

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 4**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material					
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>				
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>				
<b>Course</b>	<b>§117.115. Music, Grade 4, Adopted 2013</b>				
<b>Publisher</b>	<b>Savvas</b>				
<b>Program Title</b>	<b>Online Learning Exchange Interactive Music powered by Silver Burdett</b>				
<b>Program ISBN</b>	<b>9781418261382</b>				
<b>(a) Introduction.</b>					
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p> <p>(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>					
<b>(b) Knowledge and Skills.</b>					
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Student Instruction Activity</b>	<b>Teacher Instruction</b>	<b>Assessment Type in Student &amp; Teacher Instruction</b>
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices	(i) categorize a variety of musical sounds, including those of children's voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	Activity
			Instructional Activity (Projectable): Wade in the Water, Slides 1-2	Instructional Activity (Projectable) Teacher Notes: Wade in the Water	Formal

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(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's voices and soprano and alto adult voices	(ii) categorize a variety of musical sounds, including those of soprano adult voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	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's voices and soprano and alto adult voices	(iii) categorize a variety of musical sounds, including those of alto adult voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	Activity
			Instructional Activity (Projectable): Cielito lindo, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Cielito lindo	Formal
(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's voices and soprano and alto adult voices	(iv) explain a variety of musical sounds, including those of children's voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	Activity
			Instructional Activity (Projectable): Wade in the Water, Slides 1-2	Instructional Activity (Projectable) Teacher Notes: Wade in the Water	Formal
(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's voices and soprano and alto adult voices	(v) explain a variety of musical sounds, including those of soprano adult voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity

			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	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's voices and soprano and alto adult voices	(vi) explain a variety of musical sounds, including those of alto adult voices	Song Notation (Projectable): Follow the Drinkin' Gourd, Slide 1	Song Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	Activity
			Instructional Activity (Projectable): Cielito lindo, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Cielito lindo	Formal
(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, keyboard, electronic instruments, and instruments of various cultures	(i) categorize a variety of musical sounds, including those of woodwind [instruments]	Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(ii) categorize a variety of musical sounds, including those of brass [instruments]	Song Notation (Projectable): Oh, How Lovely is the Evening, Slide 1	Song Teacher Notes: Oh, How Lovely is the Evening	Review Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(iii) categorize a variety of musical sounds, including those of string [instruments]	Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Song Notation (Projectable): Cielito lindo, Slide 1	Song Teacher Notes: Cielito lindo	Activity Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	Activity
			Instructional Activity (Projectable): La Jesusita. Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Jesusita	Activity Formal
(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, keyboard, electronic instruments, and instruments of various cultures	(iv) categorize a variety of musical sounds, including those of percussion [instruments]	Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(v) categorize a variety of musical sounds, including those of keyboard [instruments]	Song Notation (Projectable): Harambee, Slide 1	Song Teacher Notes: Harambee	Formal

			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	Activity
			Instructional Activity (Projectable): The Glendy Burke, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Glendy Burke	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, keyboard, electronic instruments, and instruments of various cultures	(vi) categorize a variety of musical sounds, including those of electronic instruments	Song Notation (Projectable): We're Making Popcorn, Slide 1	Song Teacher Notes: We're Making Popcorn	Activity
			Instructional Activity (Projectable): Ochimbo, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Ochimbo	Formal
(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, keyboard, electronic instruments, and instruments of various cultures	(vii) categorize a variety of musical sounds, including those of instruments of various cultures	Song Notation (Projectable): Ala Da'lona, Slide 1	Song Teacher Notes: Ala Da'lona	Activity
			Song Notation (Projectable): Cielito lindo, Slide 1	Song Teacher Notes: Cielito lindo	Activity Formal
			Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Song Notation (Projectable): Xiao, Slide 1	Song Teacher Notes: Xiao	Activity
			Instructional Activity (Projectable) Teacher Notes: La Jesusita	Instructional Activity (Projectable) Teacher Notes: La Jesusita	Activity Formal

