteria</b> and feedback <i>to show improvement over time</i>.</p>	<p>Song Notation (Projectable): The Bard of Armagh            Song Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable):            Kokoleoko            Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly            Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</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:Cr3.2.4a Present</b> the final version of personal created music to others, and <b>explain connection</b> to <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</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:Pr4.1.4a Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <b>technical skill</b>.</p>	<p>Song Notation (Projectable): Texas, Our Texas Song Teacher Notes: Texas, Our Texas</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</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:Pr4.2.4a Demonstrate</b> understanding of the <b>structure</b> and <i>the elements of music</i> (such as <i>rhythm, pitch, and form</i>) in music selected for <b>performance</b>.</p>	<p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water</p> <p>Song Notation (Projectable): How Can I Keep from Singing? Song Teacher Notes: How Can I Keep from Singing?</p> <p>Song Notation (Projectable): La Tarara Song Teacher Notes: La Tarara</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean</p> <p>Song Notation (Projectable): Minka Song Teacher Notes: Minka</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas</p> <p>Song Notation (Projectable): The Keel Row Song Teacher Notes: The Keel Row</p> <p>Song Notation (Projectable): Woke Up This Morning Song Teacher Notes: Woke Up This Morning</p> <p>Song Notation (Projectable): Xiao Song Teacher Notes: Xiao</p> <p>Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway Play-Along (Recorder) Teacher Notes: Pat Works on the Railway</p> <p>Music Reading Notation (Projectable): A Merry Modal Christmas Music Reading Teacher Notes: A Merry Modal Christmas</p>

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<p><b>(Continued)</b>  <b>MU:Pr4.2.4a Demonstrate</b> understanding of the <b>structure</b> and <i>the elements of music</i> (such as <i>rhythm, pitch, and form</i>) in music selected for <b>performance</b>.</p>	<p><b>(Continued)</b>            Music Reading Notation (Projectable):            Soldier, Soldier            Music Reading Teacher Notes: Soldier,            Soldier</p>
<p><b>MU:Pr4.2.4b</b> When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b>.</p>	<p>Song Notation (Projectable): How Can I Keep from Singing?            Song Teacher Notes: How Can I Keep from Singing?</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean            Song Teacher Notes: My Bonnie Lies Over the Ocean</p> <p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains            Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p> <p>Song Notation (Projectable): Soldier, Soldier            Song Teacher Notes: Soldier, Soldier</p> <p>Song Notation (Projectable): The Bard of Armagh            Song Teacher Notes: The Bard of Armagh</p> <p>Song Notation (Projectable): Beriozka            Song Teacher Notes: Beriozka</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?            Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?</p> <p>Play-Along (Recorder) Notation (Projectable): The Keel Row            Play-Along (Recorder) Teacher Notes: The Keel Row</p> <p>Music Reading Notation (Projectable):            Soldier, Soldier            Music Reading Teacher Notes: Soldier,            Soldier</p>

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<p><b>(Continued)</b>  <b>MU:Pr4.2.4b</b> When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b>.</p>	<p><b>(Continued)</b>            Music Reading Notation (Projectable): Walk in Jerusalem            Music Reading Teacher Notes: Walk in Jerusalem             Listening Interactive Activity: Sakura            Listening (Interactive) Teacher Notes: Sakura</p>
<p><b>MU:Pr4.2.4c</b> Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>	<p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas            Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas             Instructional Activity (Projectable): Woke Up This Morning            Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning             Song Notation (Projectable): Wade in the Water            Song Teacher Notes: Wade in the Water             Song Notation (Projectable): Haul Away, Joe            Song Teacher Notes: Haul Away, Joe             Song Notation (Projectable): Ala Da'lona            Song Teacher Notes: Ala Da'lona             Song Notation (Projectable): There's a Little Bit of Everything in Texas            Song Teacher Notes: There's a Little Bit of Everything in Texas             Song Notation (Projectable): Xiao            Song Teacher Notes: Xiao             Song Notation (Projectable): Yibane amenu            Song Teacher Notes: Yibane amenu             Instructional Activity (Projectable): Follow the Drinkin' Gourd            Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p>

