

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 3**

<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>§117.112. Music, Grade 3, Adopted 2013</b>
<b>Publisher</b>	<b>Savvas</b>
<b>Program Title</b>	<b>Online Learning Exchange Interactive Music powered by Silver Burdett</b>
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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.**

<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. The student is expected to:	(A) categorize and explain a variety of musical sounds, including those of children and adult voices	(i) categorize a variety of musical sounds, including those of children voices	Song Notation (Projectable): The Groundhog Blues - Slide 1	Song Teacher Notes: The Groundhog Blues	Activity Review
			Song Notation (Projectable): Hevenu shalom aleichem - Slide 1	Song Teacher Notes: Hevenu shalom aleichem	Formal
			Song Notation (Projectable): Pust' 'vsegda budet sonse - Slide 1	Song Teacher Notes: Pust' 'vsegda budet sonse	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) categorize and explain a variety of musical sounds, including those of children and adult voices	(ii) categorize a variety of musical sounds, including those of adult voices	Song Notation (Projectable): The Groundhog Blues - Slide 1	Song Teacher Notes: The Groundhog Blues	Activity Review
			Song Notation (Projectable): Old House, Tear It Down - Slide 1	Song Teacher Notes: Old House, Tear It Down	Activity
			Song Notation (Projectable): Pust' 'vsegda budet sonse - Slide 1	Song Teacher Notes: Pust' 'vsegda budet sonse	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(i) categorize a variety of musical sounds, including those of woodwind [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas,	Activity Formal
			Song Notation (Projectable): Pust' 'vsegda budet sonse - Slide 1	Song Teacher Notes: Pust' 'vsegda budet sonse	Activity
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(ii) categorize a variety of musical sounds, including those of brass [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(iii) categorize a variety of musical sounds, including those of string [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Song Notation (Projectable): Pust' vseгда budet sonse - Slide 1	Song Teacher Notes: Pust' vseгда budet sonse	Activity
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(iv) categorize a variety of musical sounds, including those of percussion [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(v) categorize a variety of musical sounds, including those of instruments from various cultures	Song Notation (Projectable): Hevenu shalom aleichem - Slide 1	Song Teacher Notes: Hevenu shalom aleichem	Formal
			Song Notation (Projectable): La calle ancha - Slide 1	Song Teacher Notes: La calle ancha	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(vi) explain a variety of musical sounds, including those of woodwind [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas,	Activity Formal
			Song Notation (Projectable): Pust' 'vsegda budet sonse - Slide 1	Song Teacher Notes: Pust' 'vsegda budet sonse	Activity
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(vii) explain a variety of musical sounds, including those of brass [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(viii) explain a variety of musical sounds, including those of string [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Song Notation (Projectable): Pust' 'vsegda budet sonse - Slide 1	Song Teacher Notes: Pust' 'vsegda budet sonse	Activity
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(ix) explain a variety of musical sounds, including those of percussion [instruments]	Song Notation (Projectable): The Twelve Days of Christmas - Slide 1	Song Teacher Notes: The Twelve Days of Christmas	Activity Formal
			Instructional Activity (Projectable): Over the River and Through the Woods - Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Over the River and Through the Woods	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(x) explain a variety of musical sounds, including those of instruments from various cultures	Song Notation (Projectable): Hevenu shalom aleichem - Slide 1	Song Teacher Notes: Hevenu shalom aleichem	Formal
			Song Notation (Projectable): La calle ancha - Slide 1	Song Teacher Notes: La calle ancha	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(i) use known music symbols referring to rhythm to identify musical sounds presented aurally	Song Notation (Projectable): Don't Let the Wind - Slide 1	Song Teacher Notes: Don't Let the Wind	Activity Formal
			Song Notation (Projectable): Four White Horses - Slide 1	Song Teacher Notes: Four White Horses	Activity
			Song Notation (Projectable): Hwa yuan li-de young wa wa - Slide 1	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity

			Song Notation (Projectable): ¡Qué gusto! - Slide 1	Song Teacher Notes: ¡Qué gusto!	Activity
			Song Notation (Projectable): La piñata - Slide 1	Song Teacher Notes: La piñata	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(ii) use known music symbols referring to melody to identify musical sounds presented aurally	Song Notation (Projectable): Over the River and Through the Woods - Slide 1	Song Teacher Notes: Over the River and Through the Woods	Formal
			Song Notation (Projectable): Mubarak - Slide 1	Song Teacher Notes: Mubarak	Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(iii) use known music symbols referring to timbre to identify musical sounds presented aurally	Symbols are not for timbre. See citations under terminology for timbre.	Symbols are not for timbre. See citations under terminology for timbre.	Symbols are not used to explain timbre.

