

A Correlation of

# Online Learning Exchange Interactive Music powered by Silver Burdett

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To the

**Texas Essential Knowledge and Skills  
for Fine Arts (TEKS)  
Grade 1**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material					
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>				
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>				
<b>Course</b>	<b>§117.106. Music, Grade 1, Adopted 2013</b>				
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<b>(a) Introduction.</b>					
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>					
<b>(b) Knowledge and Skills.</b>					
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Student Instruction Activity</b>	<b>Teacher Instruction</b>	<b>Assessment Type in Student &amp; Teacher Instruction</b>
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(A) identify the known five voices and adult/children singing voices	(i) identify the known five voices	Instructional Activity (Projectable): Hickory Dickory Dock	Instructional Activity (Projectable): Teacher Notes: Hickory Dickory Dock	Activity
			Instructional Activity (Projectable): Bingo	Instructional Activity (Projectable): Teacher Notes: Bingo	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(A) identify the known five voices and adult/children singing voices	(ii) identify adult/children singing voices	Song Notation (Projectable): The Fly and the Bumblebee, Slide 1	Song Teacher Notes: The Fly and the Bumblebee	Activity
			Instructional Activity (Projectable): Hambone, Slide 3	Instructional Activity (Projectable) Teacher Notes: Hambone	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(B) identify visually and aurally the instrument families	(i) identify visually the instrument families	Instructional Activity (Interactive): Little Shell	Instructional Activity (Interactive) Teacher Notes: Little Shell	Activity
			Instructional Activity (Interactive): Proud to Be an American	Instructional Activity (Interactive) Teacher Notes: Proud to Be an American	Activity
			Song Notation (Projectable): When the Saints Go Marching In, Slide 1	Song Teacher Notes: When the Saints Go Marching In	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(B) identify visually and aurally the instrument families	(ii) identify aurally the instrument families	Song Notation (Projectable): Hey, Diddle, Diddle, Slide 1	Song Teacher Notes: Hey, Diddle, Diddle	Activity
			Instructional Activity (Interactive): Little Shell	Instructional Activity (Interactive) Teacher Notes: Little Shell	Activity
			Instructional Activity (Interactive): Proud to Be an American	Instructional Activity (Interactive) Teacher Notes: Proud to Be an American	Activity
			Song Notation (Projectable): When the Saints Go Marching In, Slide 1	Song Teacher Notes: When the Saints Go Marching In	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(i) use basic music terminology in describing changes in tempo, including allegro/largo	Instructional Activity (Interactive): Five Little Chickadees	Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees	Activity
			Instructional Activity (Projectable): Five Little Chickadees	Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees	Activity
			Song Notation (Projectable): Hey, Diddle, Diddle, Slide 1	Song Teacher Notes: Hey, Diddle, Diddle	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(ii) use basic music terminology in describing changes in dynamics, including forte/piano	Song Notation (Projectable): Hush Up the Baby, Slide 1	Song Teacher Notes: Hush Up the Baby	Activity
			Play-Along Percussion (Projectable): Song of the Eagle	Play-Along Percussion (Projectable) Teacher Notes: Song of the Eagle	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(i) identify repetition in simple songs	Song Notation (Projectable): Little Shell, Slide 1	Song Teacher Notes: Little Shell	Activity
			Song Notation (Projectable): El Zapatero, Slide 1	Song Teacher Notes: El Zapatero	Activity
			Music Reading Notation (Projectable): Bee, Bee, Bumblebee	Music Reading Notation (Projectable) Teacher Notes: Bee, Bee, Bumblebee	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(ii) identify contrast in simple songs	Song Notation (Projectable): Little Shell, Slide 1	Song Teacher Notes: Little Shell	Activity
			Song Notation (Projectable): El Zapatero, Slide 1	Song Teacher Notes: El Zapatero	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(iii) label repetition in simple songs	Song Notation (Projectable): Little Shell	Song Teacher Notes: Little Shell	Activity
			Song Notation (Projectable): El Zapatero, Slide 1	Song Teacher Notes: El Zapatero	Activity

<p>(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:</p>	<p>(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern</p>	<p>(iv) label contrast in simple songs</p>	<p>Song Notation (Projectable): Little Shell, Slide 1</p>	<p>Song Teacher Notes: Little Shell</p>	<p>Activity</p>
			<p>Song Notation (Projectable): El Zapatero, Slide 1</p>	<p>Song Teacher Notes: El Zapatero</p>	<p>Activity</p>

