

A Correlation of

Interactive Music

powered by Silver Burdett
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To the

National Core Music Standards

Grade 5

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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 5, ©2016
CREATING	
Imagine	
<i>Generate musical ideas for various purposes and contexts.</i>	
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	
Essential Question: How do musicians generate creative ideas?	
Common Anchor #1	
<p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p>	<p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Instructional Activity (Projectable): Winter Wonderland Instructional Activity (Projectable) Teacher Notes: Winter Wonderland</p> <p>Song Notation (Projectable): Zum gali gali Song Teacher Notes: Zum gali gali</p> <p>Instructional Activity (Projectable): Watoto Wa Dunia Instructional Activity (Projectable) Teacher Notes: Watoto Wa Dunia</p> <p>Instructional Activity (Projectable): I Vow to You My Country Instructional Activity (Projectable) Teacher Notes: I Vow to You My Country</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Battle Hymn of the Republic</p>

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<p>MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and <i>simple chord changes</i>.</p>	<p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita</p> <p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Song Notation (Projectable): Ev'rytime I Feel the Spirit Song Teacher Notes: Ev'rytime I Feel the Spirit</p> <p>Instructional Activity (Interactive): Shenandoah Instructional Activity (Interactive) Teacher Notes: Shenandoah</p> <p>Song Notation (Projectable): Hitotsu toya Song Teacher Notes: Hitotsu toya</p> <p>Orff Arrangement Teacher Notes: Don Alfonso</p> <p>Orff Arrangement Teacher Notes: Hitotsu toya</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Rio, rio (River, River)</p> <p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Play-Along (Keyboard) Teacher Notes: Imbabura</p>

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National Core Music Standards	Interactive Music Grade 5, ©2016
Plan and Make	
<i>Select and develop musical ideas for defined purposes and contexts</i>	
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	
Essential Question: How do musicians make creative decisions?	
Common Anchor #2	
<p>MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>	<p>Song Notation (Projectable): Adelita Song Teacher Notes: Adelita</p> <p>Song Notation (Projectable): Still, Still, Still Song Teacher Notes: Still, Still, Still</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka</p>
<p>MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and <i>two-chord</i> harmonic musical ideas.</p>	<p>Music Reading Resource (Printable): Drill Ye Tarriers Music Reading Teacher Notes: Drill Ye Tarriers</p> <p>Song Notation (Projectable): Hitotsu toya (Temple Bells) Song Teacher Notes: Hitotsu toya (Temple Bells)</p> <p>Song Notation (Projectable): Winter Wonderland Song Teacher Notes: Winter Wonderland</p> <p>Play-Along Guitar (Projectable): Adelita Play-Along Guitar (Projectable)Teacher Notes: Adelita</p> <p>Music Reading Notation: This Train Music Reading Teacher Notes: This Train</p>
Evaluate and Refine	
<i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	
Essential Question: How do musicians improve the quality of their creative work?	
Common Anchor #3	
<p>MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p>	<p>Orff Arrangement: Hosanna, Me Build a House Orff Arrangement Teacher Notes: Hosanna, Me Build a House</p> <p>Orff Arrangement: `Ūlili E Orff Arrangement Teacher Notes: `Ūlili E</p>

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Present	
<i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication	
Essential Question: When is creative work ready to share?	
MU:Cr3.2.5a Present the final version of personal created music to others <i>that demonstrates craftsmanship</i> , and explain connection to expressive intent .	Orff Arrangement: Hosanna, Me Build a House Orff Arrangement Teacher Notes: Hosanna, Me Build a House Orff Arrangement: 'Ūlili E Orff Arrangement Teacher Notes: 'Ūlili E
PERFORMING	
Select	
<i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	
Essential Question: How do performers select repertoire?	
Common Anchor #4	
MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context , as well as <i>their personal and others' technical skill</i> .	Song Notation (Projectable): I've Been Ev'rywhere Song Teacher Notes: I've Been Ev'rywhere Instructional Activity (Projectable): Frosty, the Snowman Instructional Activity (Projectable) Teacher Notes: Frosty, the Snowman

