

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 2**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter D. Elementary, Adopted 2013
Course	§117.109. Music, Grade 2, Adopted 2013 Savvas
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(a) Introduction.

(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.

(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.

(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.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Student Instruction Activity	Teacher Instruction	Assessment Type in Student & Teacher Instruction
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) identify choral voices, including unison versus ensemble	(i) identify choral voices, including unison versus ensemble	Song Notation (Projectable): Old Texas, Slide 1	Song Teacher Notes: Old Texas	Activity
			Song Notation (Projectable): I'm on my Way, Slide 1	Song Teacher Notes: I'm on my Way	Formal

			Song Notation (Projectable): Frère Jacques, Slide 1	Song Teacher Notes: Frère Jacques	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify instruments visually and aurally	(i) identify instruments visually	Song Notation (Projectable): Dinah, Slide 1	Song Teacher Notes: Dinah	Formal
			Song Notation (Projectable): El Tambor, Slide 1	Song Teacher Notes: El Tambor	Review
			Song Notation (Projectable): Che che koolay, Slide 1	Song Teacher Notes: Che che koolay	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify instruments visually and aurally	(ii) identify instruments aurally	Song Notation (Projectable): Dinah, Slide 1	Song Teacher Notes: Dinah	Formal
			Song Notation (Projectable): El Tambor, Slide 1	Song Teacher Notes: El Tambor	Review
			Song Notation (Projectable): She'll Be Comin' Round the Mountain, Slide 1	Song Teacher Notes: She'll Be Comin' 'Round the Mountain	Review
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(i) use known music terminology to explain musical examples of tempo, including presto	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity

			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(ii) use known music terminology to explain musical examples of tempo, including moderato	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): La mar estaba serena, Slide 1	Song Teacher Notes: La mar estaba serena	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(iii) use known music terminology to explain musical examples of tempo, including andante	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(iv) use known music terminology to explain musical examples of dynamics, including fortissimo	Song Notation (Projectable): It's Santa Again, Slide 1	Song Teacher Notes: It's Santa Again	Activity
			Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(v) use known music terminology to explain musical examples of dynamics, including pianissimo	Song Notation (Projectable): It's Santa Again, Slide 1	Song Teacher Notes: It's Santa Again	Activity
			Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label simple small forms such as aaba and abac	(i) identify simple small forms	Song Notation (Projectable): Au clair de la lune, Slide 1	Song Teacher Notes: Au clair de la lune	Activity
			Song Notation (Projectable): Every Morning When I Wake Up, Slide 1	Song Teacher Notes: Every Morning When I Wake Up	Activity

			Song Notation (Projectable): Kapulu kane, Slide 1	Song Teacher Notes: Kapulu kane	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label simple small forms such as aaba and abac	(ii) label simple small forms	Song Notation (Projectable): Au clair de la lune, Slide 1	Song Teacher Notes: Au clair de la lune	Activity
			Song Notation (Projectable): Every Morning When I Wake Up, Slide 1	Song Teacher Notes: Every Morning When I Wake Up	Activity
			Song Notation (Projectable): Kapulu kane, Slide 1	Song Teacher Notes: Kapulu kane	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 using standard notation in 2/4 meter, including half note/half rest	(i) read rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	Song Notation (Projectable): Paw-Paw Patch, Slide 1	Song Teacher Notes: Paw-Paw Patch	Activity
			Song Notation (Projectable): El baquito, Slide 1	Song Teacher Notes: El baquito	Review
			Song Notation (Projectable): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
			Song Notation (Projectable): Kum bachur atzel, Slide 1	Song Teacher Notes: Kum bachur atzel	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 using standard notation in 2/4 meter, including half note/half rest	(ii) write rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	Song Notation (Projectable): Paw-Paw Patch, Slide 1	Song Teacher Notes: Paw-Paw Patch	Activity
			Song Notation (Projectable): El baquito, Slide 1	Song Teacher Notes: El baquito	Review
			Song Notation (Projectable): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
			Song Notation (Projectable): Kum bachur atzel, Slide 1	Song Teacher Notes: Kum bachur atzel	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 using standard notation in 2/4 meter, including half note/half rest	(iii) reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	Song Notation (Projectable): Paw-Paw Patch, Slide 1	Song Teacher Notes: Paw-Paw Patch	Activity
			Song Notation (Projectable): El baquito, Slide 1	Song Teacher Notes: El baquito	Review
			Song Notation (Projectable): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
			Song Notation (Projectable): Kum bachur atzel, Slide 1	Song Teacher Notes: Kum bachur atzel	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 pentatonic melodic patterns using standard staff notation	(i) read pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Rocky Mountain, Slide 1	Song Teacher Notes: Rocky Mountain	Review
			Song Notation (Projectable): Cookie, Slide 1	Song Teacher Notes: Cookie	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 pentatonic melodic patterns using standard staff notation	(ii) write pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Rocky Mountain, Slide 1	Song Teacher Notes: Rocky Mountain	Review
			Song Notation (Projectable): Cookie, Slide 1	Song Teacher Notes: Cookie	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 pentatonic melodic patterns using standard staff notation	(iii) reproduce pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Rocky Mountain, Slide 1	Song Teacher Notes: Rocky Mountain	Review
			Song Notation (Projectable): Cookie, Slide 1	Song Teacher Notes: Cookie	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:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(i) read basic music terminology, including <i>allegro/largo</i>	Song Notation (Projectable): Dr. Seuss We Love You, Slide 1	Song Teacher Notes: Dr. Seuss We Love You	Activity
			Song Notation (Projectable):Al animo, Slide 1,	Song Teacher Notes: Al animo	Formal
			Song Notation (Projectable): Somebody Waiting, Slide 1]	Song Teacher Notes: Somebody Waiting	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:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(ii) read basic music terminology, including <i>forte/piano</i>	Song Notation (Projectable):Abiyoyo, Slide 1	Song Teacher Notes: Abiyoyo	Activity
			Song Notation (Projectable): Haere, Slide 1	Song Teacher Notes: Haere	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:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(iii) write basic music terminology, including <i>allegro/largo</i>	Song Notation (Projectable): Dr. Seuss We Love You, Slide 1	Song Teacher Notes: Dr. Seuss We Love You	Activity
			Song Notation (Projectable):Al animo, Slide 1,	Song Teacher Notes: Al animo	Formal