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<p><b>(Continued)</b>  <b>MU:Pr4.2.4c</b> Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>	<p><b>(Continued)</b>            Instructional Activity (Projectable): Home on the Range            Instructional Activity (Projectable) Teacher Notes: Home on the Range            Orff Arrangement Teacher Notes: Al quebrar la piñata             Orff Arrangement Teacher Notes: Beriozka Movement Activity Instructions (Printable): Chuhwuht             Orff Arrangement Teacher Notes: Pollerita</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:Pr4.3.4a</b> <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>).</p>	<p>Song Notation (Projectable): Ala Da'lona            Song Teacher Notes: Ala Da'lona             Song Notation (Projectable): Follow the Drinkin' Gourd            Song Teacher Notes: Follow the Drinkin' Gourd             Song Notation (Projectable): Harambee            Song Teacher Notes: Harambee             Song Notation (Projectable): Sakura            Song Teacher Notes: Sakura             Instructional Activity (Projectable): Humpty Dumpty            Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty             Instructional Activity (Projectable): La Tarara            Instructional Activity (Projectable) Teacher Notes: La Tarara             Instructional Activity (Projectable): Ochimbo            Instructional Activity (Projectable) Teacher Notes: Ochimbo</p>

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<p><b>(Continued)</b>  <b>MU:Pr4.3.4a Demonstrate</b> and explain how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>).</p>	<p><b>(Continued)</b>  Orff Arrangement Teacher Notes: Pollerita   Instructional Activity (Projectable): Wade in the Water  Instructional Activity (Projectable) Teacher Notes: Wade in the Water   Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!  Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>
<p><b>Rehearse, Evaluate and Refine</b></p>	
<p><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	
<p><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.</p>	
<p><b>Essential Question:</b> How do musicians improve the quality of their performance?</p>	
<p>Common Anchor #5</p>	
<p><b>MU:Pr5.1.4a</b> Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy and expressiveness of <b>ensemble</b> and <b>personal performances</b>.</p>	<p>Song Notation (Projectable): Wade in the Water  Song Teacher Notes: Wade in the Water   Song Notation (Projectable): My Bonnie Lies Over the Ocean  Song Teacher Notes: My Bonnie Lies Over the Ocean   Song Notation (Projectable): Pat Works on the Railway  Song Teacher Notes: Pat Works on the Railway   Song Notation (Projectable): Now Let Me Fly  Song Teacher Notes: Now Let Me Fly   Song Notation (Projectable): St. Patrick Was a Gentleman  Song Teacher Notes: St. Patrick Was a Gentleman   Song Notation (Projectable): We're Making Popcorn  Song Teacher Notes: We're Making Popcorn</p>

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<p><b>(Continued)</b>  <b>MU:Pr5.1.4a</b> Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy <i>and expressiveness</i> of <b>ensemble</b> and <b>personal performances</b>.</p>	<p><b>(Continued)</b>            Play-Along (Recorder) Teacher Notes: We're Making Popcorn             Movement Activity Instructions (Printable): Green Eggs and Ham             Orff Arrangement Teacher Notes: Beriozka             Instructional Activity (Projectable): Humpty Dumpty            Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty             Movement Activity Instructions (Printable): Sailboat in the Sky             Orff Arrangement Teacher Notes: Sakura             Instructional Activity (Projectable): Sambalele            Instructional Activity (Projectable) Teacher Notes: Sambalele             Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>
<p><b>MU:Pr5.1.4b</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b>, and address performance challenges.</p>	<p>Song Notation (Projectable): My Bonnie Lies Over the Ocean            Song Teacher Notes: My Bonnie Lies Over the Ocean             Song Notation (Projectable): Pat Works on the Railway            Song Teacher Notes: Pat Works on the Railway             Song Notation (Projectable): Now Let Me Fly            Song Teacher Notes: Now Let Me Fly             Song Notation (Projectable): St. Patrick Was a Gentleman            Song Teacher Notes: St. Patrick Was a Gentleman             Song Notation (Projectable): We're Making Popcorn            Song Teacher Notes: We're Making Popcorn</p>