(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, keyboard, electronic instruments, and instruments of various cultures	(viii) explain a variety of musical sounds, including those of woodwind [instruments]	Orff Arrangement Notation (Printable): Pollerita	Orff Arrangement Teacher Notes: Pollerita	Activity
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(ix) explain a variety of musical sounds, including those of brass [instruments]	Song Notation (Projectable): Oh, How Lovely is the Evening, Slide 1	Song Teacher Notes: Oh, How Lovely is the Evening	Review
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(x) explain a variety of musical sounds, including those of string [instruments]	Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Song Notation (Projectable): Cielito lindo, Slide 1	Song Teacher Notes: Cielito lindo	Activity Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(xi) explain a variety of musical sounds, including those of percussion [instruments]	Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	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, keyboard, electronic instruments, and instruments of various cultures	(xii) explain a variety of musical sounds, including those of keyboard instruments	Song Notation (Projectable): Harambee, Slide 1	Song Teacher Notes: Harambee	Formal
			Instructional Activity (Interactive): The Keel Row	Instructional Activity (Interactive) Teacher Notes: The Keel Row	Activity
			Instructional Activity (Projectable): The Glendy Burke, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Glendy Burke	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, keyboard, electronic instruments, and instruments of various cultures	(xiii) explain a variety of musical sounds, including those of electronic instruments	Song Notation (Projectable): We're Making Popcorn, Slide 1	Song Teacher Notes: We're Making Popcorn	Activity
			Instructional Activity (Projectable): Ochimbo, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Ochimbo	Formal



(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, keyboard, electronic instruments, and instruments of various cultures	(xiv) explain a variety of musical sounds, including those of instruments of various cultures	Song Notation (Projectable): Ala Da'lona, Slide 1	Song Teacher Notes: Ala Da'lona	Activity
			Song Notation (Projectable): Cielito lindo, Slide 1	Song Teacher Notes: Cielito lindo	Activity Formal
			Song Notation (Projectable): Niu lang zhi nü, Slide 1	Song Teacher Notes: Niu lang zhi nü	Formal
			Song Notation (Projectable): Xiao, Slide 1	Song Teacher Notes: Xiao	Activity
			Instructional Activity (Projectable) Teacher Notes: La Jesusita	Instructional Activity (Projectable) Teacher Notes: La Jesusita	Activity Formal
			Orff Arrangement Notation (Printable): Pollerita	Orff Arrangement Teacher Notes: Pollerita	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(i) use known music symbols referring to rhythm to explain musical sounds presented aurally	Song Notation (Projectable): Kokoleoko, Slide 1	Song Teacher Notes: Kokoleoko, Rhythm	Activity
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Activity
			Orff Arrangement Notation (Printable): Al quebrar la piñata	Orff Arrangement Teacher Notes: Al quebrar 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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(ii) use known music symbols referring to melody to explain musical sounds presented aurally	Song Notation (Projectable): Beriozka (The Birch Tree), Slide 1	Song Teacher Notes: Beriozka (The Birch Tree)	Activity
			Song Notation (Projectable): Hey, m'tswala, Slide 1	Song Teacher Notes: Hey, m'tswala, Melody	Activity
			Music Reading Notation (Projectable): A Merry Modal Christmas, Slides 1-5	Music Reading Teacher Notes: A Merry Modal Christmas	Activity Review

(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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(iii) use known music symbols referring to timbre to explain musical sounds presented aurally	Symbols are not used to explain timbre. See citations under terminology for timbre.	Symbols are not used to explain timbre. See citations under terminology for timbre.	Symbols are not used to explain timbre. See citations under terminology for 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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(iv) use known music symbols referring to form to explain musical sounds presented aurally	Song Notation (Projectable): La Tarara, Slide 1	Song Teacher Notes: La Tarara	Activity
			Song Notation (Projectable): Los niños en España cantan, Slide 1	Song Teacher Notes: Los niños en España cantan	Activity
			Instructional Activity (Interactive): Little David, Play On Your Harp	Instructional Activity (Interactive) Teacher Notes: Little David, Play On Your Harp	Activity Formal
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(v) use known music symbols referring to tempo to explain musical sounds presented aurally	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(vi) use known music symbols referring to dynamics, including crescendo, to explain musical sounds presented aurally	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Song Notation (Projectable): Texas, Our Texas, Slide 1	Song Teacher Notes: Texas, Our Texas	Formal
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity

<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally</p>	<p>(vii) use known music symbols referring to dynamics, including decrescendo, to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Wade in the Water, Slide 1</p>	<p>Song Teacher Notes: Wade in the Water</p>	<p>Activity</p>
			<p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn</p>	<p>Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p>	<p>Activity</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally</p>	<p>(viii) use known music symbols referring to articulation, including staccato, to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Dry Bones, Slide 1</p>	<p>Song Teacher Notes: Dry Bones</p>	<p>Activity Formal</p>
			<p>Play-Along (Recorder) Notation (Projectable): Hey, m'tswala</p>	<p>Play-Along (Recorder) Teacher Notes: Hey, m'tswala</p>	<p>Activity</p>

