

A Correlation of

Interactive Music

powered by Silver Burdett
©2016



To the

National Core Music Standards

Grade 7

**A Correlation of Interactive Music, Grade 7, ©2016
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.

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

Table of Contents

CREATING	4
PERFORMING	6
RESPONDING	13
CONNECTING.....	15

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©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	
MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB, ABA, or theme and variation forms that convey expressive intent .	Play-Along (Percussion): Alumot (Sheaves of Grain) Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain) Song Notation (Projectable): La mariposa (The Butterfly) Song Teacher Notes: La mariposa (The Butterfly) Play-Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)
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	
MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent .	Play Along (Percussion): Corta la caña (Head for the Canefields) Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) Song Notation (Projectable): Riendo el río corre (Run, Run, River) Song Teacher Notes: Riendo el río corre (Run, Run, River) Instructional Activity (Projectable): By the Waters of Babylon Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</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:Cr3.1.7a Evaluate their own work, applying selected criteria such as <i>appropriate</i> application of elements of music including style, form, 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:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher <i>and peers</i>).</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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?	
<p>MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, 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>
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	
<p>MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of <i>contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and <i>reasons</i> for choices.</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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?	
MU:Pr4.2.7a Explain and <i>demonstrate</i> the structure of <i>contrasting pieces of music</i> selected for performance and how elements of music are used.	<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>
MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form .	<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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>(Continued) MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</p>	<p>(Continued) Song Notation (Projectable): Scattin' A-Round Song Teacher Notes: Scattin' A-Round Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p>
<p>MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in <i>different music interpretations.</i></p>	<p>Song Notation (Projectable): Canto del agua (Song of the Water) Song Teacher Notes: Canto del agua (Song of the Water) 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 Song Notation (Projectable): Play Ball! Song Teacher Notes: Play Ball! Song Notation (Projectable): Scarborough Fair Song Teacher Notes: Scarborough Fair Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night)</p>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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:Pr4.3.7a Perform <i>contrasting pieces</i> of music demonstrating their interpretations of the elements of music and 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): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</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): 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): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, <i>emotional impact</i>, and interest) to rehearse, refine, and determine when the music is ready to perform.</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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:Pr6.1.7a Perform the music with technical accuracy and <i>stylistic expression</i> to convey the creator's intent .	<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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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:Re7.1.7a Select or choose contrasting music to listen to and <i>compare</i> 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:Re7.2.7a <i>Classify and explain</i> how the elements of music and expressive qualities relate to the structure of contrasting 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>
MU:Re7.2.7b Identify and <i>compare</i> the context of music from a variety of genres , cultures , and historical periods .	<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): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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	
MU:Re8.1.7a Describe a personal interpretation of <i>contrasting</i> works and explain how creators' and performers' application of the elements of music and expressive qualities , within genres, cultures, and historical periods , convey expressive intent .	Song Notation (Projectable): The Beat Goes On Song Teacher Notes: The Beat Goes On Song Notation (Projectable): Stille Nacht (Silent Night) Song Teacher Notes: Stille Nacht (Silent Night) Song Notation (Projectable): Good King Wenceslas Song Teacher Notes: Good King Wenceslas
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:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances .	Song Notation (Projectable): Peace Like a River Song Teacher Notes: Peace Like a River Song Notation (Projectable): Corta la caña (Head for the Canefields) Song Teacher Notes: Corta la caña (Head for the Canefields) Song Notation (Projectable): A Gift to Share Song Teacher Notes: A Gift to Share Music Reading Practice: La mariposa (The Butterfly) Music Reading Practice Teacher Notes: La mariposa (The Butterfly)

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
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:Cn10.0.7a 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:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety 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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, 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:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of <i>contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and <i>reasons</i> for choices.</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Pr4.3.7a Perform <i>contrasting pieces</i> of music demonstrating their personal interpretations of the elements of music and 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): Peace Like a River Song Teacher Notes: Peace Like a River</p> <p>Song Notation (Projectable): Born to Be Somebody Song Teacher Notes: Born to Be Somebody</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): 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): Ribbons in the Sky Song Teacher Notes: Ribbons in the Sky</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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Re7.1.7a Select or choose contrasting music to listen to and <i>compare</i> the connection 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>
<p>Connect #11</p>	
<p><i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	
<p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	
<p>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
<p>Common Anchor #11</p>	
<p>MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<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>
<p>MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB, ABA, or theme and variation 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>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in <i>different music interpretations</i>.</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): 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:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</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>
<p>MU:Re7.2.7b Identify and <i>compare</i> the context of music from a variety of genres, cultures, and historical periods.</p>	<p>Song Notation (Projectable): Băt kim thang (Setting Up the Golden Ladder) Song Teacher Notes: Băt kim thang (Setting Up the Golden Ladder)</p> <p>Song Notation (Projectable): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p>

**A Correlation of Interactive Music, Grade 7, ©2016
to the National Core Music Standards**

National Core Music Standards	Interactive Music Grade 7, ©2016
<p>MU:Re9.1.7a Select from <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>