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<p><b>(Continued)</b>  <b>MU:Pr5.1.4b</b> Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b>, and address performance challenges.</p>	<p>Instructional Activity (Projectable): The Bard of Armagh            Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Instructional Activity (Projectable): Humpty Dumpty            Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p> <p>Instructional Activity (Projectable): Sambalele            Instructional Activity (Projectable) Teacher Notes: Sambalele</p> <p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!            Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</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:Pr6.1.4a Perform</b> music, <i>alone or with others</i> , with <b>expression</b> and <b>technical accuracy</b> , and appropriate <b>interpretation</b> .	<p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water</p> <p>Song Notation (Projectable): My Bonnie Lies Over the Ocean Song Teacher Notes: My Bonnie Lies Over the Ocean</p> <p>Song Notation (Projectable): Los niños en España cantan Song Teacher Notes: Los niños en España cantan</p> <p>Song Notation (Projectable): Now Let Me Fly Song Teacher Notes: Now Let Me Fly</p> <p>Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing? Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?</p> <p>Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway Play-Along (Recorder) Teacher Notes: Pat Works on the Railway</p> <p>Instructional Activity (Projectable): The Bard of Armagh Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p>

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<p><b>(Continued)</b>  <b>MU:Pr6.1.4a Perform</b> music, <i>alone or with others</i>, with <b>expression</b> and <b>technical accuracy</b>, and appropriate <b>interpretation</b>.</p>	<p><b>(Continued)</b>            Instructional Activity (Projectable): Sambalele            Instructional Activity (Projectable) Teacher Notes: Sambalele</p>
<p><b>MU:Pr6.1.4b Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, and genre</b>.</p>	<p>Song Notation (Projectable): A Merry Modal Christmas            Song Teacher Notes: A Merry Modal Christmas</p> <p>Song Notation (Projectable): Now Let Me Fly            Song Teacher Notes: Now Let Me Fly</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd            Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Instructional Activity (Projectable): Humpty Dumpty            Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</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:Re7.1.4a Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): A Merry Modal Christmas Song Teacher Notes: A Merry Modal Christmas</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</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:Re7.2.4a Demonstrate</b> and explain how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	<p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p>

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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	
<p><b>MU:Re8.1.4a Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b>.</p>	<p>Song Notation (Projectable): Wade in the Water Song Teacher Notes: Wade in the Water</p> <p>Song Notation (Projectable): Dry Bones Song Teacher Notes: Dry Bones</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p> <p>Instructional Activity (Projectable): The Glendy Burke Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): La Jesusita Instructional Activity (Projectable) Teacher Notes: La Jesusita</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>(Continued)</b>  <b>MU:Re8.1.4a Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b>) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b>.</p>	<p><b>(Continued)</b>            Instructional Activity (Projectable): Wade in the Water            Instructional Activity (Projectable) Teacher Notes: Wade in the Water"</p>
<p><b>Evaluate</b></p>	
<p><i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	
<p><b>Enduring Understanding:</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	
<p><b>Essential Question:</b> How do we judge the quality of musical work(s) and performance(s)?</p>	
<p>Common Anchor #9</p>	
<p><b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p>	<p>Song Notation (Projectable): Cielito lindo            Song Teacher Notes: Cielito lindo</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd            Song Teacher Notes: Follow the Drinkin' Gourd</p> <p>Song Notation (Projectable): Green Eggs and Ham            Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Minka            Song Teacher Notes: Minka</p> <p>Song Notation (Projectable): Streets of Laredo            Song Teacher Notes: Streets of Laredo</p> <p>Instructional Activity (Projectable): The Glendy Burke            Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): Home on the Range            Instructional Activity (Projectable) Teacher Notes: Home on the Range</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>(Continued)</b>  <b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p>	<p><b>(Continued)</b>            Instructional Activity (Projectable): La Tarara            Instructional Activity (Projectable) Teacher Notes: La Tarara             Instructional Activity (Projectable): Wade in the Water            Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>
<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:Cn10.0.4a</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): A Merry Modal Christmas            Song Teacher Notes: A Merry Modal Christmas             Song Notation (Projectable): There's a Little Bit of Everything in Texas            Song Teacher Notes: There's a Little Bit of Everything in Texas             Instructional Activity (Interactive): A Merry Modal Christmas            Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas             Movement Activity Instructions (Printable): Chuhwuht             Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas            Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</p>