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(i) read rhythmic patterns, including quarter note/paired eighth notes	Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot	Activity
			Song Notation (Projectable): El burrito enfermo, Slide 1	Song Teacher Notes: El burrito enfermo	Activity
			Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Play-Along Percussion (Projectable): Celebrate!	Play-Along Percussion (Projectable) Teacher Notes: Celebrate!	Activity
			Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums	Music Reading Notation (Projectable) Teacher Notes: Apples, Peaches, Pears, and Plums	Activity
			Music Reading Notation (Projectable): Pease Porridge Hot	Music Reading Notation (Projectable) Teacher Notes: Pease Porridge Hot	Activity Review
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(ii) read rhythmic patterns, including quarter [rest]	Music Reading Notation (Projectable): Pease Porridge Hot	Music Reading Notation (Projectable) Teacher Notes: Pease Porridge Hot	Activity Review
			Song Notation (Projectable): Beach Rap, Slide 1	Song Teacher Notes: Beach Rap	Activity
			Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot	Activity
			Play-Along Percussion (Projectable): Celebrate!	Play-Along Percussion (Projectable) Teacher Notes: Celebrate!	Activity
			Song Notation (Projectable): Debajo el botón, Slide 1	Song Teacher Notes: Debajo el botón	Activity

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(iii) write rhythmic patterns, including quarter note/paired eighth notes	Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Music Reading Notation (Projectable): Pease Porridge Hot	Music Reading Notation (Projectable) Teacher Notes: Pease Porridge Hot	Activity Review
			Song Notation (Projectable): Beach Rap, Slide 1	Song Teacher Notes: Beach Rap	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(iv) write rhythmic patterns, including quarter [rest]	Music Reading Notation (Projectable): Pease Porridge Hot, Slide 2	Music Reading Notation (Projectable) Teacher Notes: Pease Porridge Hot	Activity Review
			Song Notation (Projectable): Beach Rap, Slide 1	Song Teacher Notes: Beach Rap	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(v) reproduce rhythmic patterns, including quarter note/paired eighth notes	Song Notation (Projectable): El burrito enfermo, Slide 1	Song Teacher Notes: El burrito enfermo	Activity
			Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums	Music Reading Notation (Projectable) Teacher Notes: Apples, Peaches, Pears, and Plums	Activity
			Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot	Activity
			Play-Along Percussion (Projectable): Celebrate!	Play-Along Percussion (Projectable) Teacher Notes: Celebrate!	Activity

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(vi) reproduce rhythmic patterns, including quarter [rest]	Music Reading Notation (Projectable): Pease Porridge Hot	Music Reading Notation (Projectable) Teacher Notes: Pease Porridge Hot	Activity Review
			Song Notation (Projectable): Beach Rap, Slide 1	Song Teacher Notes: Beach Rap	Activity
			Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot	Activity
			Play-Along Percussion (Projectable): Celebrate!	Play-Along Percussion (Projectable) Teacher Notes: Celebrate!	Activity
			Song Notation (Projectable): Debajo el botón, Slide 1	Song Teacher Notes: Debajo el botón	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(i) read melodic patterns, including three tones from the pentatonic scale	Song Notation (Projectable): Bounce High, Bounce Low, Slide 1	Song Teacher Notes: Bounce High, Bounce Low	Activity Formal
			Song Notation (Projectable): Hickory, Dickory, Dock, Slide 1	Song Teacher Notes: Hickory, Dickory, Dock	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(ii) write melodic patterns, including three tones from the pentatonic scale	Song Notation (Projectable): Bounce High, Bounce Low, Slide 1	Song Teacher Notes: Bounce High, Bounce Low	Activity Formal
			Song Notation (Projectable): Hickory, Dickory, Dock, Slide 1	Song Teacher Notes: Hickory, Dickory, Dock	Activity