(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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(ix) use known music symbols referring to articulation, including legato, to explain musical sounds presented aurally	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Song Notation (Projectable): Sakura, Slide 1	Song Teacher Notes: Sakura	Activity
			Instructional Activity (Projectable): The Bard of Armagh	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(x) use known music terminology referring to rhythm to explain musical sounds presented aurally	Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity Formal
			Song Notation (Projectable): Santa Clara, Slide 1	Song Teacher Notes: Santa Clara	Activity
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Activity
			Orff Arrangement Notation (Printable): Al quebrar la piñata	Orff Arrangement Teacher Notes: Al quebrar 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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xi) use known music terminology referring to melody to explain musical sounds presented aurally	Song Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!, Slide 1	Song Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Formal
			Song Notation (Projectable): Beriozka (The Birch Tree), Slide 1	Song Teacher Notes: Beriozka (The Birch Tree)	Activity
			Song Notation (Projectable): Hey, m'tswala, Slide 1	Song Teacher Notes: Hey, m'tswala, Melody	Activity
			Music Reading Notation (Projectable): A Merry Modal Christmas, Slides 1-5	Music Reading Teacher Notes: A Merry Modal Christmas	Activity Review
(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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xii) use known music terminology referring to timbre to explain musical sounds presented aurally	Song Notation (Projectable): Cielito lindo, Slide 1	Song Teacher Notes: Cielito lindo	Activity Formal
			Song Notation (Projectable): Oh, How Lovely is the Evening, Slide 1	Song Teacher Notes: Oh, How Lovely is the Evening	Review
			Instructional Activity (Projectable): Cielito lindo	Instructional Activity (Projectable) Teacher Notes: Cielito lindo	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xiii) use known music terminology referring to form to explain musical sounds presented aurally	Song Notation (Projectable): La Tarara, Slide 1	Song Teacher Notes: La Tarara	Activity
			Song Notation (Projectable): Los niños en España cantan, Slide 1	Song Teacher Notes: Los niños en España cantan	Activity
			Instructional Activity (Interactive): Little David, Play On Your Harp	Instructional Activity (Interactive) Teacher Notes: Little David, Play On Your Harp	Activity Formal
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xiv) use known music terminology referring to tempo to explain musical sounds presented aurally	Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity Formal
			Song Notation (Projectable): Minka, Slide 1	Song Teacher Notes: Minka	Formal
			Song Notation (Projectable): Streets of Laredo, Slide 1	Song Teacher Notes: Streets of Laredo	Activity



			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xv) use known music terminology referring to dynamics, including crescendo, to explain musical sounds presented aurally	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Song Notation (Projectable): Texas, Our Texas, Slide 1	Song Teacher Notes: Texas, Our Texas	Formal
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xvi) use known music terminology referring to dynamics, including decrescendo, to explain musical sounds presented aurally	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xvii) use known music terminology referring to articulation, including staccato, to explain musical sounds presented aurally	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	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 crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(xviii) use known music terminology referring to articulation, including legato, to explain musical sounds presented aurally	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Song Notation (Projectable): Sakura, Slide 1	Song Teacher Notes: Sakura	Activity
			Instructional Activity (Projectable): The Bard of Armagh	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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, ABA, and rondo presented aurally in simple songs and larger works	(i) identify small musical forms in simple songs	Song Notation (Projectable): The Yellow Rose of Texas, Slide 1	Song Teacher Notes: The Yellow Rose of Texas	Activity
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Formal
			Movement Activity: My Home's Across the Blue Ridge Mountains	Movement Activity Instructions (Printable): My Home's Across the Blue Ridge Mountains	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, ABA, and rondo presented aurally in simple songs and larger works	(ii) identify small musical forms in larger works	Song Notation (Projectable): The Yellow Rose of Texas, Slide 1	Song Teacher Notes: The Yellow Rose of Texas	Activity
			Movement Activity: My Home's Across the Blue Ridge Mountains	Movement Activity Instructions (Printable): My Home's Across the Blue Ridge Mountains	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, ABA, and rondo presented aurally in simple songs and larger works	(iii) identify large musical forms in simple songs	Song Notation (Projectable): La Tarara, Slide 1	Song Teacher Notes: La Tarara, Form: Using Musical Terms and Symbols and Movement to Explain and Respond to the Form of a Song	Activity
			Song Notation (Projectable): Walk in Jerusalem, Slide 1	Song Teacher Notes: Walk in Jerusalem, Form: Identifying and Labeling Large Form in Simple Songs and Larger Works [formal]	Formal
			Play-Along (Percussion) Notation (Projectable): Santa Clara	Play-Along (Percussion) Teacher Notes: Santa Clara	Activity
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	Activity