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(iv) use known music symbols referring to form to identify musical sounds presented aurally	Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): Chanukah Games - Slide 1	Song Teacher Notes: Chanukah Games	Activity
			Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(v) use known music symbols referring to tempo to identify musical sounds presented aurally	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity



(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(vi) use known music symbols referring to dynamics, including mezzo piano, to identify musical sounds presented aurally	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(vii) use known music symbols referring to dynamics, including mezzo forte, to identify musical sounds presented aurally	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(viii) use known music terminology referring to rhythm to identify musical sounds presented aurally	Song Notation (Projectable): Don't Let the Wind - Slide 1	Song Teacher Notes: Don't Let the Wind	Activity
			Song Notation (Projectable): Hwa yuan li-de young wa wa - Slides 1 & 2	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity Activity
			Song Notation (Projectable): ¡Qué gusto! - Slide 1	Song Teacher Notes: ¡Qué gusto!	Activity
			Song Notation (Projectable): La piñata - Slide 1	Song Teacher Notes: La piñata	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(ix) use known music terminology referring to melody to identify musical sounds presented aurally	Song Notation (Projectable): Over the River and Through the Woods - Slide 1	Song Teacher Notes: Over the River and Through the Woods	Formal
			Song Notation (Projectable): Mûbâarak - Slide 1	Song Teacher Notes: Mûbâarak	Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(x) use known music terminology referring to timbre to identify musical sounds presented aurally	Song Notation (Projectable): La calle ancha - Slide 1	Song Teacher Notes: La calle ancha	Activity
			Instructional Activity (Projectable): Ichi-gatsu tsuitachi - Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Ichi-gatsu tsuitachi	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(xi) use known music terminology referring to form to identify musical sounds presented aurally	Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): Chanukah Games - Slide 1	Song Teacher Notes: Chanukah Games	Activity
			Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Formal
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(xii) use known music terminology referring to tempo to identify musical sounds presented aurally	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Formal Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(xiii) use known music terminology referring to dynamics, including mezzo piano, to identify musical sounds presented aurally	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(xiv) use known music terminology referring to dynamics, including mezzo forte, to identify musical sounds presented aurally	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(i) identify small musical forms presented aurally in simple songs	Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Activity
			Song Notation (Projectable): Nani wale na hala - Slide 1	Song Teacher Notes: Nani wale na hala	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(ii) identify small musical forms presented aurally in larger works	Song Notation (Projectable): Great Day - Slide 1	Song Teacher Notes: Great Day	Activity
			Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(iii) identify large musical forms presented aurally in simple songs	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(iv) identify large musical forms presented aurally in larger works	Song Notation (Projectable): Great Day - Slide 1	Song Teacher Notes: Great Day	Activity
			Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(v) label small musical forms presented aurally in simple songs	Song Notation (Projectable): If a Tiger Calls, Slides 1	Song Teacher Notes: If a Tiger Calls	Activity
			Song Notation (Projectable): Song of the Fishes - Slide 1	Song Teacher Notes: Song of the Fishes	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(vi) label small musical forms presented aurally in larger works	Song Notation (Projectable): Great Day - Slide 1	Song Teacher Notes: Great Day	Activity
			Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(vii) label large musical forms presented aurally in simple songs	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works	(viii) label large musical forms presented aurally in larger works	Song Notation (Projectable): Great Day - Slide 1	Song Teacher Notes: Great Day	Activity
			Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(i) read rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate	Song Notation (Projectable): Michael Finnigan - Slide 1	Song Teacher Notes: Michael Finnigan	Activity
			Song Notation (Projectable): Love Somebody - Slides 4-8	Song Teacher Notes: Love Somebody	Formal Activity
			Play-Along (Percussion) Notation (Projectable): Aguinaldo - Slide 1	Play-Along (Percussion) Teacher Notes: Aguinaldo	Activity