(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(iii) reproduce melodic patterns, including three tones from the pentatonic scale	Song Notation (Projectable): Bounce High, Bounce Low2, Slide 1	Song Teacher Notes: Bounce High, Bounce Low	Activity Formal
			Song Notation (Projectable): Hickory, Dickory, Dock, Slide 1	Song Teacher Notes: Hickory, Dickory, Dock	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(i) sing tunefully or play classroom instruments including rhythmic patterns independently or in groups	Song Notation (Projectable): Celebrate!, Slide 1	Song Teacher Notes: Celebrate!	Activity
			Song Notation (Projectable); Five Little Chickadees, Slide 1	Song Teacher Notes: Five Little Chickadees	Activity
			Orff Arrangement: Willowbee	Orff Arrangement Teacher Notes: Willowbee	Activity
			Orff Arrangement: Yang wa wa	Orff Arrangement Teacher Notes: Yang wa wa	Activity
			Instructional Activity (Projectable): Great Big Stars	Instructional Activity (Projectable) Teacher Notes: Great Big Stars	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(ii) sing tunefully or play classroom instruments, including melodic patterns independently or in groups	Song Notation (Projectable): Star Light, Star Bright, Slide 1	Song Teacher Notes: Star Light, Star Bright	Activity
			Instructional Activity (Projectable): Little Shell	Instructional Activity (Projectable) Teacher Notes: Little Shell	Activity
			Orff Arrangement: Yang wa wa	Orff Arrangement Teacher Notes: Yang wa wa	Activity
			Orff Arrangement: Niño querido	Orff Arrangement Teacher Notes: Niño querido	Activity
			Music Reading Notation (Projectable): Star Light, Star Bright	Music Reading Teacher Notes: Star Light, Star Bright	Activity

			Music Reading Notation (Projectable): Bounce High, Bounce Low	Music Reading Teacher Notes: Bounce High, Bounce Low	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(i) sing songs or play classroom instruments from diverse cultures, independently or in groups	Song Notation (Projectable): Cirros cica, Slide 1	Song Teacher Notes: Cirros cica	Activity
			Song Notation (Projectable): Counting Song, Slide 1	Song Teacher Notes: Counting Song	Activity
			Song Notation (Projectable): My Owlet, Slide 1	Song Teacher Notes: My Owlet	Activity
			Song Notation (Projectable): El burrito enfermo, Slide 1	Song Teacher Notes: El burrito enfermo	Activity
			Song Notation (Projectable): Chanukah, Chanukah, Slide 1	Song Teacher Notes: Chanukah, Chanukah	Activity
			Instructional Activity (Projectable): El burrito enfermo	Instructional Activity (Projectable) Teacher Notes: El burrito enfermo	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(ii) sing songs or play classroom instruments from diverse styles, independently or in groups	Song Notation (Projectable): Great Big Stars, Slide 1	Song Teacher Notes: Great Big Stars	Activity
			Song Notation (Projectable): Michael Row the Boat Ashore, Slide 1	Song Teacher Notes: Michael Row the Boat Ashore	Activity
			Instructional Activity (Projectable): Michael Row the Boat Ashore	Instructional Activity (Projectable) Teacher Notes: Michael Row the Boat Ashore	Activity
			Instructional Activity (Projectable): Beach Rap	Instructional Activity (Projectable) Teacher Notes: Beach Rap	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(i) move alone or with others to a varied repertoire of music using gross locomotor movement	Song Notation (Projectable): Willowbee, Slide 1	Song Teacher Notes: Willowbee	Activity
			Song Notation (Projectable): Chanukah, Chanukah, Slide 1	Song Teacher Notes: Chanukah, Chanukah	Activity
			Movement Activity: When the Saints Go Marching In	Movement Activity Instructions (Printable): When the Saints Go Marching In	Review
			Movement Activity: Walk in the Room	Movement Activity Instructions (Printable): Walk in the Room	Activity
			Movement Activity: Hey, Diddle, Diddle	Movement Activity Instructions (Printable): Hey, Diddle, Diddle	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(ii) move alone or with others to a varied repertoire of music using gross non-locomotor movement	Song Notation (Projectable): Willowbee, Slide 1	Song Teacher Notes: Willowbee	Activity
			Song Notation (Projectable): Jolly Old St. Nicholas, Slide 1	Song Teacher Notes: Jolly Old St. Nicholas	Activity
			Movement Activity: Someday Very Soon	Movement Activity Instructions (Printable): Someday Very Soon	Activity
			Movement Activity: Hato popo	Movement Activity Instructions (Printable): Hato popo	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iii) move alone or with others to a varied repertoire of music using fine locomotor movement	Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot - Moving: Fine and Locomotor Movement Through a Musical Game	Activity
			Movement Activity: Walk in the Room	Movement Activity Instructions (Printable): Walk in the Room	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iv) move alone or with others to a varied repertoire of music using fine non-locomotor movement	Song Notation (Projectable): Counting Song, Slide 1	Song Teacher Notes: Counting Song	Activity
			Instructional Activity (Projectable): Apples and Bananas, Slide 3	Instructional Activity (Projectable) Teacher Notes: Apples and Bananas	Activity
			Movement Activity: Jolly Old St. Nicholas	Movement Activity Instructions (Printable): Jolly Old St. Nicholas	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(i) perform simple part work including beat versus rhythm	Song Notation (Projectable): Bee, Bee, Bumblebee, Slide 1	Song Teacher Notes: Bee, Bee, Bumblebee	Activity
			Song Notation (Projectable): Amefuri, Slide 1	Song Teacher Notes: Amefuri	Activity
			Music Reading (Projectable): Bee, Bee, Bumblebee	Music Reading Teacher Notes: Bee, Bee, Bumblebee	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(ii) perform simple part work, including rhythmic ostinato	Song Notation (Projectable): Apples, Peaches, Pears, and Plums, Slide 1	Song Teacher Notes: Apples, Peaches, Pears, and Plums	Activity
			Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Song Notation (Projectable): Bingo, Slide 1	Song Teacher Notes: Bingo	Activity
			Song Notation (Projectable): The Farmer's Dairy Key, Slide 1	Song Teacher Notes: The Farmer's Dairy Key	Activity
			Instructional Activity (Projectable): I Bought Me a Cat	Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(iii) perform simple part work, including vocal exploration	Song Notation (Projectable):The Farmer's Dairy Key,Slide 1	Song Teacher Notes: The Farmer's Dairy Key	Activity
			Instructional Activity (Projectable): I Bought Me a Cat	Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano	(i) perform music using tempo, including allegro/largo	Instructional Activity (Interactive): Five Little Chickadees	Instructional Activity (Interactive) Teacher Notes: Five Little Chickadees	Activity
			Instructional Activity (Projectable): Five Little Chickadees	Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees	Activity
			Song Notation (Projectable): Hey, Diddle, Diddle, Slide 1	Song Teacher Notes: Hey, Diddle, Diddle	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano	(ii) perform music using dynamics, including forte/piano	Song Notation (Projectable): Hush Up the Baby, Slide 1	Song Teacher Notes: Hush Up the Baby	Activity
			Song Notation (Projectable): Niño querido (Dearest Child), Slide 1	Song Teacher Notes:Niño querido (Dearest Child)	Activity
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(A) create short, rhythmic patterns using known rhythms	(i) create short, rhythmic patterns using known rhythms	Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Song Notation (Projectable): Beach Rap, Slide 1	Song Teacher Notes:Beach Rap	Activity
			Instructional Activity (Projectable): Great Big Stars, Slides 3-4	Instructional Activity (Projectable) Teacher Notes	Activity