			Instructional Activity (Interactive): Little David, Play on Your Harp	Instructional Activity (Interactive) Teacher Notes: Little David, Play on Your Harp	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, ABA, and rondo presented aurally in simple songs and larger works	(iv) identify large musical forms in larger works	Song Notation (Projectable): Walk in Jerusalem, Slide 1	Song Teacher Notes: Walk in Jerusalem, Form: Identifying and Labeling Large Form in Simple Songs and Larger Works [formal]	Activity
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	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, ABA, and rondo presented aurally in simple songs and larger works	(v) label small musical forms in simple songs	Song Notation (Projectable): The Yellow Rose of Texas, Slide 1	Song Teacher Notes: The Yellow Rose of Texas	Activity
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Formal
			Movement Activity: My Home's Across the Blue Ridge Mountains	Movement Activity Instructions (Printable): My Home's Across the Blue Ridge Mountains	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, ABA, and rondo presented aurally in simple songs and larger works	(vi) label small musical forms in larger works	Song Notation (Projectable): The Yellow Rose of Texas, Slide 1	Song Teacher Notes: The Yellow Rose of Texas	Activity
			Movement Activity: My Home's Across the Blue Ridge Mountains	Movement Activity Instructions (Printable): My Home's Across the Blue Ridge Mountains	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, ABA, and rondo presented aurally in simple songs and larger works	(vii) label large musical forms in simple songs	Song Notation (Projectable): La Tarara, Slide 1	Song Teacher Notes: La Tarara, Form: Using Musical Terms and Symbols and Movement to Explain and Respond to the Form of a Song	Activity
			Song Notation (Projectable): Walk in Jerusalem, Slide 1	Song Teacher Notes: Walk in Jerusalem, Form: Identifying and Labeling Large Form in Simple Songs and Larger Works [formal]	Formal
			Play-Along (Percussion) Notation (Projectable): Santa Clara	Play-Along (Percussion) Teacher Notes: Santa Clara	Activity
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	Activity
			Instructional Activity (Interactive): Little David, Play on Your Harp	Instructional Activity (Interactive) Teacher Notes: Little David, Play on Your Harp	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, ABA, and rondo presented aurally in simple songs and larger works	(viii) label large musical forms in larger works	Song Notation (Projectable): Walk in Jerusalem, Slide 1	Song Teacher Notes: Walk in Jerusalem, Form: Identifying and Labeling Large Form in Simple Songs and Larger Works [formal]	Activity
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(i) read rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate	Song Notation (Projectable): La Jesusita, Slide 1	Song Teacher Notes: La Jesusita	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(ii) read rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate	Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1	Song Teacher Notes: My Home's Across the Blue Ridge Mountains	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Texas, Our Texas	Play-Along (Percussion) Teacher Notes: Texas, Our Texas	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(iii) read rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	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:	(A) read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(iv) read rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate	Song Notation (Projectable): The Glendy Burke, Slide	Song Teacher Notes: The Glendy Burke	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(v) read rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1</p>	<p>Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Harambee</p>	<p>Play-Along (Percussion) Teacher Notes: Harambee</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(vi) read rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 3/4 meter as appropriate</p>	<p>Song Notation (Projectable): How Can I Keep from Singing?, Slide 1</p>	<p>Song Teacher Notes: How Can I Keep from Singing?</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): My Bonnie Lies Over the Ocean</p>	<p>Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean</p>	<p>Activity Formal</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Santa Clara</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Clara</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(vii) read rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear 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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(vii) read rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1</p>	<p>Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(ix) read rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(x) read rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Activity Formal
			Song Notation (Projectable): The Glendy Burke, Slide 1	Song Teacher Notes: The Glendy Burke	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity