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Analyze	
<i>Analyze the structure and context of varied musical works and their implications for performance.</i>	
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	
Essential Question: How does understanding the structure and context of musical works inform performance?	
<p>MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic</p> <p>Song Notation (Projectable): Blow the Wind Southerly Song Teacher Notes: Blow the Wind Southerly</p> <p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso</p> <p>Song Notation (Projectable): Down By the Riverside Song Teacher Notes: Down By the Riverside</p> <p>Song Notation (Projectable): Ego sum pauper (Nothing Do I Own) Song Teacher Notes: Ego sum pauper (Nothing Do I Own)</p> <p>Song Notation (Projectable): Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Orff Arrangement: Camptown Races Orff Arrangement Teacher Notes: Camptown Races</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka</p> <p>Song Notation (Projectable): Tumba Song Teacher Notes: Tumba</p>

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National Core Music Standards	Interactive Music Grade 5, ©2016
<p>MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.</p>	<p>Song Notation (Projectable): Come and Go With Me to That Land Song Teacher Notes: Come and Go With Me to That Land</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable): Las estrellitas (Stars of the Heavens) Song Teacher Notes: Las estrellitas (Stars of the Heavens)</p> <p>Song Notation (Projectable): Las velitas (Candles Burning Bright) Song Teacher Notes: Las velitas (Candles Burning Bright)</p> <p>Song Notation (Projectable): Over There Song Teacher Notes: Over There</p> <p>Instructional Activity (Projectable): Deck the Hall Instructional Activity (Projectable) Teacher Notes: Deck the Hall,</p> <p>Instructional Activity (Projectable): Las velitas (Candles Burning Bright) Instructional Activity (Projectable) Teacher Notes: Las velitas (Candles Burning Bright)</p>

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<p>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso</p> <p>Song Notation (Projectable) Teacher Notes: Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House</p> <p>Song Notation (Projectable): Chơí hát bỡi (The Theater Game) Song Teacher Notes: Chơí hát bỡi (The Theater Game)</p> <p>Play-Along Percussion (Projectable): Over There Play-Along Percussion (Projectable) Teacher Notes: Over There</p>

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Interpret	
<i>Develop personal interpretations that consider creators' intent.</i>	
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.	
Essential Question: How do performers interpret musical works?	
<p>MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p>Song Notation (Projectable): Frosty the Snowman Song Teacher Notes: Frosty the Snowman</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Tumba Song Teacher Notes: Tumba</p> <p>Instructional Activity (Projectable): Hip-Hop Reindeer Instructional Activity (Projectable) Teacher Notes: Hip-Hop Reindeer</p> <p>Instructional Activity (Projectable): Meng Jian Nu Instructional Activity (Projectable) Teacher Notes: Meng Jian Nu</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Comin Up Christmas</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Ragupati Ragava</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Tancovacka</p>

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Rehearse, Evaluate and Refine	
<i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	
Essential Question: How do musicians improve the quality of their performance?	
Common Anchor #5	
MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances .	Song Notation (Projectable): Camptown Races Song Teacher Notes: Camptown Races Song Notation (Projectable): The Ash Grove Song Teacher Notes: The Ash Grove Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own) Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own) Play-Along (Percussion) Teacher Notes: Sing, Sing, Sing
MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, <i>and show improvement over time.</i>	Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country Movement Activity Instructions: Cindy Play-Along (Percussion) Teacher Notes: Laredo

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Present	
<i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	
Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
Common Anchor #6	
MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	<p>Song Notation (Projectable): Tama Tu Song Teacher Notes: Tama Tu</p> <p>Song Notation (Projectable): Get On Your Feet Song Teacher Notes: Get On Your Feet</p> <p>Song Notation (Projectable): Shenandoah Song Teacher Notes: Shenandoah</p> <p>Song Notation (Projectable): Blow the Wind Southerly Song Teacher Notes: Blow the Wind Southerly</p> <p>Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner) Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p> <p>Song Notation (Projectable): Cindy Song Teacher Notes: Cindy</p> <p>Orff Arrangement Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>

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<p>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country</p> <p>Song Notation (Projectable): Imbabura Song Teacher Notes: Imbabura</p> <p>Instructional Activity (Projectable): Watoto Wa Dunia Instructional Activity (Projectable) Teacher Notes: Watoto Wa Dunia</p> <p>Enrichment Activity (Interactive): Sing Me a Song Enrichment Activity (Interactive) Teacher Notes: Sing Me a Song</p>

