

A Correlation of

Interactive Music
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To the

New York Music Standards Elementary
Music Performance Objectives
Grade 2

A Correlation of Interactive Music, Grade 2 to the New York Music Standards Elementary Music Performance Objectives

Introduction

This document shows how **Interactive Music powered by Silver Burdett™** meets the New York Music Standards Elementary Music Performance Objectives. 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 brand new all-digital program developed cooperatively with Alfred Music Publishing, Inc., provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content to customize lessons and meet the needs of students in grades Pre K–8.

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New York Music Standards Elementary Music Performance Objectives	Interactive Music Grade 2
Standard 1 - Music	
Key idea: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.	
Performance Indicators	
Elementary	
Students will:	
<ul style="list-style-type: none"> • create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources 	<p>Banjo Sam: Instructional Activity (Interactive) and Teacher Notes</p> <p>Down, Down Baby: Song Notation (Projectable) and Teacher Notes</p> <p>Great Big House: Instructional Activity (Interactivity) and Teacher Notes</p> <p>Hoedown Fiddle Tunes: Listening Interactive Activity and Teacher Notes</p> <p>Pastoral Symphony: IV. Thunderstorm: Listening Interactive Activity and Teacher Notes</p> <p>The Recycle Rap: Instructional Activity (Interactive) and Teacher Notes</p> <p>The Recycle Rap (Found): Instructional Activity (Projectable) and Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Projectable) and Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Interactive) and Teacher Notes</p> <p>Rocky Mountain: Instructional Activity (Interactive) and Teacher Notes</p>

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<ul style="list-style-type: none"> • sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts. 	<p>Au clair de la lune (In the Moonlight): Instructional Activity (Interactive) and Teacher Notes</p> <p>Banjo Sam: Song Notation (Projectable) and Teacher Notes</p> <p>Dinah: Song Notation (Projectable) and Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Song Notation (Projectable) and Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Instructional Activity (Projectable) and Teacher Notes</p> <p>Frère Jacques (Are You Sleeping?): Song Notation (Projectable) and Teacher Notes</p> <p>I'm On My Way: Song Notation (Projectable) and Teacher Notes</p> <p>Join the Conga Line: Instructional Activity (Interactive) and Teacher Notes</p> <p>Miss Mary Mack: Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes</p> <p>Old Texas: Song Notation (Projectable) and Teacher Notes</p> <p>Pin Pon: Instructional Activity (Projectable) and Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Projectable) and Teacher Notes</p> <p>Somebody Waiting: Song Notation (Projectable) and Teacher Notes</p> <p>Waiting for a Traffic Light: Song Notation (Projectable) and Teacher Notes</p> <p>Xiao yin chuan: Orff Arrangement Notation (Printable) and Orff Arrangement Teacher Notes</p>

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<ul style="list-style-type: none"> • read simple standard notation in performance, and follow vocal or keyboard scores in listening 	<p>The Recycle Rap: Song Notation (Projectable), Song Notation (Interactive Performance), and Teacher Notes</p> <p>Hosisipa: Music Reading Notation (Projectable) and Teacher Notes</p> <p>Cookie: Music Reading Notation (Projectable) and Teacher Notes</p> <p>El florón: Instructional Activity (Interactive) and Teacher Notes</p> <p>Four Seasons (Winter): II. Largo Listening Activity (Projectable) and Teacher Notes</p> <p>He's Got the Whole World: Play-Along (Percussion) Notation (Projectable) and Teacher Notes</p> <p>How Many Miles to Babylon: Music Reading Notation (Projectable) and Teacher Notes</p> <p>Leatherwing Bat: Song Notation (Projectable) and Teacher Notes</p> <p>Lone Star Trail: Song Notation (Projectable) and Teacher Notes</p> <p>Skinnamarink: Instructional Activity (Projectable), Song Keyboard Accomp. (Interactive), and Teacher Notes</p>

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<ul style="list-style-type: none"> in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor 	<p>Banjo Sam: Instructional Activity (Interactive) and Teacher Notes</p> <p>Frog and Toad Together: Song Notation (Projectable) and Teacher Notes</p> <p>Shake Them 'Simmons Down: Orff Arrangement and Teacher Notes</p>
<ul style="list-style-type: none"> identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others 	<p>Great Big House: Instructional Activity (Interactive) and Teacher Notes</p> <p>Join the Conga Line: Instructional Activity (Interactive) and Teacher Notes</p> <p>Paw-Paw Patch: Song Notation (Projectable) and Teacher Notes</p> <p>Riddle Ree: Music Reading Notation (Projectable) and Teacher Notes</p> <p>Rocky Mountain: Instructional Activity (Interactive) and Teacher Notes</p> <p>Shake My Maracas: Instructional Activity (Interactive) and Teacher Notes</p> <p>Thanksgiving is Near: Song Notation (Projectable) and Teacher Notes</p> <p>The Recycle Rap (Found): Instructional Activity (Projectable) and Teacher Notes</p> <p>The Recycle Rap (Rap): Instructional Activity (Projectable) and Teacher Notes</p>