			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xi) read rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	Song Notation (Projectable): Humpty Dumpty, Slide 1	Song Teacher Notes: Humpty Dumpty	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xii) read rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Activity Formal
			Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xiii) write rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate</p>	<p>Music Reading Notation (Projectable): Chiapanecas, Slides 1-5</p>	<p>Music Reading Teacher Notes: Chiapanecas</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5</p>	<p>Music Reading Teacher Notes: Ala Da'lona</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xiv) write rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1</p>	<p>Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Texas, Our Texas</p>	<p>Play-Along (Percussion) Teacher Notes: Texas, Our Texas</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xv) write rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xvi) write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate	Song Notation (Projectable): The Glendy Burke, Slide	Song Teacher Notes: The Glendy Burke	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xvii) write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate	Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1	Song Teacher Notes: My Home's Across the Blue Ridge Mountains	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Harambee	Play-Along (Percussion) Teacher Notes: Harambee	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xviii) write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 3/4 meter as appropriate	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Santa Clara	Play-Along (Percussion) Teacher Notes: Santa Clara	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xix) write rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear 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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xx) write rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1</p>	<p>Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxi) write rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	Formal
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxii) write rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Formal
			Song Notation (Projectable): The Glendy Burke, Slide 1	Song Teacher Notes: The Glendy Burke	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity



			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxiii) write rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	Song Notation (Projectable): Humpty Dumpty, Slide 1	Song Teacher Notes: Humpty Dumpty	Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1	Song Teacher Notes: My Home's Across the Blue Ridge Mountains	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxiv) write rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Formal
			Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Formal

			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxv) reproduce rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate	Song Notation (Projectable): La Jesusita, Slide 1	Song Teacher Notes: La Jesusita	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxvi) reproduce rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate	Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1	Song Teacher Notes: My Home's Across the Blue Ridge Mountains	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Texas, Our Texas	Play-Along (Percussion) Teacher Notes: Texas, Our Texas	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxvii) reproduce rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxviii) reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate	Song Notation (Projectable): The Glendy Burke, Slide	Song Teacher Notes: The Glendy Burke	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxix) reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate	Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1	Song Teacher Notes: My Home's Across the Blue Ridge Mountains	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Harambee	Play-Along (Percussion) Teacher Notes: Harambee	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxx) reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 3/4 meter as appropriate	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Play-Along (Percussion) Notation (Projectable): Santa Clara	Play-Along (Percussion) Teacher Notes: Santa Clara	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xxxii) reproduce rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear in 2/4 meter.</p>	<p>Dotted half notes do not appear 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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate</p>	<p>(xxxii) reproduce rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate</p>	<p>Song Notation (Projectable): My Home's Across the Blue Ridge Mountains, Slide 1</p>	<p>Song Teacher Notes: My Home's Across the Blue Ridge Mountains</p>	<p>Activity</p>
			<p>Listening Interactive Activity: Sakura</p>	<p>Listening (Interactive) Teacher Notes: Sakura</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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxxiii) reproduce rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Activity
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): My Bonnie Lies Over the Ocean, Slides 1-5	Music Reading Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxxiv) reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Activity
			Song Notation (Projectable): The Glendy Burke, Slide 1	Song Teacher Notes: The Glendy Burke	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity