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(ii) read rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1</p>	<p>Song Teacher Notes: Keep Your Eyes on the Prize</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): In the Pumpkin Patch - Slide 1</p>	<p>Play-Along (Percussion) Teacher Notes: In the Pumpkin Patch</p>	<p>Activity</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(iii) read rhythmic patterns using standard notation, including whole notes, in 2/4 meter as appropriate</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(iv) read rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): It's a Beautiful Land We Share - Slide 1</p>	<p>Song Teacher Notes: It's a Beautiful Land We Share</p>	<p>Activity</p>
			<p>Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1</p>	<p>Play-Along (Recorder) Teacher Notes: Happy Feet</p>	<p>Activity</p>



(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(v) read rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(vi) read rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate	Song Notation (Projectable): It's a Beautiful Land We Share	Song Teacher Notes: It's a Beautiful Land We Share	Activity
			Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1	Play-Along (Recorder) Teacher Notes: Happy Feet	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(vii) read rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Good Morning - Slide 1	Song Teacher Notes: Good Morning	Activity
			Song Notation (Projectable): Hot Cross Buns - Slides 1 & 2	Song Teacher Notes: Hot Cross Buns	Activity Formal
			Song Notation (Projectable): Mama Paquita - Slide 1	Song Teacher Notes: Mama Paquita	Activity

			Song Notation (Projectable): Social Studies - Slides 1, 10-11	Song Teacher Notes: Social Studies	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(viii) read rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	Song Notation (Projectable): In the Pumpkin Patch - Slide 1	Song Teacher Notes: In the Pumpkin Patch	Activity Formal
			Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1	Song Teacher Notes: Keep Your Eyes on the Prize	Activity
			Song Notation (Projectable): Four White Horses - Slide 1	Song Teacher Notes: Four White Horses	Activity
			Song Notation (Projectable): Social Studies - Slides 1, 10-11	Song Teacher Notes: Social Studies	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(ix) write rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate	Song Notation (Projectable): Michael Finnigan - Slide 1	Song Teacher Notes: Michael Finnigan	Activity
			Play-Along (Percussion) Notation (Projectable): Aguinaldo - Slide 1	Play-Along (Percussion) Teacher Notes: Aguinaldo	Activity

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(x) write rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1</p>	<p>Song Teacher Notes: Keep Your Eyes on the Prize</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): In the Pumpkin Patch - Slide 1</p>	<p>Play-Along (Percussion) Teacher Notes: In the Pumpkin Patch</p>	<p>Activity</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(xi) write rhythmic patterns using standard notation, including whole notes in 2/4 meter as appropriate</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>	<p>Whole notes/rests are not appropriate in 2/4 meter.</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(xii) write rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): It's a Beautiful Land We Share - Slide 1</p>	<p>Song Teacher Notes: It's a Beautiful Land We Share</p>	<p>Activity</p>
			<p>Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1</p>	<p>Play-Along (Recorder) Teacher Notes: Happy Feet</p>	<p>Activity</p>

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xiii) write rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xiv) write rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate	Song Notation (Projectable): It's a Beautiful Land We Share - Slide 1	Song Teacher Notes: It's a Beautiful Land We Share	Activity
			Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1	Play-Along (Recorder) Teacher Notes: Happy Feet	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xv) write rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Hot Cross Buns - Slide 1	Song Teacher Notes: Hot Cross Buns	Activity Formal
			Song Notation (Projectable): Social Studies - Slides 10-11	Song Teacher Notes: Social Studies	Formal

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(xvi) write rhythmic patterns using standard notation including, previously learned note values in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): In the Pumpkin Patch - Slide 1</p>	<p>Song Teacher Notes: In the Pumpkin Patch</p>	<p>Activity Formal</p>
			<p>Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1</p>	<p>Song Teacher Notes: Keep Your Eyes on the Prize</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Social Studies - Slide 10-11</p>	<p>Song Teacher Notes: Social Studies</p>	<p>Formal</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(xvii) reproduce rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate</p>	<p>Song Notation (Projectable): Michael Finnigan - Slide 1</p>	<p>Song Teacher Notes: Michael Finnigan</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Aguinaldo - Slide 1</p>	<p>Play-Along (Percussion) Teacher Notes: Aguinaldo</p>	<p>Activity</p>

