

A Correlation of

Interactive Music

powered by Silver Burdett
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To the

National Core Music Standards

Grade 6

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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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Table of Contents

| | |
|-------------------------|-----------|
| CREATING | 4 |
| PERFORMING | 6 |
| RESPONDING | 14 |
| CONNECTING..... | 17 |

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| 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:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> | <p>Play-Along (Percussion): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> |
| 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:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> | <p>Play Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River)</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> |

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| <p>MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic <i>phrases</i>, and <i>two-chord</i> harmonic musical ideas.</p> | <p>Song Notation (Projectable): Santa Mash-Up Song Teacher Notes: Santa Mash-Up</p> <p>Instructional Activity (Interactive): Santa Mash-Up Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Ensemble): Mama Don't 'Low Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p> |
| <p>Evaluate and Refine</p> | |
| <p><i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p> | |
| <p>Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> | |
| <p>Essential Question: How do musicians improve the quality of their creative work?</p> | |
| <p>Common Anchor #3</p> | |
| <p>MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music</i>, and use of sound sources.</p> | <p>Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Play-Along (Percussion): Riendo el río corre Play-Along (Percussion) Teacher Notes: Riendo el río corre</p> |
| <p>MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p> | <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> <p>Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</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:Cr3.2.6a Present the final version of their documented personal composition , or arrangement , using craftsmanship and originality to demonstrate an effective beginning, middle and ending and convey expressive intent . | <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> |
| 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:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context , and explain why each was chosen. | <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley</p> <p>Orff Arrangement: Dona nobis pacem (Grant Us Peace) Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace)</p> |

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| Analyze | |
| <i>Analyze the structure and context of varied musical works and their implications for performance.</i> | |
| Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. | |
| Essential Question: How does understanding the structure and context of musical works inform performance? | |
| <p>MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.</p> | <p>Song Notation (Projectable): By the Waters of Babylon Song Teacher Notes: By the Waters of Babylon</p> <p>Song Notation (Projectable): Hey Ho! Nobody Home Song Teacher Notes: Hey Ho! Nobody Home</p> <p>Song Notation (Projectable): Red River Valley Song Teacher Notes: Red River Valley</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p> |

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| <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> | <p>Song Notation (Projectable): Just a Snap-Happy Blues Song Teacher Notes: Just a Snap-Happy Blues</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake</p> <p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow)</p> <p>Song Notation (Projectable): Texas in My Soul Song Teacher Notes: Texas in My Soul</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn</p> <p>Song Notation (Projectable): Jambo Bwana Song Teacher Notes: Jambo Bwana</p> <p>Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round</p> <p>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p> |

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| <p>MU: Pr4.2.6c Identify how cultural and historical context inform performances.</p> | <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water)</p> <p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace) Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night)</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:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> | <p>Play-Along (Recorder): Ribbons in the Sky Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable): Hooray for Hollywood Song Teacher Notes: Hooray for Hollywood</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable): You Were on My Mind Song Teacher Notes: You Were on My Mind</p> <p>Instructional (Activity) Projectable: Sing In Harmony Instructional (Activity) Projectable Teacher Note: Sing In Harmony</p> <p>Orff Arrangement (Printable): St. Louis Blues Orff Arrangement Teacher Notes: St. Louis Blues</p> |

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| Rehearse, Evaluate and Refine | |
| <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i> | |
| Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. | |
| Essential Question: How do musicians improve the quality of their performance? | |
| Common Anchor #5 | |
| <p>MU:Pr5.1.6a Identify and apply <i>teacher-provided criteria</i> (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> | <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Orff Arrangement (Printable): Down in the Valley Orff Arrangement Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p> <p>Instructional Activity (Projectable): There is Love Somewhere Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere</p> <p>Instructional Activity (Projectable): Born to Be Someone Instructional Activity (Projectable) Teacher Notes: Born to Be Someone</p> |

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| Present | |
| <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i> | |
| Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. | |
| The context and how a work is presented influence the audience response. | |
| Essential Question: When is a performance judged ready to present? | |
| How do context and the manner in which musical work is presented influence audience response? | |
| Common Anchor #6 | |
| <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> | <p>Song Notation (Projectable): Alumot (Sheaves of Grain) Song Teacher Notes: Alumot (Sheaves of Grain)</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable): Down in the Valley Song Teacher Notes: Down in the Valley</p> <p>Song Notation (Projectable): Give a Little Love Song Teacher Notes: Give a Little Love</p> <p>Song Notation (Projectable): Sing in Harmony! Song Teacher Notes: Sing in Harmony!</p> <p>Music Reading Practice: Scarborough Fair Music Reading Practice Teacher Notes: Scarborough Fair</p> <p>Instructional Activity (Projectable): Sing in Harmony! Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</p> |

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| <p>MU:Pr6.1.6b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose.</p> | <p>Song Notation (Projectable): I Shall Sing Song Teacher Notes: I Shall Sing</p> <p>Song Notation (Projectable): Another Op'nin', Another Show Song Teacher Notes: Another Op'nin', Another Show</p> <p>Instructional Activity (Projectable): A Gift to Share Instructional Activity (Projectable) Teacher Notes: A Gift to Share</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</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 | |
| MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose . | <p>Song Notation (Projectable): Glory, Glory, Hallelujah Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn</p> |
| Analyze | |
| <i>Analyze how the structure and context of varied musical works inform the response.</i> | |
| Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. | |
| Essential Question: How does understanding the structure and context of music inform a response? | |
| MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. | <p>Song Notation (Projectable): St. Louis Blues Song Teacher Notes: St. Louis Blues</p> <p>Instructional Activity (Interactive): Jambo Bwana Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p> |

