

A Correlation of

Interactive Music

powered by Silver Burdett
©2016



To the

National Core Music Standards

Grade 8

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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 8, ©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:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) 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:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, 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:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal 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:Cr3.1.8a Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional techniques, style, form,</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:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</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?	
<p>MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and <i>balance</i> to 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>

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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:Pr4.1.8a Apply <i>personally-developed criteria</i> for selecting <i>music of contrasting styles</i> for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons 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>
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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</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>

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<p>MU:Pr4.2.8b When analyzing selected music, sight-read in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i>.</p>	<p>Song Notation (Projectable): La golondrina (The Swallow) Song Teacher Notes: La golondrina (The Swallow)</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>Music Reading Notation (Projectable): Blue Mountain Lake Music Reading Teacher Notes: Blue Mountain Lake</p>
<p>MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different <i>musical effects</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>

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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:Pr4.3.8a Perform <i>contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</i></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>

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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:Pr5.1.8a Identify and apply <i>personally-developed criteria</i> (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, <i>variety</i>, and interest) to rehearse, refine, and determine when the music 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:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music 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:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</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:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience 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:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.	<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:Re7.2.8b Identify and compare the context of programs 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>

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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:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to 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>
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:Re9.1.8a Apply appropriate personally-developed 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>

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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:Cn10.0.8a 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:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and <i>balance</i>, 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:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and <i>balance</i> to 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:Pr4.1.8a Apply personally-developed criteria for selecting <i>music of</i> contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons 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>

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<p>MU:Pr4.3.8a <i>Perform</i> contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</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>
<p>MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience 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:Cn11.0.8a 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:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and <i>harmonic accompaniments</i> within expanded forms (including introductions, transitions, and codas) 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:Pr4.2.8c Identify how cultural and historical context inform performance and results in different <i>musical effects</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:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</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:Re7.2.8b Identify and compare the context of programs 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): La borinqueña (Beloved Island Home) Song Teacher Notes: La borinqueña (Beloved Island Home)</p>

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<p>MU:Re9.1.8a Apply appropriate <i>personally-developed 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>