(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(B) create short, melodic patterns using known pitches	(i) create short, melodic patterns using known pitches	Song Notation (Projectable): Star Light, Star Bright, Slide 1	Song Teacher Notes: Star Light, Star Bright	Activity
			Music Reading (Projectable): Bounce High, Bounce Low	Music Reading Teacher Notes: Bounce High, Bounce Low	Activity
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas using singing voice and classroom instruments	(i) explore new musical ideas using singing voice	Song Notation (Projectable): I Have a Dog, Slide 1	Song Teacher Notes: I Have a Dog	Activity
			Song Notation (Projectable): Michael Row the Boat Ashore, Slide 1	Song Teacher Notes: Michael Row the Boat Ashore	Activity
			Song Notation (Projectable): Five Little Chickadees, Slide 1	Song Teacher Notes: Five Little Chickadees	Activity
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas using singing voice and classroom instruments	(ii) explore new musical ideas using classroom instruments	Song Notation (Projectable): Michael Row the Boat Ashore, Slide 1	Song Teacher Notes: Michael Row the Boat Ashore	Activity
			Instructional Activity (Projectable): Little Green Frog	Instructional Activity (Projectable) Teacher Notes: Little Green Frog	Activity
			Instructional Activity (Projectable): Little Shell	Instructional Activity (Projectable) Teacher Notes: Little Shell	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(i) sing songs, including rhymes	Song Notation (Projectable): Bee, Bee, Bumblebee, Slide 1	Song Teacher Notes: Bee, Bee, Bumblebee	Activity
			Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums	Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums	Activity