			Song Notation (Projectable): Somebody Waiting, Slide 1]	Song Teacher Notes: Somebody Waiting	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:	(C) read, write, and reproduce basic music terminology including allegro/largo and forte/piano	(iv) write basic music terminology, including forte/piano	Play-Along (Percussion): A Mud Puddle Jumped on Me	Play-Along (Percussion) Notation Teacher Notes: A Mud Puddle Jumped on Me	Review
			Song Notation (Projectable): It's Santa--Again!, Slide 1	Song Teacher Notes: It's Santa--Again!	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:	(C) read, write, and reproduce basic music terminology including allegro/largo and forte/piano	(v) reproduce basic music terminology, including allegro/largo	Song Notation (Projectable): Dr. Seuss We Love You, Slide 1	Song Teacher Notes: Dr. Seuss We Love You	Activity
			Song Notation (Projectable):Al animo, Slide 1,	Song Teacher Notes: Al animo	Formal
			Song Notation (Projectable): Somebody Waiting, Slide 1]	Song Teacher Notes: Somebody Waiting	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:	(C) read, write, and reproduce basic music terminology including allegro/largo and forte/piano	(vi) reproduce, basic music terminology, including forte/piano	Song Notation (Projectable):Abiyoyo, Slide 1	Song Teacher Notes: Abiyoyo	Activity

			Song Notation (Projectable): Haere, Slide 1	Song Teacher Notes: Haere	Activity
			Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
(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): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
			Song Notation (Projectable): My Foot's in My Stirrup, Slide 1	Song Teacher Notes: My Foot's in My Stirrup	Review
(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): Rocky Mountain, Slide 1	Song Teacher Notes: Rocky Mountain	Review
			Song Notation (Projectable): Waiting for the Traffic Light, Slide 1	Song Teacher Notes: Waiting for the Traffic Light	Activity
			Song Notation (Projectable): Chicka Hanka, Slide 1	Song Teacher Notes: Chicka Hanka	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): Che che koolay, Slide 1	Song Teacher Notes: Che che koolay	Activity
			Song Notation (Projectable): Haere, Slide 1	Song Teacher Notes: Haere	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): I'm on My Way, Slide 1	Song Teacher Notes: I'm on My Way	Formal
			Song Notation (Projectable): Down, Down Baby, Slide 1	Song Teacher Notes: Down, Down Baby	Activity
			Song Notation (Projectable): Chicka Hanka, Slide 1	Song Teacher Notes: Chicka Hanka	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 movements	Song Notation (Projectable): B-A, Bay, Slide 1	Song Teacher Notes: B-A	Review
			Song Notation (Projectable): Zudio, Slide 1	Song Teacher Notes: Zudio	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 movements	Song Notation (Projectable): B-A, Bay, Slide 1	Song Teacher Notes: B-A	Review
			Song Notation (Projectable): Zudio, Slide 1	Song Teacher Notes: Zudio	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 movements	Fine movements are, by definition, not locomotor movements.	Fine movements are, by definition, not locomotor movements.	Fine movements are, by definition, not locomotor movements.
(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 movements	Song Notation (Projectable): B-A, Bay, Slide 1	Song Teacher Notes: B-A	Review
			Song Notation (Projectable): My Foot's in My Stirrup, Slide 1	Song Teacher Notes: My Foot's in My Stirrup	Review