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xviii) reproduce rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate	Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1	Song Teacher Notes: Keep Your Eyes on the Prize	Activity
			Play-Along (Percussion) Notation (Projectable): In the Pumpkin Patch - Slide 1	Play-Along (Percussion) Teacher Notes: In the Pumpkin Patch	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xix) reproduce rhythmic patterns using standard notation, including whole notes in 2/4 meter as appropriate	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xx) reproduce rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate	Song Notation (Projectable): It's a Beautiful Land We Share - Slide 1	Song Teacher Notes: It's a Beautiful Land We Share	Activity
			Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1	Play-Along (Recorder) Teacher Notes: Happy Feet	Activity

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xxi) reproduce rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.	Whole notes/rests are not appropriate in 2/4 meter.
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xxii) reproduce rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate	Song Notation (Projectable): It's a Beautiful Land We Share - Slide 1	Song Teacher Notes: It's a Beautiful Land We Share	Activity
			Play-Along (Recorder) Notation (Projectable): Happy Feet - Slide 1	Play-Along (Recorder) Teacher Notes: Happy Feet	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xxiii) reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Good Morning - Slide 1	Song Teacher Notes: Good Morning	Activity
			Song Notation (Projectable): Hot Cross Buns - Slides 1 & 2	Song Teacher Notes: Hot Cross Buns	Activity Formal
			Song Notation (Projectable): Social Studies - Slides 1, 10-11	Song Teacher Notes: Social Studies	Formal

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(xxiv) reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	Song Notation (Projectable): In the Pumpkin Patch - Slide 1	Song Teacher Notes: In the Pumpkin Patch	Activity Formal
			Song Notation (Projectable): Keep Your Eyes on the Prize - Slide 1	Song Teacher Notes: Keep Your Eyes on the Prize	Activity
			Song Notation (Projectable): Social Studies - Slide 1, 10-11	Song Teacher Notes: Social Studies	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(i) read extended pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Erdö, erdö de magos - Slide 1	Song Teacher Notes: Erdö, erdö de magos	Activity Formal
			Music Reading Notation (Projectable): Hwa yuan li-de young wa wa - Slides 1-3	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity Formal
			Song Notation (Projectable): Oh, Won't You Sit Down - Slide 1	Song Teacher Notes: Oh, Won't You Sit Down	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(ii) write extended pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Erdö, erdö de magos - Slide 1	Song Teacher Notes: Erdö, erdö de magos	Activity Formal
			Music Reading Notation (Projectable): Hwa yuan li-de young wa wa - Slides 1-3	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity Formal



(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(iii) reproduce extended pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Erdö, erdö de magos - Slide 1	Song Teacher Notes: Erdö, erdö de magos	Activity Formal
			Music Reading Notation (Projectable): Hwa yuan li-de young wa wa - Slides 1-3	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(i) identify new music symbols referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant	Song Teacher Notes: The Planets Chant	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(ii) identify new music symbols referring to dynamics, including mezzo piano	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(iii) identify new music symbols referring to dynamics, including mezzo forte	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity Formal

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(iv) identify previously learned music symbols referring to tempo	Song Notation (Projectable): The Planets Chant	Song Teacher Notes: The Planets Chant	Activity
			Instructional Activity (Projectable): Ah, eu entrei na roda - Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Ah, en entrei na roda	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(v) identify previously learned music symbols referring to dynamics, including mezzo piano	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(vi) identify previously learned music symbols referring to dynamics, including mezzo forte	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity Formal