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<p><b>MU:Cr2.1.4a Demonstrate</b> selected <i>and organized musical ideas</i> for an <b>improvisation, arrangement, or composition</b> to express <b>intent, and explain connection to purpose and context.</b></p>	<p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Play-Along (Percussion) Notation (Projectable): Santa Clara Play-Along (Percussion) Teacher Notes: Santa Clara</p>
<p><b>MU:Cr3.2.4a Present</b> the final version of created music for others, and <i>explain connection to expressive intent.</i></p>	<p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable): The Bard of Armagh Song Teacher Notes: The Bard of Armagh</p> <p>Instructional Activity (Projectable): Kokoleoko Instructional Activity (Projectable) Teacher Notes: Kokoleoko</p> <p>Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)</p> <p>Instructional Activity (Projectable): Now Let Me Fly Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly</p> <p>Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>

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<p><b>MU:Pr4.1.4a Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <b>technical skill</b>.</p>	<p>Song Notation (Projectable): Texas, Our Texas Song Teacher Notes: Texas, Our Texas</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</p> <p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>MU:Pr4.3.4a Demonstrate</b> and explain how <b>intent</b> is conveyed through <i>interpretive decisions</i> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>).</p>	<p>Song Notation (Projectable): Ala Da'Iona Song Teacher Notes: Ala Da'Iona</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd</p> <p>Song Notation (Projectable): Harambee Song Teacher Notes: Harambee</p> <p>Song Notation (Projectable): Sakura Song Teacher Notes: Sakura</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Ochimbo Instructional Activity (Projectable) Teacher Notes: Ochimbo</p> <p>Orff Arrangement Teacher Notes: Pollerita</p> <p>Instructional Activity (Projectable): Wade in the Water Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p> <p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>MU:Re7.1.4a Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	<p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): A Merry Modal Christmas Song Teacher Notes: A Merry Modal Christmas</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Instructional Activity (Projectable): Woke Up This Morning Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<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:Cn11.0.4a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe</p> <p>Song Notation (Projectable): Kokoleoko Song Teacher Notes: Kokoleoko</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): There's a Little Bit of Everything in Texas Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Interactive): A Merry Modal Christmas Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas</p> <p>Movement Activity Instructions (Printable): Niu lang zhi nü</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>(Continued)</b>  <b>MU:Cn11.0.4a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>(Continued)</b>            Instructional Activity (Projectable): Woke Up This Morning            Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning             Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas</p>
<p><b>MU:Cr1.1.4a</b> Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	<p>Song Notation (Projectable): Chuhwuht            Song Teacher Notes: Chuhwuht             Song Notation (Projectable): Beriozka (The Birch Tree)            Song Teacher Notes: Beriozka (The Birch Tree)             Song Notation (Projectable): Pollerita            Song Teacher Notes: Pollerita             Orff Arrangement Teacher Notes: Los niños en España cantan (In Spain the Children Sing)             Orff Arrangement Teacher Notes: Xiao (Bamboo Flute)</p>
<p><b>MU:Pr4.2.4c</b> Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>	<p>Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas            Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas             Instructional Activity (Projectable): Woke Up This Morning            Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning             Song Notation (Projectable): Wade in the Water            Song Teacher Notes: Wade in the Water             Song Notation (Projectable): Haul Away, Joe            Song Teacher Notes: Haul Away, Joe             Song Notation (Projectable): Ala Da'lona            Song Teacher Notes: Ala Da'lona</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>(Continued)</b>  <b>MU:Pr4.2.4c</b> <i>Explain</i> how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>	<p><b>(Continued)</b>            Song Notation (Projectable): There's a Little Bit of Everything in Texas            Song Teacher Notes: There's a Little Bit of Everything in Texas</p> <p>Song Notation (Projectable): Xiao            Song Teacher Notes: Xiao</p> <p>Song Notation (Projectable): Yibane amenu            Song Teacher Notes: Yibane amenu</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd            Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Instructional Activity (Projectable): Home on the Range            Instructional Activity (Projectable) Teacher Notes: Home on the Range            Orff Arrangement Teacher Notes: Al quebrar la piñata</p> <p>Orff Arrangement Teacher Notes: Beriozka            Movement Activity Instructions (Printable): Chuhwuht</p> <p>Orff Arrangement Teacher Notes: Pollerita</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette</b> appropriate for the <b>context, venue, and genre.</b></p>	<p>Song Notation (Projectable): A Merry Modal Christmas Song Teacher Notes: A Merry Modal Christmas</p> <p>Song Notation (Projectable): Now Let Me Fly Song Teacher Notes: Now Let Me Fly</p> <p>Instructional Activity (Projectable): Follow the Drinkin' Gourd Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd</p> <p>Movement Activity Instructions (Printable): Green Eggs and Ham</p> <p>Instructional Activity (Projectable): Humpty Dumpty Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty</p> <p>Movement Activity Instructions (Printable): Sailboat in the Sky</p>