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RESPONDING	
Select	
<i>Choose music appropriate for a specific purpose or context.</i>	
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	
Essential Question: How do individuals choose music to experience?	
Common Anchor #7	
<p>MU:Re7.1.5a Demonstrate and explain, <i>citing evidence</i>, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House</p> <p>Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing</p> <p>Song Notation (Projectable): This Train Song Teacher Notes: This Train</p> <p>Instructional Activity (Projectable): Hip-Hop Reindeer Instructional Activity (Projectable) Teacher Notes: Hip-Hop Reindeer</p>

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Analyze	
<i>Analyze how the structure and context of varied musical works inform the response.</i>	
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	
Essential Question: How does understanding the structure and context of music inform a response?	
<p>MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i>, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram</p> <p>Song Notation (Projectable): The Star Spangled Banner Song Teacher Notes: The Star Spangled Banner</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>

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Interpret	
<i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	
Essential Question: How do we discern the musical creators' and performers' expressive intent?	
Common Anchor #8	
<p>MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time Song Teacher Notes: Comin' Up Christmas Time</p> <p>Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer</p> <p>Song Notation (Projectable): Watoto Wa Dunia Song Teacher Notes: Watoto Wa Dunia</p> <p>Song Notation (Projectable): Rio, rio, (River, River) Song Teacher Notes: Rio, rio, (River, River)</p> <p>Instructional Activity (Projectable): Cho'í hát bôí (The Theater Game) Instructional Activity (Projectable) Teacher Notes: Cho'í hát bôí (The Theater Game)</p> <p>Instructional Activity (Projectable): I've Been Everywhere Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere</p> <p>Play-Along Percussion (Projectable) Teacher Notes: The Papaya Song</p> <p>Orff Arrangement Teacher Notes: Tumba</p>

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Evaluate	
<i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	
Essential Question: How do we judge the quality of musical work(s) and performance(s)?	
Common Anchor #9	
MU:Re9.1.5a Evaluate musical works and performances , applying established criteria , and explain appropriateness to the context , <i>citing evidence from the elements of music.</i>	Song Notation (Projectable): Old Chisholm Trail Song Teacher Notes: Old Chisholm Trail Song Notation (Projectable): 'Ūlili E Song Teacher Notes: 'Ūlili E
CONNECTING	
Connect #10	
<i>Synthesize and relate knowledge and personal experiences to make music.</i>	
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?	
Common Anchor #10	
MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Song Notation (Projectable): Hip-Hop Reindeer Song Teacher Notes: Hip-Hop Reindeer Song Notation (Projectable): One Small Step Song Teacher Notes: One Small Step Song Notation (Projectable): Twelve Gates to the City Song Teacher Notes: Twelve Gates to the City
MU:Cr2.1.5a Demonstrate selected and <i>developed</i> musical ideas for improvisations , arrangements , or compositions to express intent , and explain connection to purpose and context .	Song Notation (Projectable): Adelita Song Teacher Notes: Adelita Song Notation (Projectable): Still, Still, Still Song Teacher Notes: Still, Still, Still Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka

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<p>MU:Cr3.2.5a Present the final version of created music for others <i>that demonstrates craftsmanship</i>, and explain connection to expressive intent.</p>	<p>Orff Arrangement: Hosanna, Me Build a House Orff Arrangement Teacher Notes: Hosanna, Me Build a House</p> <p>Orff Arrangement: `Ūlili E Orff Arrangement Teacher Notes: `Ūlili E</p>
<p>MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as <i>their personal and others' technical skill</i>.</p>	<p>Song Notation (Projectable): I've Been Ev'rywhere Song Teacher Notes: I've Been Ev'rywhere</p> <p>Instructional Activity (Projectable): Frosty, the Snowman Instructional Activity (Projectable) Teacher Notes: Frosty, the Snowman</p>
<p>MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and <i>articulation/style</i>).</p>	<p>Song Notation (Projectable): Frosty the Snowman Song Teacher Notes: Frosty the Snowman</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing</p> <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Tumba Song Teacher Notes: Tumba</p> <p>Instructional Activity (Projectable): Hip-Hop Reindeer Instructional Activity (Projectable) Teacher Notes: Hip-Hop Reindeer</p> <p>Instructional Activity (Projectable): Meng Jian Nu Instructional Activity (Projectable) Teacher Notes: Meng Jian Nu</p>