(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 rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting	(i) perform simple part work, including rhythmic ostinato	Song Notation (Projectable): Thanksgiving is Near, Slide 1	Song Teacher Notes: Thanksgiving is Near	Activity
			Song Notation (Projectable): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
(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 rhythmic ostinato and vocal exploration such as singing, speaking, and chanting	(ii) perform simple part work, including vocal exploration	Song Notation (Projectable): Old Texas, Slide 1	Song Teacher Notes: Old Texas	Activity
			Song Notation (Projectable): I'm on my Way, Slide 1	Song Teacher Notes: I'm on my Way	Formal
(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 presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(i) perform music using tempo, including presto	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	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 presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(ii) perform music using tempo, including moderato	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): La mar estaba serena, Slide 1	Song Teacher Notes: La mar estaba serena	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 presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(iii) perform music using tempo including andante	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	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 presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(iv) perform music using dynamics, including fortissimo	Song Notation (Projectable): It's Santa Again, Slide 1	Song Teacher Notes: It's Santa Again	Activity
			Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review

(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 presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(v) perform music using dynamics, including pianissimo	Song Notation (Projectable): It's Santa Again, Slide 1	Song Teacher Notes: It's Santa Again	Activity
			Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(A) create rhythmic phrases using known rhythms	(i) create rhythmic phrases using known rhythms	Song Notation (Projectable): Canoe Song, Slide 1	Song Teacher Notes: Canoe Song	Review
			Song Notation (Projectable): My Foot's in My Stirrup, Slide 1	Song Teacher Notes: My Foot's in My Stirrup	Review
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(B) create melodic phrases using known pitches	(i) create melodic phrases using known pitches	Song Notation (Projectable): Chicka Hanka, Slide 1	Song Teacher Notes: Chicka Hanka	Activity
			Song Notation (Projectable): Leatherwing Bat, Slide 1	Song Teacher Notes: Leatherwing Bat	Activity
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas in phrases using singing voice and classroom instruments	(i) explore new musical ideas in phrases using singing voice	Song Notation (Projectable): Leatherwing Bat, Slide 1	Song Teacher Notes: Leatherwing Bat]	Activity

			Song Notation (Projectable): Who Has Seen the Wind?, Slide 1	Song Teacher Notes: Who Has Seen the Wind?]	Activity
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas in phrases using singing voice and classroom instruments	(ii) explore new musical ideas in phrases using classroom instruments	Song Notation (Projectable): Chicka Hanka, Slide 1	Song Teacher Notes: Chicka Hanka	Activity
			Song Notation (Projectable): Leatherwing Bat, Slide 1	Song Teacher Notes: Leatherwing Bat]	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 patriotic, folk, and seasonal music	(i) sing songs, including patriotic music	Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
			Movement Activity: B-A, Bay	Movement Activity Instructions (Printable): B-A, Bay	Review
(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 patriotic, folk, and seasonal music	(ii) sing songs, including folk music	Song Notation (Projectable): Dinah, Slide 1	Song Teacher Notes: Dinah	Formal
			Song Notation (Projectable): Frère Jacques, Slide 1	Song Teacher Notes: Frère Jacques	Activity
			Song Notation (Projectable): How Many Miles to Babylon? Slide 1	Song Teacher Notes: How Many Miles to Babylon?	Review

(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 patriotic, folk, and seasonal music	(iii) sing songs, including seasonal music	Song Notation (Projectable): We Wish you a Merry Christmas; Slide 1	Song Teacher Notes: We Wish you a Merry Christmas	Activity
			Song Notation (Projectable): Thanksgiving is Near, Slide 1	Song Teacher Notes: Thanksgiving is Near	Activity
			Song Notation (Projectable): Christmas a Come, Slide 1	Song Teacher Notes: Christmas a Come	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 patriotic, folk, and seasonal music	(iv) play musical games, including patriotic music	Song Notation (Projectable): America, Slide 1	Song Teacher Notes: America	Review
			Movement Activity: B-A, Bay	Movement Activity Instructions (Printable): B-A, Bay	Review
(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 patriotic, folk, and seasonal music	(v) play musical games, including folk music	Song Notation (Projectable): Miss Mary Mack, Slide 1	Song Teacher Notes: Miss Mary Mack	Activity
			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	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 patriotic, folk, and seasonal music	(vi) play musical games, including seasonal music	Song Notation (Projectable): We Wish you a Merry Christmas; Slide 1	Song Teacher Notes: We Wish you a Merry Christmas	Activity