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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>MU:Re7.2.4a Demonstrate</b> and explain how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	<p>Song Notation (Projectable): Haul Away, Joe Song Teacher Notes: Haul Away, Joe</p> <p>Song Notation (Projectable): Chuhwuht Song Teacher Notes: Chuhwuht</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Chiapanecas Song Teacher Notes: Chiapanecas</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow! Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p> <p>Song Notation (Projectable): Little David, Play on Your Harp Song Teacher Notes: Little David, Play on Your Harp</p> <p>Song Notation (Projectable): Sailboat in the Sky Song Teacher Notes: Sailboat in the Sky</p> <p>Song Notation (Projectable): Sambalele Song Teacher Notes: Sambalele</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Song Notation (Projectable): Yibane amenu Song Teacher Notes: Yibane amenu</p>

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National Core Music Standards	Interactive Music Grade 4, ©2016
<p><b>MU:Re9.1.4a</b> Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and <i>explain</i> appropriateness to the <b>context</b>.</p>	<p>Song Notation (Projectable): Cielito lindo Song Teacher Notes: Cielito lindo</p> <p>Song Notation (Projectable): Follow the Drinkin' Gourd Song Teacher Notes: Follow the Drinkin' Gourd</p> <p>Song Notation (Projectable): Green Eggs and Ham Song Teacher Notes: Green Eggs and Ham</p> <p>Song Notation (Projectable): Minka Song Teacher Notes: Minka</p> <p>Song Notation (Projectable): Streets of Laredo Song Teacher Notes: Streets of Laredo</p> <p>Instructional Activity (Projectable): The Glendy Burke Instructional Activity (Projectable) Teacher Notes: The Glendy Burke</p> <p>Instructional Activity (Projectable): Home on the Range Instructional Activity (Projectable) Teacher Notes: Home on the Range</p> <p>Instructional Activity (Projectable): La Tarara Instructional Activity (Projectable) Teacher Notes: La Tarara</p> <p>Instructional Activity (Projectable): Wade in the Water Instructional Activity (Projectable) Teacher Notes: Wade in the Water</p>