			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Ala Da'lona, Slides 1-5	Music Reading Teacher Notes: Ala Da'lona	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxxv) reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	Song Notation (Projectable): Humpty Dumpty, Slide 1	Song Teacher Notes: Humpty Dumpty	Activity
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	(xxxvi) reproduce rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate	Song Notation (Projectable): Al quebrar la piñata, Slide 1	Song Teacher Notes: Al quebrar la piñata	Activity
			Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity Formal
			Instructional Activity (Interactive): My Bonnie Lies Over the Ocean	Instructional Activity (Interactive) Teacher Notes: My Bonnie Lies Over the Ocean	Activity Formal
			Listening Interactive Activity: Sakura	Listening (Interactive) Teacher Notes: Sakura	Activity
			Music Reading Notation (Projectable): Oh, How Lovely Is the Evening, Slides 1-2	Music Reading Teacher Notes: Oh, How Lovely Is the Evening	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:	(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(i) read extended pentatonic melodic patterns using standard staff notation	Music Reading Notation (Projectable): Soldier, Soldier, Slides 1-5	Music Reading Teacher Notes: Soldier, Soldier	Activity
			Instructional Activity (Projectable): Now Let Me Fly, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly	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	Music Reading Notation (Projectable): Soldier, Soldier, Slides 1-5	Music Reading Teacher Notes: Soldier, Soldier	Activity
			Instructional Activity (Projectable): Now Let Me Fly, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly	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	Music Reading Notation (Projectable): Soldier, Soldier, Slides 1-5	Music Reading Teacher Notes: Soldier, Soldier	Activity
			Instructional Activity (Projectable): Now Let Me Fly, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(i) identify new music symbols referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Formal Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(ii) identify new music symbols referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(iii) identify new music symbols referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(iv) identify new music symbols referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(v) identify new music symbols referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(vi) identify previously learned music symbols referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Formal Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(vii) identify previously learned music symbols referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(viii) identify previously learned music symbols referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(ix) identify previously learned music symbols referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(x) identify previously learned music symbols referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xi) identify new music terms referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Formal Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xii) identify new music terms referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xiii) identify new music terms referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xiv) identify new music terms referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xv) identify new music terms referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Xiao	Song Teacher Notes: Xiao	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xvi) identify previously learned music terms referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Formal Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	Activity
			Song Notation (Projectable): Minka	Song Teacher Notes: Minka	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xvii) identify previously learned music terms referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xviii) identify previously learned music terms referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xix) identify previously learned music terms referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xx) identify previously learned music terms referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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 and play classroom instruments with accurate intonation and rhythm, independently or in groups	(i) sing with accurate intonation independently or in groups	Song Notation (Projectable): My Bonnie Lies Over the Ocean, Slide 1	Song Teacher Notes: My Bonnie Lies Over the Ocean	Activity
			Song Notation (Projectable): Now Let Me Fly, Slide 1	Song Teacher Notes: Now Let Me Fly	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	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 and play classroom instruments with accurate intonation and rhythm, independently or in groups	(ii) sing with accurate rhythm, independently or in groups	Song Notation (Projectable): How Can I Keep from Singing?, Slide 1	Song Teacher Notes: How Can I Keep from Singing?	Activity
			Song Notation (Projectable): My Bonnie Lies Over the Ocean, Slide 1	Song Teacher Notes: My Bonnie Lies Over the Ocean	Activity
			Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway	Play-Along (Recorder) Teacher Notes: Pat Works on the Railway	Activity
			Song Notation (Projectable): Soldier, Soldier, Slide 1	Song Teacher Notes: Soldier, Soldier	Activity
			Orff Arrangement Notation (Printable): Yibane amenu	Orff Arrangement Teacher Notes: Yibane amenu	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 and play classroom instruments with accurate intonation and rhythm, independently or in groups	(iii) play classroom instruments with accurate intonation, independently or in groups	Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?	Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?	Activity
			Play-Along (Recorder) Notation (Projectable): The Keel Row	Play-Along (Recorder) Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway	Play-Along (Recorder) Teacher Notes: The Keel Row	Activity
			Play-Along (Recorder) Notation (Projectable): Streets of Laredo	Play-Along (Recorder) Teacher Notes: Streets of Laredo	Activity
			Orff Arrangement Notation (Printable): Sakura	Orff Arrangement Teacher Notes: Sakura	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 and play classroom instruments with accurate intonation and rhythm, independently or in groups	(iv) play classroom instruments with accurate rhythm, independently or in groups	Song Notation (Projectable): Pat Works on the Railway	Song Teacher Notes: Pat Works on the Railway	Activity
			Orff Arrangement Notation (Printable): Beriozka	Orff Arrangement Teacher Notes: Beriozka	Activity
			Orff Arrangement Notation (Printable): Sakura	Orff Arrangement Teacher Notes: Sakura	Activity
			Orff Arrangement Notation (Printable): Yibane amenu	Orff Arrangement Teacher Notes: Yibane amenu	Activity
			Play-Along (Recorder) Notation (Projectable): How Can I Keep from Singing?	Play-Along (Recorder) Teacher Notes: How Can I Keep from Singing?	Activity
			Play-Along (Recorder) Notation (Projectable): The Keel Row	Play-Along (Recorder) Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway	Play-Along (Recorder) Teacher Notes: The Keel Row	Activity
			Play-Along (Recorder) Notation (Projectable): Streets of Laredo	Play-Along (Recorder) Teacher Notes: Streets of Laredo	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 independently or in groups, such as American and Texan folk songs and folk songs representative of local cultures;	(i) sing or play a varied repertoire of music independently or in groups	Song Notation (Projectable): The Bard of Armagh, Slide 1	Song Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): La Jesusita, Slide 1	Song Teacher Notes: La Jesusita	Activity
			Song Notation (Projectable): Los niños en España cantan, Slide 1	Song Teacher Notes: Los niños en España cantanbing, and Singing a Round [activity]	Activity

			Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas	Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas	Activity
			Movement Activity: My Home's Across the Blue Ridge Mountains	Movement Activity Instructions (Printable): My Home's Across the Blue Ridge Mountains	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 and 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 to a varied repertoire of music using gross motor skills	Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	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 and 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 to a varied repertoire of music using fine motor skills	Song Notation (Projectable): Ochimbo	Song Teacher Notes: Ochimbo	Activity
			Movement Activity: Green Eggs and Ham	Movement Activity Instructions (Printable): Green Eggs and Ham	Activity
			Movement Activity Notation (Printable): Green Eggs and Ham	Movement Activity Notation (Printable): Green Eggs and Ham	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 and 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 to a varied repertoire of music using locomotor skills	Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Activity
			Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	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 and 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 to a varied repertoire of music using non-locomotor skills	Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Activity
			Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity
			Song Notation (Projectable): Santa Clara, Slide 1	Song Teacher Notes: Santa Clara	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	Activity
			Movement Activity: Green Eggs and Ham	Movement Activity Instructions and Notation (Printable): Green Eggs and Ham	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 and 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 to a varied repertoire of music using integrated movement	Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	Activity
			Orff Arrangement: Los niños en España cantan	Orff Arrangement Teacher Notes: Los niños en España cantan	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 and 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	(vi) move with others to a varied repertoire of music using gross motor skills	Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	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 and 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	(vii) move with others to a varied repertoire of music using fine motor skills	Song Notation (Projectable): Ochimbo	Song Teacher Notes: Ochimbo	Activity
			Movement Activity: Green Eggs and Ham	Movement Activity Instructions and Notation (Printable): Green Eggs and Ham	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 and 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	(viii) move with others to a varied repertoire of music using locomotor	Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Activity
			Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity
			Song Notation (Projectable): Santa Clara, Slide 1	Song Teacher Notes: Santa Clara	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	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 and 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	(ix) move with others to a varied repertoire of music using non-locomotor skills	Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Activity
			Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Song Notation (Projectable): Home on the Range, Slide 1	Song Teacher Notes: Home on the Range	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	Activity
			Movement Activity: Green Eggs and Ham	Movement Activity Instructions and Notation (Printable): Green Eggs and Ham	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 and 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	(x) move with others to a varied repertoire of music using integrated movement	Song Notation (Projectable): Haul Away, Joe, Slide 1	Song Teacher Notes: Haul Away, Joe	Activity
			Movement Activity: Chuhwuht	Movement Activity Instructions (Printable): Chuhwuht	Activity
			Orff Arrangement: Los niños en España cantan	Orff Arrangement Teacher Notes: Los niños en España cantan	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 various folk dances and play parties	(i) perform various folk dances	Song Notation (Projectable): Yibane amenu, Slide 1	Song Teacher Notes: Yibane amenu	Activity
			Movement Activity: St. Patrick Was a Gentleman	Movement Activity Instructions (Printable): St. Patrick Was a Gentleman	Activity
			Movement Activity: The Yellow Rose of Texas	Movement Activity Instructions (Printable): The Yellow Rose of Texas	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 various folk dances and play parties	(ii) perform various play parties	Movement Activity: Sweet Betsy from Pike	Movement Activity Instructions (Printable): Sweet Betsy from Pike	Activity
			Movement Activity: Weevily Wheat	Movement Activity Instructions (Printable): Weevily Wheat	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 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): Ochimbo, Slide 1	Song Teacher Notes: Ochimbo	Activity
			Song Notation (Projectable): Pat Works on the Railway, Slide 1	Song Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway	Play-Along (Recorder) Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Streets of Laredo	Play-Along (Recorder) Teacher Notes: Streets of Laredo [activity]	Activity
			Instructional Activity (Projectable): Sambalele, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Sambalele	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 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): Hey, m'tswala, Slide 1	Song Teacher Notes: Hey, m'tswala	Activity
			Song Notation (Projectable): Los niños en España cantan, Slide 1	Song Teacher Notes: Los niños en España cantan	Activity
			Song Notation (Projectable): Pat Works on the Railway, Slide 1	Song Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Pat Works on the Railway	Play-Along (Recorder) Teacher Notes: Pat Works on the Railway	Activity
			Play-Along (Recorder) Notation (Projectable): Streets of Laredo	Play-Along (Recorder) Teacher Notes: Streets of Laredo	Activity
			Instructional Activity (Projectable): Sambalele, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Sambalele	Formal