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| <p>MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> | <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p> <p>Song Notation (Projectable): Mama Don't 'Low Song Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba</p> |
| <p>Interpret</p> | |
| <p><i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i></p> | |
| <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | |
| <p>Essential Question: How do we discern the musical creators' and performers' expressive intent?</p> | |
| <p>Common Anchor #8</p> | |
| <p>MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p> | <p>Song Notation (Projectable): The Beat Goes On Song Teacher Notes: The Beat Goes On</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night)</p> <p>Song Notation (Projectable): Good King Wenceslas Song Teacher Notes: Good King Wenceslas</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 | |
| <p>MU:Re9.1.6a Apply <i>teacher-provided criteria</i> to evaluate musical works or performances.</p> | <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share</p> <p>Music Reading Practice: La mariposa (The Butterfly) Music Reading Practice Teacher Notes: La mariposa (The Butterfly)</p> |

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| CONNECTING | |
| Connect #10 | |
| <i>Synthesize and relate knowledge and personal experiences to make music.</i> | |
| Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | |
| Essential Question: How do musicians make meaningful connections to creating, performing, and responding? | |
| Common Anchor #10 | |
| <p>MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> | <p>Song Notation (Projectable): Loigratong Song Teacher Notes: Loigratong</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River)</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> <p>Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> |
| <p>MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> | <p>Play Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River)</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> |

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| <p>MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> | <p>Song Notation (Projectable): There Is Love Somewhere Song Teacher Notes: There Is Love Somewhere</p> <p>Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</p> |
| <p>MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.</p> | <p>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</p> <p>Song Notation (Projectable): Tom Dooley Song Teacher Notes: Tom Dooley</p> <p>Orff Arrangement: Dona nobis pacem (Grant Us Peace) Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace)</p> |

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| <p>MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> | <p>Play-Along (Recorder): Ribbons in the Sky Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky</p> <p>Song Notation (Projectable): Hooray for Hollywood Song Teacher Notes: Hooray for Hollywood</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable): You Were on My Mind Song Teacher Notes: You Were on My Mind</p> <p>Instructional (Activity) Projectable: Sing In Harmony Instructional (Activity) Projectable Teacher Note: Sing In Harmony</p> <p>Orff Arrangement (Printable): St. Louis Blues Orff Arrangement Teacher Notes: St. Louis Blues</p> |
| <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> | <p>Song Notation (Projectable): Glory, Glory, Hallelujah Song Teacher Notes: Glory, Glory, Hallelujah</p> <p>Song Notation (Projectable): I Bought Me a Cat Song Teacher Notes: I Bought Me a Cat</p> <p>Song Notation (Projectable): The Marines' Hymn Song Teacher Notes: The Marines' Hymn</p> |

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| Connect #11 | |
| <i>Relate musical ideas and works with varied context to deepen understanding.</i> | |
| Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. | |
| Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | |
| Common Anchor #11 | |
| MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | <p>Song Notation (Projectable): Cowboys' Christmas Ball Song Teacher Notes: Cowboys' Christmas Ball</p> <p>Song Notation (Projectable): Las mañanitas Song Teacher Notes: Las mañanitas</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba</p> |
| MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic <i>phrases</i> within AB and ABA forms that convey expressive intent . | <p>Play-Along (Percussion): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p> <p>Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly)</p> <p>Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p> |

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| <p>MU:Pr4.2.6c Identify how cultural and historical context inform the performances.</p> | <p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water)</p> <p>Song Notation (Projectable): Don nobis pacem (Grant Us Peace) Song Teacher Notes: Don nobis pacem (Grant Us Peace)</p> <p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p> <p>Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball!</p> <p>Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair</p> <p>Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night)</p> |
| <p>MU:Pr6.1.6b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose.</p> | <p>Song Notation (Projectable): I Shall Sing Song Teacher Notes: I Shall Sing</p> <p>Song Notation (Projectable): Another Op'nin', Another Show Song Teacher Notes: Another Op'nin', Another Show</p> <p>Instructional Activity (Projectable): A Gift to Share Instructional Activity (Projectable) Teacher Notes: A Gift to Share</p> <p>Instructional Activity (Projectable): Born to Be Somebody Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</p> |

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|--|---|
| <p>MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> | <p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p> <p>Song Notation (Projectable): Blue Mountain Lake Song Teacher Notes: Blue Mountain Lake</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p> <p>Song Notation (Projectable): Mama Don't 'Low Song Teacher Notes: Mama Don't 'Low</p> <p>Song Notation (Projectable): Siyahamba Song Teacher Notes: Siyahamba</p> |
| <p>MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p> | <p>Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields)</p> <p>Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share</p> <p>Music Reading Practice: La mariposa (The Butterfly) Music Reading Practice Teacher Notes: La mariposa (The Butterfly)</p> |