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Standard 2 - Music	
Key idea: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	
Performance Indicators	
Elementary	
Students will:	
<ul style="list-style-type: none"> • use classroom and nontraditional instruments in performing and creating music 	<p>Banjo Sam: Instructional Activity (Interactive) and Teacher Notes</p> <p>Down, Down Baby: Play-Along (Percussion) and Teacher Notes</p> <p>The Recycle Rap: Instructional Activity (Interactive) and Teacher Notes</p> <p>The Recycle Rap (Found): Instructional Activity (Projectable) and Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Projectable) and Teacher Notes</p> <p>Precipitation Day: Instructional Activity (Interactive) and Teacher Notes</p>
<ul style="list-style-type: none"> • construct instruments out of material not commonly used for musical instruments 	<p>Kapulu kane: Song Notation (Projectable) and Teacher Notes</p> <p>Shake My Maracas: Enrichment (Projectable) and Teacher Notes</p>

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<ul style="list-style-type: none"> use current technology to manipulate sound 	<p>Bob-a-Needle: Song Notation (Projectable) and Teacher Notes</p> <p>Earthworm, Earthworm: Song Notation (Projectable) and Teacher Notes</p> <p>Goin' Over the Sea: Song Notation (Projectable) and Teacher Notes</p> <p>Sing a Rainbow: Play-Along (Percussion) and Teacher Notes</p> <p><i>Note:</i> Song Notation (Interactive Performance) is available for all songs</p>
<ul style="list-style-type: none"> identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used 	<p>Achshav (Awake! Awake!): Song Notation (Projectable) and Teacher Notes</p> <p>Four Seasons (Spring): I. Allegro: Listening (Projectable) and Teacher Notes</p> <p>Four Seasons (Winter): II. Largo: Listening (Projectable) and Teacher Notes</p> <p>La vibora: Enrichment Activity (Interactive) and Teacher Notes</p> <p>Le banjo (Gottschalk): Listening Activity (Projectable) and Teacher Notes</p> <p>Shoo, Fly: Listening Activity (Interactive) and Teacher Notes</p>

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<ul style="list-style-type: none"> demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school 	<p>America: Song Notation (Projectable) and Teacher Notes</p> <p>The Crocodile: Instructional Activity (Projectable) and Teacher Notes</p> <p>La mar estaba serena: Song Notation (Projectable) and Teacher Notes</p> <p>Popcorn Popping: Song Notation (Projectable) and Teacher Notes</p>
<ul style="list-style-type: none"> discuss ways that music is used by various members of the community 	<p>Achshav: Enrichment Activity (Projectable) and Teacher Notes</p> <p>America: Instructional Activity (Projectable) and Teacher Notes</p> <p>Cookie: Instructional Activity (Interactive) and Teacher Notes</p> <p>I'm on My Way: Instructional Activity (Projectable) and Teacher Notes</p> <p>Xiao yin chuan (Silver Moon Boat): Enrichment Activity (Interactive) and Teacher Notes</p>

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Standard 3 - Music	
Key idea: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.	
Performance Indicators	
Elementary	
Students will:	
<ul style="list-style-type: none"> through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others' 	<p>Christmas a Come: Song Notation (Projectable) and Teacher Notes</p> <p>Divertimento in B flat: I. Allegro: Listening (Interactive) and Teacher Notes</p> <p>Ev'rybody Smiles in the Same Language: Instructional Activity (Projectable) and Teacher Notes</p> <p>Old Brass Wagon: Instructional Activity (Projectable) and Teacher Notes</p> <p>Pastoral Symphony: IV: Thunderstorm: Listening (Interactive)</p> <p>Rocky Mountain: Instructional Activity (Interactive) and Teacher Notes</p>
<ul style="list-style-type: none"> describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.) 	<p>Au clair de la lune (In the Moonlight): Instructional Activity (Interactive) and Teacher Notes</p> <p>Cookie: Instructional Activity (Interactive) and Teacher Notes</p> <p>Dinah: Instructional Activity (Interactive) and Teacher Notes</p> <p>Divertimento in B flat: I. Allegro: Listening Interactive Activity and Teacher Notes</p>

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New York Music Standards Elementary Music Performance Objectives	Interactive Music Grade 2
<p>Continued</p> <ul style="list-style-type: none"> describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.) 	<p>Continued</p> <p>Down the Ohio: Song Notation (Projectable) and Teacher Notes</p> <p>El florón: Instructional Activity (Projectable) and Teacher Notes</p> <p>Four in a Boat: Instructional Activity (Interactive) and Teacher Notes</p> <p>Knock, Knock!: Enrichment Activity (Projectable) and Teacher Notes</p> <p>Old Brass Wagon: Instructional Activity (Interactive) and Teacher Notes</p> <p>Pin Pon: Instructional Activity (Projectable) and Teacher Notes</p> <p>The Recycle Rap: Instructional Activity (Projectable) and Teacher Notes</p> <p>Riddle Ree: Instructional Activity (Interactive) and Teacher Notes</p> <p>Shake My Maracas: Instructional Activity (Interactive) and Teacher Notes</p> <p>Shoo, Fly: Listening Interactive Activity and Teacher Notes</p> <p>Stars and Stripes Forever (Sousa): Listening Interactive Activity and Teacher Notes</p> <p>Zudio: Song Notation (Projectable) and Teacher Notes</p>