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(ii) sing songs, including patriotic events	Song Notation (Projectable): Proud to Be an American, Slide 1	Song Teacher Notes: Proud to Be an American	Activity
			Song Notation (Projectable): Yankee Doodle, Slide 1	Song Teacher Notes: Yankee Doodle	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(iii) sing songs including folk music	Song Notation (Projectable): I Have a Dog, Slide 1	Song Teacher Notes: I Have a Dog	Activity
			Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Tasket	Activity
			Song Notation (Projectable): The Farmer's Dairy Key, Slide 1	Song Teacher Notes: The Farmer's Dairy Key- [Activity Assessment]	Activity
			Instructional Activity (Projectable): Debajo el botón	Instructional Activity (Projectable) Teacher Notes: Debajo el botón	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(iv) sing songs including seasonal music	Song Notation (Projectable): Celebrate!, Slide 1	Song Teacher Notes: Celebrate!	Activity
			Song Notation (Projectable): Jolly Old St. Nicholas, Slide 1	Song Teacher Notes: Jolly Old St. Nicholas	Activity
			Song Notation (Projectable): Chanukah, Chanukah, Slide 1	Song Teacher Notes: Chanukah, Chanukah	Activity

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(v) play musical games, including rhymes	Song Notation (Projectable): Ackabacka, Soda Cracker, Slide 1	Song Teacher Notes: Ackabacka, Soda Cracker	Activity
			Song Notation (Projectable): Bee, Bee, Bumblebee, Slide 1	Song Teacher Notes: Bee, Bee, Bumblebee	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(vi) play musical games, including patriotic events	Song Notation (Projectable): Proud to Be an American, Slide 1	Song Teacher Notes: Proud to Be an American	Activity
			Movement Activity: Yankee Doodle	Movement Activity Instructions (Printable): Yankee Doodle	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(vii) play musical games, including folk music	Song Notation (Projectable): Geef jij mij die schoen (Pass This Shoe), Slide 1	Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe)	Activity
			Song Notation (Projectable): Pease Porridge Hot, Slide 1	Song Teacher Notes: Pease Porridge Hot	Activity
			Song Notation (Projectable): Lost My Gold Ring, Slide 1	Song Teacher Notes: Lost My Gold Ring	Activity
			Song Notation (Projectable): A-Tisket, A-Tasket, Slide 1	Song Teacher Notes: A-Tisket, A-Taske	Activity
			Song Notation (Projectable): Chanukah, Chanukah, Slide 1	Song Teacher Notes: Chanukah, Chanukah	Activity