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(vii) identify new music terms referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant	Song Teacher Notes: The Planets Chant	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(viii) identify new music terms referring to dynamics, including mezzo piano	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(ix) identify new music terms referring to dynamics, including mezzo forte	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(x) identify previously learned music terms referring to tempo	Song Notation (Projectable): The Planets Chant	Song Teacher Notes: The Planets Chant	Activity Formal
			Instructional Activity (Projectable): Ah, eu entrei na roda - Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Ah, en entrei na roda	Activity Formal
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(xi) identify previously learned music terms referring to dynamics, including mezzo piano	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	Activity
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte	(xii) identify previously learned music terms referring to dynamics, including mezzo forte	Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
			Song Notation (Projectable): Sweet Potatoes - Slide 1	Song Teacher Notes: Sweet Potatoes	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 or play classroom instruments with accurate intonation and rhythm independently or in groups	(i) sing or play classroom instruments with accurate intonation independently or in groups	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo - Performing on Instruments: Recorder	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity
			Song Notation (Projectable): Good Morning	Song Teacher Notes: Good Morning	Activity
			Song Notation (Projectable): Hot Cross Buns - Slide 1 & 2	Song Teacher Notes: Hot Cross Buns	Activity Formal
			Song Notation (Projectable): Morning Is Come - Slide 1 & 2	Song Teacher Notes: Morning is Come	Activity
			Song Notation (Projectable): This Old Man - Slide 1	Song Teacher Notes: This Old Man	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 or play classroom instruments with accurate intonation and rhythm independently or in groups	(ii) sing or play classroom instruments with accurate rhythm independently or in groups	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity
			Song Notation (Projectable): Good Morning	Song Teacher Notes: Good Morning	Activity
			Song Notation (Projectable): In the Pumpkin Patch - Slide 1	Song Teacher Notes: In the Pumpkin Patch	Activity
			Song Notation (Projectable): Hot Cross Buns - Slide 1 & 2	Song Teacher Notes: Hot Cross Buns	Activity Formal
			Song Notation (Projectable): Mama Paquita - Slide 1	Song Teacher Notes: Mama Paquita	Activity
			Song Notation (Projectable): Morning Is Come - Slide 1 & 2	Song Teacher Notes: Morning is Come	Activity

			Song Notation (Projectable): Song of the Fishes - Slide 1	Song Teacher Notes: Song of the Fishes	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 or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups	(i) sing or play a varied repertoire of music independently or in groups	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity
			Song Notation (Projectable): Old House, Tear It Down - Slide 1	Song Teacher Notes: Old House, Tear It Down	Activity
			Song Notation (Projectable): This Old Man - Slide 1	Song Teacher Notes: This Old Man	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 motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together	(i) move alone or with others to a varied repertoire of music using gross motor skills	Song Notation (Projectable): Ah, eu entrei na roda - Slide 1	Song Teacher Notes: Ah, eu entrei na roda	Activity
			Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): La piñata - Slide 1	Song Teacher Notes: La piñata	Activity
			Song Notation (Projectable): This Old Man - Slide 1	Song Teacher Notes: This Old Man	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 motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together	(ii) move alone or with others to a varied repertoire of music using fine motor skills	Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): El rabel - Slide 1	Song Teacher Notes: El rabel	Activity Formal
			Song Notation (Projectable): Mama Paquita - Slide 1	Song Teacher Notes: Mama Paquita	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 motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together	(iii) move alone or with others to a varied repertoire of music using locomotor skills	Song Notation (Projectable): Ah, eu entrei na roda - Slide 1	Song Teacher Notes: Ah, eu entrei na roda	Activity
			Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): La piñata - Slide 1	Song Teacher Notes: La piñata	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 motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together	(iv) move alone or with others to a varied repertoire of music using non-locomotor skills	Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): Happy Feet - Slide 1	Song Teacher Notes: Happy Feet	Activity
			Song Notation (Projectable): Sansaw akroma - Slide 1 [Activity]	Song Teacher Notes: Sansaw akroma	Activity
			Song Notation (Projectable): ¡Qué gusto! - Slide 1	Song Teacher Notes: ¡Qué gusto!	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 motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together	(v) move alone or with others to a varied repertoire of music using integrated movement	Song Notation (Projectable): Silent Night - Slide 1	Song Teacher Notes: Silent Night	Activity
			Movement Activity: Walk Together, Children	Movement Activity Instructions (Printable): Walk Together, Children	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 rhythmic and melodic ostinati, derived from known repertoire	(i) perform simple part work including rhythmic ostinati derived from known repertoire	Song Notation (Projectable): Al tambor - Slide 1	Song Teacher Notes: Al tambor	Activity
			Song Notation (Projectable): Children, Go Where I Send Thee - Slide 1	Song Teacher Notes: Children, Go Where I Send Thee	Activity
			Song Notation (Projectable): Ragtime Cowboy Joe - Slides 1-3	Song Teacher Notes: Ragtime Cowboy Joe	Activity