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<ul style="list-style-type: none"> discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre 	<p>Abiyoyo: Song Notation (Projectable) and Teacher Notes</p> <p>Che che koolay: Song Notation (Projectable) and Teacher Notes</p> <p>Frere Jacques (Are You Sleeping?): Song Notation (Projectable) and Teacher Notes</p> <p>It's Santa-Again!: Song Notation (Projectable) and Teacher Notes</p> <p>Knock, Knock! Instructional Activity (Interactive) and Teacher Notes</p> <p>My Foot's in My Stirrup: Song Notation (Projectable) and Teacher Notes</p> <p>Naranja dulce (Sweet Orange): Song Notation (Projectable) and Teacher Notes</p> <p>She'll Be Comin' 'Round the Mountain: Instructional Activity (Interactive) and Teacher Notes</p> <p>Shake My Maracas: Enrichment (Projectable) and Teacher Notes</p> <p>Tideo: Instructional Activity (Projectable) and Teacher Notes</p>

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<ul style="list-style-type: none"> describe the music’s context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.) 	<p>America: Instructional Activity (Projectable) and Teacher Notes</p> <p>Banjo Sam: Song Notation (Projectable) and Teacher Notes</p> <p>Chicka Hanka: Song Notation (Projectable) and Teacher Notes</p> <p>John Kanaka: Song Notation (Projectable) and Teacher Notes</p>
<ul style="list-style-type: none"> describe their understandings of particular pieces of music and how they relate to their surroundings 	<p>Chicka Hanka: Song Notation (Projectable) and Teacher Notes</p> <p>La mar estaba serena (The Sea is Calm): Song Notation (Projectable) and Teacher Notes</p> <p>The Four Seasons: “Winter” (Vivaldi): Listening Activity (Projectable) and Teacher Notes</p>
Standard 4 - Music	
<p>Key idea: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.</p>	
Performance Indicators	
Elementary	
Students will:	
<ul style="list-style-type: none"> identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world 	<p>El barquito (The Tiny Boat): Song Notation (Projectable) and Teacher Notes</p> <p>El tambor: Song Notation (Projectable) and Teacher Notes</p> <p>Haere (Farewell): Song Notation (Projectable) and Teacher Notes</p> <p>I Fed My Horse: Song Notation (Projectable) and Teacher Notes</p>

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<p>Continued</p> <ul style="list-style-type: none"> identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world 	<p>Continued</p> <p>Kapulu kane: Song Notation (Projectable) and Teacher Notes</p> <p>Kapulu kane: Movement Activity Instructions (Printable)</p> <p>Kum bachur atzel (Hear the Rooster Crowing): Movement Activity Instructions (Printable)</p> <p>La vibora: Movement Activity Instructions Animated and Printable</p> <p>Ole: Instructional Activity (Interactive) and Teacher Notes</p> <p>Sawatdee tuh jah (The Hello Song): Song Notation (Projectable) and Teacher Notes</p> <p>She'll be Comin' 'Round the Mountain: Song Notation (Projectable) and Teacher Notes</p> <p>Somebody Waiting: Song Notation (Projectable) and Teacher Notes</p>

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<ul style="list-style-type: none"> identify the titles and composers of well-known examples of classical concert music and blues/jazz selections 	<p>Carmina Burana: Tanz (Orff): Listening (Projectable) and Teacher Notes</p> <p>Four Seasons (Spring): I. Allegro: Listening (Projectable) and Teacher Notes</p> <p>Grand Canyon Suite: Cloudburst (exc): Listening (Projectable) and Teacher Notes</p> <p>Le Banjo (Gottschalk): Listening (Projectable) and Teacher Notes</p> <p>Norwegian Dances, Op. 35: 3 (Grieg): Listening (Projectable) and Teacher Notes</p> <p>Sobre las olas (Rosas): Listening (Projectable) and Teacher Notes</p>
<ul style="list-style-type: none"> identify the primary cultural, geographical, and historical settings for the music they listen to and perform 	<p>Che che koolay: Song Notation (Projectable) and Teacher Notes</p> <p>I'm On My Way: Instructional Activity (Projectable) and Teacher Notes</p> <p>La vibora: Song Notation (Projectable) and Teacher Notes</p> <p>Sawatdee tuh jah (The Hello Song): Song Notation (Projectable) and Teacher Notes</p> <p>Xiao yin chuan (Silver Moon Boat): Enrichment Activity (Interactive) and Teacher Notes</p>