(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(viii) play musical games, including seasonal music	Song Notation (Projectable): Pavo, Pavo (The Turkey Song), Slide 1	Song Teacher Notes:Pavo, Pavo (The Turkey Song)	Activity
			Song Notation (Projectable): Chanukah, Chanukah, Slide 1	Song Teacher Notes: Chanukah, Chanukah	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	(i) identify steady beat in short musical excerpts from various periods or times in history	Song Notation (Projectable): Yankee Doodle, Slide 1	Song Teacher Notes: Yankee Doodle	Activity
			Play-Along (Percussion): A-Tisket, A-Tasket	Play-Along (Percussion) Teacher Notes: A-Tisket, A-Tasket	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	(ii) identify steady beat in short musical excerpts from diverse cultures	Song Notation (Projectable): Lost My Gold Ring, Slide 1	Song Teacher Notes: Lost My Gold Ring	Activity
			Song Notation (Projectable): Counting Song, Slide 1	Song Teacher Notes: Counting Song	Activity
			Song Notation (Projectable): My Owlet, Slide 1	Song Teacher Notes: My Owlet	Activity
			Instructional Activity (Projectable): El burrito enfermo	Instructional Activity (Projectable) Teacher Notes: El burrito enfermo	Activity
			Instructional Activity (Projectable): My Owlet	Instructional Activity (Projectable) Teacher Notes: My Owlet	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify simple interdisciplinary concepts relating to music	(i) identify simple interdisciplinary concepts relating to music	Movement Activity: Walk in the Room	Movement Activity Instructions (Printable): Walk in the Room	Activity
			Movement Activity : Someday Very Soon	Movement Activity Instructions (Printable): Someday Very Soon	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(i) identify appropriate audience behavior during live or recorded performances	Song Notation (Projectable): Proud to Be an American, Slide 1	Song Teacher Notes: Proud to Be an American	Activity
			Movement Activity: Someday Very Soon	Movement Activity Instructions (Printable): Someday Very Soon	Activity
			Song Notation (Projectable): I Saw Three Ships, Slide 1	Song Teacher Notes: I Saw Three Ships	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(ii) demonstrate appropriate audience behavior during live or recorded performances	Song Notation (Projectable): Proud to Be an American], Slide 1	Song Teacher Notes: Proud to Be an American	Activity
			Movement Activity: Someday Very Soon	Movement Activity Instructions (Printable): Someday Very Soon	Activity
			Song Notation (Projectable): I Saw Three Ships, Slide 1	Song Teacher Notes: I Saw Three Ships	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(i) recognize known rhythmic elements in simple aural examples using known terminology	Song Notation (Projectable): Bee, Bee, Bumblebee, Slide 1	Song Teacher Notes: Bee, Bee, Bumblebee	Activity
			Music Reading Notation (Projectable): Apples, Peaches, Pears, and Plums	Music Reading Teacher Notes: Apples, Peaches, Pears, and Plums	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(ii) recognize known melodic elements in simple aural examples using known terminology	Song Notation (Projectable): Star Light, Star Bright, Slide 1	Song Teacher Notes: Star Light, Star Bright	Activity
			Song Notation (Projectable): Apples and Bananas, Slide 1	Song Teacher Notes: Apples and Bananas	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) distinguish same/different between beat/rhythm in musical performances	Song Notation (Projectable): Bee, Bee, Bumblebee, Slide 1	Song Teacher Notes: Bee, Bee, Bumblebee	Activity
			Song Notation (Projectable): Apples, Peaches, Pears, and Plums, Slide 1	Song Teacher Notes: Apples, Peaches, Pears, and Plums	Activity
			Instructional Activity (Projectable): El burrito enfermo	Instructional Activity (Projectable) Teacher Notes: El burrito enfermo	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(ii) distinguish same/different between higher/lower in musical performances	Song Notation (Projectable): Star Light, Star Bright, Slide 1	Song Teacher Notes: Star Light, Star Bright	Activity
			Instructional Activity (Projectable): Little Green Frog	Instructional Activity (Projectable) Teacher Notes: Little Green Frog	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, and simple patterns in musical performances	(iii) distinguish same/different between louder/softer in musical performances	Instructional Activity (Interactive): My Owlet	Instructional Activity (Interactive) Teacher Notes: My Owlet	Formal
			Song Notation (Projectable): Hush Up the Baby, Slide 1	Song Teacher Notes: Hush Up the Baby	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, and simple patterns in musical performances	(iv) distinguish same/different between faster/slower in musical performances	Song Notation (Projectable): Geef jij mij die schoen (Pass This Shoe), Slide 1	Song Teacher Notes: Geef jij mij die schoen (Pass This Shoe)	Activity
			Instructional Activity (Projectable): Five Little Chickadees	Instructional Activity (Projectable) Teacher Notes: Five Little Chickadees	Activity
			Song Notation (Projectable): Hey, Diddle, Diddle, Slide 1	Song Teacher Notes: Hey, Diddle, Diddle	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, and simple patterns in musical performances	(v) distinguish same/different between simple patterns in musical performances	Instructional Activity (Projectable): I Bought Me a Cat	Instructional Activity (Projectable) Teacher Notes: I Bought Me a Cat	Activity
			Song Notation (Projectable): The Fly and the Bumblebee, Slide 1	Song Teacher Notes: The Fly and the Bumblebee	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(D) respond verbally or through movement to short musical examples	(i) respond verbally or through movement to short musical examples	Song Notation (Projectable): Apples and Bananas, Slide 1	Song Teacher Notes: Apples and Bananas	Activity
			Instructional Activity (Projectable): Michael, Row the Boat Ashore	Instructional Activity (Projectable) Teacher Notes: Michael, Row the Boat Ashore	Activity
			Song Notation (Projectable): Hato Popo (Pigeons), Slide 1	Song Teacher Notes: Hato Popo (Pigeons)	Activity
			Song Notation (Projectable): My Father's House, Slide 1	Song Teacher Notes: My Father's House	Activity