			Song Notation (Projectable): La calle ancha	Song Teacher Notes: La calle ancha	Activity
			Song Notation (Projectable): There Was An Old Man - Slide 1	Song Teacher Notes: There Was An Old Man	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 rhythmic and melodic ostinati, derived from known repertoire	(ii) perform simple part work including melodic ostinati derived from known repertoire	Song Notation (Projectable): Walk Together, Children - Slide 1	Song Teacher Notes: Walk Together, Children	Activity
			Song Notation (Projectable): Morning Is Come - Slides 1 & 2	Song Teacher Notes: Morning is Come	Activity
			Instructional Activity (Projectable): Make New Friends	Instructional Activity (Projectable): Teacher Notes: Make New Friends	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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(i) interpret through performance new music symbols referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(ii) interpret through performance new music symbols referring to dynamics, including mezzo piano	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(iii) interpret through performance new music symbols referring to tempo, including mezzo forte	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(iv) interpret through performance new music terms referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(v) interpret through performance new music terms referring to dynamics, including mezzo piano	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(vi) interpret through performance new music terms referring to dynamics, including mezzo forte	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(vii) interpret through performance previously learned music symbols referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(viii) interpret through performance previously learned music symbols referring to dynamics, including mezzo piano	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(ix) interpret through performance previously learned music symbols referring to dynamics, including mezzo forte	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(x) interpret through performance previously learned music terms referring to tempo	Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Planets Chant - Slide 1	Song Teacher Notes: The Planets Chant	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(xi) interpret through performance previously learned music terms referring to dynamics, including mezzo piano	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity 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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(xii) interpret through performance previously learned music terms referring to dynamics, including mezzo forte	Song Notation (Projectable): Sweet Potatoes	Song Teacher Notes: Sweet Potatoes	Activity Formal
			Play-Along (Percussion) Notation (Projectable): There Was an Old Man	Play-Along (Percussion) Teacher Notes: There Was an Old Man	Activity
			Song Notation (Projectable): Hush, Hush - Slide 1	Song Teacher Notes: Hush, Hush	Activity Formal
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(A) create rhythmic phrases through improvisation or composition	(i) create rhythmic phrases through improvisation or composition	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Chanukah Games - Slide 1	Song Teacher Notes: Chanukah Games	Activity
			Song Notation (Projectable): Children, Go Where I Send Thee - Slide 1	Song Teacher Notes: Children, Go Where I Send Thee	Activity
			Song Notation (Projectable): Hevenu shalom aleichem - Slide 1	Song Teacher Notes: Hevenu shalom aleichem	Activity
			Song Notation (Projectable): Hot Cross Buns - Slide 1 - 2	Song Teacher Notes: Hot Cross Buns	Formal
			Song Notation (Projectable): La calle ancha - Slide 1	Song Teacher Notes: La calle ancha	Activity
			Song Notation (Projectable): Social Studies - Slides 10-11	Song Teacher Notes: Social Studies	Formal