			Song Notation (Projectable): Christmas a Come, Slide 1	Song Teacher Notes: Christmas a Come	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(i) examine short musical excerpts from various periods or times in history	Song Notation (Projectable): Chicka Hanka, Slide 1	Song Teacher Notes: Chicka Hanka	Activity
			Song Notation (Projectable): She'll be Comin' 'Round the Mountain; Slide 1	Song Teacher Notes: She'll be Comin' 'Round the Mountain	Review
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(ii) examine short musical excerpts from diverse cultures	Song Notation (Projectable): Kum bachur atzel, Slide 1	Song Teacher Notes: Kum bachur atzel	Activity
			Song Notation (Projectable): Haere, Slide 1	Song Teacher Notes: Haere	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(iii) examine short musical excerpts from local cultures	Song Notation (Projectable): Fed My Horse, Slide 1	Song Teacher Notes: I Fed my Horse	Review
			Song Notation (Projectable): Lone Star Trail, Slide 1	Song Teacher Notes: Lone Star Trail	Review

(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	Song Notation (Projectable): The Crocodile, Slide 1	Song Teacher Notes: The Crocodile	Review
			Song Notation (Projectable): Che che koolay, Slide 1	Song Teacher Notes: Che che koolay	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) begin to practice appropriate audience behavior during live or recorded performances	(i) begin to practice appropriate audience behavior during live performances or recorded performances	Song Notation (Projectable): La mar estaba serena, Slide 1	Song Teacher Notes: La mar estaba serena	Activity
			Song Notation (Projectable): America, Slide 1]	Song Teacher Notes: America	Review
			Instructional Activity (Projectable): The Crocodile, Slide 1	Instructional Activity Teacher Notes: The Crocodile	Review
(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): My Foot's in My Stirrup, Slide 1	Song Teacher Notes: My Foot's in My Stirrup	Review
			Song Notation (Projectable): Hosisipa, Slide 1	Song Teacher Notes: Hosisipa	Review

(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): Frère Jacques, Slide 1	Song Teacher Notes: Frère Jacques	Activity
			Song Notation (Projectable): Hosisipa, Slide 1	Song Teacher Notes: Hosisipa	Review
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(i) distinguish between rhythms in musical performances	Song Notation (Projectable): My Foot's in My Stirrup, Slide 1	Song Teacher Notes: My Foot's in My Stirrup	Review
			Song Notation (Projectable): Thanksgiving is Near, Slide 1	Song Teacher Notes: Thanksgiving is Near	Activity
			Song Notation (Projectable): Waiting for the Traffic Light, Slide 1	Song Teacher Notes: Waiting for the Traffic Lighty]	Activity
			Song Notation (Projectable): The Crocodile, Slide 1	Song Teacher Notes: The Crocodile	Review

<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(ii) distinguish between higher/lower pitches in musical performances</p>	<p>Song Notation (Projectable): Dr. Seuss, We Love You, Slide 1</p>	<p>Song Teacher Notes: Dr. Seuss, We Love You</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Lone Star Trail, Slide 1</p>	<p>Song Teacher Notes: Lone Star Trail</p>	<p>Review</p>
<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(iii) distinguish between louder/softer dynamics in musical performances</p>	<p>Song Notation (Projectable): It's Santa-Again!, Slide 1</p>	<p>Song Teacher Notes: It's Santa-Again!</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Au clair de la lune</p>	<p>Instructional Activity (Interactive) Teacher Notes: Au clair de la lune</p>	<p>Formal</p>
<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(iv) distinguish between faster/slower tempos in musical performances</p>	<p>Song Notation (Projectable): Miss Mary Mack, Slide 1</p>	<p>Song Teacher Notes: Miss Mary Mack</p>	<p>Activity</p>

			Song Notation (Projectable): Somebody Waiting, Slide 1	Song Teacher Notes: Somebody Waiting	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 between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(v) distinguish between simple patterns in musical performances	Song Notation (Projectable): Waiting for the Traffic Light, Slide 1	Song Teacher Notes: Waiting for the Traffic Light	Activity
			Song Notation (Projectable): The Crocodile, Slide 1	Song Teacher Notes: The Crocodile	Review
(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): The Crocodile, Slide 1	Song Teacher Notes: The Crocodile	Review
			Song Notation (Projectable): Zudio, Slide 1	Song Teacher Notes: Zudio	Activity
			Song Notation (Projectable): Sing a Rainbow, Slide 1	Song Teacher Notes: Sing a Rainbow	Activity