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<p>(Continued) MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p>(Continued) Play-Along Percussion (Projectable) Teacher Notes: Comin Up Christmas Play-Along Percussion (Projectable) Teacher Notes: Ragupati Ragava Play-Along Percussion (Projectable) Teacher Notes: Tancovacka</p>
<p>MU:Re7.1.5a Demonstrate and explain, <i>citing evidence</i>, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House Song Notation (Projectable): Lift Ev'ry Voice and Sing Song Teacher Notes: Lift Ev'ry Voice and Sing Song Notation (Projectable): This Train Song Teacher Notes: This Train Instructional Activity (Projectable): Hip-Hop Reindeer Instructional Activity (Projectable) Teacher Notes: Hip-Hop Reindeer</p>

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Connect #11	
<i>Relate musical ideas and works with varied context to deepen understanding.</i>	
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Common Anchor #11	
<p>MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Listening Activity (Projectable): Shenandoah Listening Activity (Projectable) Teacher Notes: Shenandoah</p> <p>Song Notation (Projectable): Simple Gifts Song Teacher Notes: Simple Gifts</p> <p>Listening Activity (Projectable): Overture and March "1776" (Ives) Listening Activity (Projectable) Teacher Notes: Overture and March "1776" (Ives)</p> <p>Song Notation (Projectable): Tancovacka Song Teacher Notes: Tancovacka</p> <p>Play-Along (Recorder) Teacher Notes: The Ash Grove</p>

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<p>MU:Cr1.1.5a <i>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</i></p>	<p>Song Notation (Projectable): California Song Teacher Notes: California</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Instructional Activity (Projectable): Winter Wonderland Instructional Activity (Projectable) Teacher Notes: Winter Wonderland</p> <p>Song Notation (Projectable): Zum gali gali Song Teacher Notes: Zum gali gali</p> <p>Instructional Activity (Projectable): Watoto Wa Dunia Instructional Activity (Projectable) Teacher Notes: Watoto Wa Dunia</p> <p>Instructional Activity (Projectable): I Vow to You My Country Instructional Activity (Projectable) Teacher Notes: I Vow to You My Country</p> <p>Play-Along Percussion (Projectable) Teacher Notes: Battle Hymn of the Republic</p>

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<p>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>Song Notation (Projectable): Don Alfonso Song Teacher Notes: Don Alfonso</p> <p>Song Notation (Projectable) Teacher Notes: Happy Days Are Here Again Song Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p> <p>Song Notation (Projectable): Hosanna, Me Build a House Song Teacher Notes: Hosanna, Me Build a House</p> <p>Song Notation (Projectable): Chơí hát bỡi (The Theater Game) Song Teacher Notes: Chơí hát bỡi (The Theater Game)</p> <p>Play-Along Percussion (Projectable): Over There Play-Along Percussion (Projectable) Teacher Notes: Over There</p>

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<p>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic Song Teacher Notes: Battle Hymn of the Republic</p> <p>Song Notation (Projectable): I Vow to You My Country Song Teacher Notes: I Vow to You My Country</p> <p>Song Notation (Projectable): Imbabura Song Teacher Notes: Imbabura</p> <p>Instructional Activity (Projectable): Watoto Wa Dunia Instructional Activity (Projectable) Teacher Notes: Watoto Wa Dunia</p> <p>Enrichment Activity (Interactive): Sing Me a Song Enrichment Activity (Interactive) Teacher Notes: Sing Me a Song</p>

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to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 5, ©2016
<p>MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i>, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p>Song Notation (Projectable): Come, Ye Thankful People, Come Song Teacher Notes: Come, Ye Thankful People, Come</p> <p>Song Notation (Projectable): Deck the Hall Song Teacher Notes: Deck the Hall</p> <p>Instructional Activity (Projectable): Happy Days Are Here Again Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p> <p>Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram Song Notation (Projectable) Teacher Notes: Ragupati Ragava Raja Ram</p> <p>Song Notation (Projectable): The Star Spangled Banner Song Teacher Notes: The Star Spangled Banner</p> <p>Song Notation (Projectable): Tancovacka (Dancing) Song Teacher Notes: Tancovacka (Dancing)</p> <p>Song Notation (Projectable): When Johnny Comes Marching Home Song Teacher Notes: When Johnny Comes Marching Home</p>
<p>MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, <i>citing evidence from the elements of music</i>.</p>	<p>Song Notation (Projectable): Old Chisholm Trail Song Teacher Notes: Old Chisholm Trail</p> <p>Song Notation (Projectable): 'Ūlili E Song Teacher Notes: 'Ūlili E</p>