(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(B) create melodic phrases through improvisation or composition	(i) create melodic phrases through improvisation or composition	Song Notation (Projectable): Aguinaldo - Slide 1	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Children, Go Where I Send Thee - Slide 1	Song Teacher Notes: Children, Go Where I Send Thee	Activity
			Song Notation (Projectable): Old House, Tear It Down - Slide 1	Song Teacher Notes: Old House, Tear It Down	Activity
			Song Notation (Projectable): Social Studies - Slides 10-11	Song Teacher Notes: Social Studies	Formal
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(C) create simple accompaniments through improvisation or composition	(i) create simple accompaniments through improvisation or composition	Song Notation (Projectable): Hevenu shalom aleichem - Slide 1	Song Teacher Notes: Hevenu shalom aleichem	Activity
			Song Notation (Projectable): Nani wale na hala - Slide 1	Song Teacher Notes: Nani wale na hala	Activity
			Song Notation (Projectable): Walk Together, Children - Slide 1	Song Teacher Notes: Walk Together, Children	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(i) perform a varied repertoire of songs representative of American culture	Song Notation (Projectable): Big Rock Candy Mountain - Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): Do, Lord - Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Groundhog Blues, Slide 1	Song Teacher Notes: The Groundhog Blues	Activity Review
			Song Notation (Projectable): Michael Finnigan, Slide 1	Song Teacher Notes: Michael Finnigan	Activity

			Song Notation (Projectable): It's a Beautiful Land We Share, Slide 1	Song Teacher Notes: It's a Beautiful Land We Share	Activity
			Song Notation (Projectable): Walk Together, Children, Slide 1	Song Teacher Notes: Walk Together, Children	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(ii) perform a varied repertoire of songs representative of local culture	Song Notation (Projectable): Big Rock Candy Mountain, Slide 1	Song Teacher Notes: Big Rock Candy Mountain	Activity
			Song Notation (Projectable): Sansaw akroma, Slide 1	Song Teacher Notes: Sansaw akroma - Slide 1	Activity
			Song Notation (Projectable): ¡Qué gusto!, Slide 1	Song Teacher Notes: ¡Qué gusto!	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(iii) perform a varied repertoire of movement representative of American culture	Song Notation (Projectable): Maps and Globes	Song Teacher Notes: Maps and Globes	Activity
			Song Notation (Projectable): Happy Feet, Slide 1	Song Teacher Notes: Happy Feet	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(iv) perform a varied repertoire of movement representative of local cultures	Song Notation (Projectable): Sansaw akroma, Slide 1	Song Teacher Notes: Sansaw akroma	Activity
			Movement Activity: It's a Beautiful Land We Share	Movement Activity Instructions (Printable): It's a Beautiful Land We Share	Activity

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(v) perform a varied repertoire of musical games representative of American culture	Song Notation (Projectable): Sansaw akroma, Slide 1	Song Teacher Notes: Sansaw akroma	Activity
			Song Notation (Projectable): Four White Horses, Slide 1	Song Teacher Notes: Four White Horses	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(vi) perform a varied repertoire of musical games representative of local culture	Song Notation (Projectable): Sansaw akroma, Slide 1	Song Teacher Notes: Sansaw akroma	Activity
			Song Notation (Projectable): Four White Horses, Slide 1	Song Teacher Notes: Four White Horses	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(i) identify music from diverse genres	Song Notation (Projectable): Do, Lord, Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): Ragtime Cowboy Joe, Slides 1-3	Song Teacher Notes: Ragtime Cowboy Joe	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(ii) identify music from diverse styles	Song Notation (Projectable): Do, Lord, Slide 1	Song Teacher Notes: Do, Lord	Activity
			Song Notation (Projectable): The Groundhog Blues, Slide 1	Song Teacher Notes: The Groundhog Blues	Activity Review



(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(iii) identify music from diverse periods	Song Notation (Projectable): Mùbàrak, Slide 1	Song Teacher Notes: Mùbàrak	Formal
			Instructional Activity (Projectable): Social Studies, Slides 2-5	Instructional Activity (Projectable) Teacher Notes: Social Studies	Formal
			Instructional Activity (Projectable): Sweet Potatoes, Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Sweet Potatoes	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(iv) identify music from diverse cultures	Song Notation (Projectable): Aguinaldo	Song Teacher Notes: Aguinaldo	Activity
			Song Notation (Projectable): Ah, eu entrei na roda, Slide 1	Song Teacher Notes: Ah, eu entrei na roda	Activity
			Song Notation (Projectable): Sansaw akroma, Slide 1	Song Teacher Notes: Sansaw akroma	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify the relationships between music and interdisciplinary concepts	(i) identify the relationships between music and interdisciplinary concepts	Song Notation (Projectable): Maps and Globes	Song Teacher Notes: Maps and Globes	Formal
			Instructional Activity (Projectable): Social Studies, Slides 2-5	Song Teacher Notes: Social Studies	Formal
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) exhibit audience etiquette during live and recorded performances	(i) exhibit audience etiquette during live performances	Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Formal
			Song Notation (Projectable): This Old Man, Slide 1	Song Teacher Notes: This Old Man	Activity
			Song Notation (Projectable): There Was An Old Man, Slide 1	Song Teacher Notes: There Was An Old Man	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) exhibit audience etiquette during live and recorded performances	(ii) exhibit audience etiquette during recorded performances	Song Notation (Projectable): Great Day, Slide 1	Song Teacher Notes: Great Day	Activity
			Song Notation (Projectable): If a Tiger Calls, Slide 1	Song Teacher Notes: If a Tiger Calls	Activity Formal
(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 aural examples using appropriate vocabulary	(i) recognize known rhythmic elements in aural examples using appropriate vocabulary	Song Notation (Projectable): Don't Let the Wind, Slide 1	Song Teacher Notes: Don't Let the Wind	Activity Formal
			Song Notation (Projectable): Hwa yuan li-de young wa wa, Slide 1	Song Teacher Notes: Hwa yuan li-de young wa wa	Activity
			Song Notation (Projectable): ¡Qué gusto! - Slide 1	Song Teacher Notes: ¡Qué gusto!	Activity
			Song Notation (Projectable): Old House, Tear It Down, Slide 1	Song Teacher Notes: Old House, Tear It Down	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 aural examples using appropriate vocabulary	(ii) recognize known melodic elements in aural examples using appropriate vocabulary	Song Notation (Projectable): Over the River and Through the Woods, Slide 1	Song Teacher Notes: Over the River and Through the Woods	Formal
			Song Notation (Projectable): Múbāarak, Slide 1	Song Teacher Notes: Múbāarak	Formal

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary	(i) identify specific musical events in aural examples using appropriate vocabulary	Song Notation (Projectable): Good Morning, Slide 1	Song Teacher Notes: Good Morning [Activity]	Activity
			Instructional Activity (Projectable): Ah, eu entrei na roda, Slides 2-3	Instructional Activity (Projectable) Teacher Notes: Ah, en entrei na roda	Activity
			Song Notation (Projectable): Ichi-gatsu tsuitachi, Slide 1	Song Teacher Notes: Ichi-gatsu tsuitachi	Activity
			Song Notation (Projectable): Make New Friends, Slide 1	Song Teacher Notes: Make New Friends	Activity
			Song Notation (Projectable): Mûbâarak, Slide 1	Song Teacher Notes: Mûbâarak	Formal
			Song Notation (Projectable): Old House, Tear It Down, Slide 1	Song Teacher Notes: Old House, Tear It Down	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 and through movement to short musical examples	(i) respond verbally to short musical examples	Song Notation (Projectable): Old House, Tear It Down, Slide 1	Song Teacher Notes: Old House, Tear It Down	Activity
			Instructional Activity (Projectable): Children, Go Where I Send Thee, Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Children, Go Where I Send Thee	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 and through movement to short musical examples	(ii) respond through movement to short musical examples	Song Notation (Projectable): Ragtime Cowboy Joe, Slides 1-3	Song Teacher Notes: Ragtime Cowboy Joe	Activity
			Instructional Activity (Projectable): Children, Go Where I Send Thee, Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Children, Go Where I Send Thee	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary	(i) describe a variety of compositions using specific music vocabulary	Song Notation (Projectable): Mûbâarak, Slide 1	Song Teacher Notes: Mûbâarak	Formal
			Instructional Activity (Projectable): Sweet Potatoes, Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Sweet Potatoes	Formal
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary	(ii) describe a variety of formal or informal musical performances using specific music vocabulary	Song Notation (Projectable): If a Tiger Calls, Slides 1-3	Song Teacher Notes: If a Tiger Calls	Formal
			Instructional Activity (Projectable): Social Studies, Slides 2-5	Instructional Activity (Projectable) Teacher Notes: Social Studies	Formal