<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato</p>	<p>(i) interpret through performance new music symbols referring to tempo</p>	<p>Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1</p>	<p>Song Teacher Notes: St. Patrick Was a Gentleman</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!</p>	<p>Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!</p>	<p>Activity</p>
			<p>Play-Along (Percussion) Notation (Projectable): Minka</p>	<p>Play-Along (Percussion) Teacher Notes: Minka</p>	<p>Activity</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato</p>	<p>(ii) interpret through performance new music symbols referring to dynamics, including crescendo</p>	<p>Song Notation (Projectable): Wade in the Water, Slide 1</p>	<p>Song Teacher Notes: Wade in the Water</p>	<p>Activity</p>
			<p>Play-Along (Recorder) Notation (Projectable): We're Making Popcorn</p>	<p>Play-Along (Recorder) Teacher Notes: We're Making Popcorn</p>	<p>Activity</p>



(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(iii) interpret through performance new music symbols referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(iv) interpret through performance new music symbols referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(v) interpret through performance new music symbols referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Xiao	Song Teacher Notes: Xiao	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(vi) interpret through performance previously learned music symbols referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(vii) interpret through performance previously learned music symbols referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(viii) interpret through performance previously learned music symbols referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(ix) interpret through performance previously learned music symbols referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(x) interpret through performance previously learned music symbols referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Xiao	Song Teacher Notes: Xiao	Activity
			Song Notation (Projectable): Sakura, Slide 1	Song Teacher Notes: Sakura	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xi) interpret through performance new music terms referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xii) interpret through performance new music terms referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xiii) interpret through performance new music terms referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xiv) interpret through performance new music terms referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xv) interpret through performance new music terms referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Xiao	Song Teacher Notes: Xiao	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xvi) interpret through performance previously learned music terms referring to tempo	Song Notation (Projectable): St. Patrick Was a Gentleman, Slide 1	Song Teacher Notes: St. Patrick Was a Gentleman	Activity
			Play-Along (Percussion) Notation (Projectable): Let It Snow! Let It Snow! Let It Snow!	Play-Along (Percussion) Teacher Notes: Let It Snow! Let It Snow! Let It Snow!	Activity
			Play-Along (Percussion) Notation (Projectable): Minka	Play-Along (Percussion) Teacher Notes: Minka	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xvii) interpret through performance previously learned music terms referring to dynamics, including crescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xviii) interpret through performance previously learned music terms referring to dynamics, including decrescendo	Song Notation (Projectable): Wade in the Water, Slide 1	Song Teacher Notes: Wade in the Water	Activity
			Play-Along (Recorder) Notation (Projectable): We're Making Popcorn	Play-Along (Recorder) Teacher Notes: We're Making Popcorn	Activity
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xix) interpret through performance previously learned music terms referring to articulation, including staccato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(xx) interpret through performance previously learned music terms referring to articulation, including legato	Song Notation (Projectable): Dry Bones, Slide 1	Song Teacher Notes: Dry Bones	Activity Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Activity
			Instructional Activity (Projectable): The Bard of Armagh, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Sakura, Slide 1	Song Teacher Notes: Sakura	Activity
(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): The Glendy Burke, Slide 1	Song Teacher Notes: The Glendy Burke	Activity
			Play-Along (Percussion) Notation (Projectable): Santa Clara	Play-Along (Percussion) Teacher Notes: Santa Clara	Activity
			Instructional Activity (Projectable): Kokoleoko, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Kokoleoko	Activity
			Orff Arrangement Notation (Printable): Los niños en España cantan	Orff Arrangement Teacher Notes: Los niños en España cantan	Activity



(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): The Bard of Armagh, Slide 1	Song Teacher Notes: The Bard of Armagh	Formal
			Song Notation (Projectable): Beriozka (The Birch Tree), Melody, Slide 1	Song Teacher Notes: Beriozka (The Birch Tree)	Activity
			Song Notation (Projectable): The Keel Row, Melody, Slide 1	Song Teacher Notes: The Keel Row	Activity
			Song Notation (Projectable): Pollerita, Slide 1	Song Teacher Notes: Pollerita	Formal
			Instructional Activity (Projectable): Now Let Me Fly, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Now Let Me Fly	Formal
			Orff Arrangement Notation (Printable): Xiao	Orff Arrangement Teacher Notes: Xiao	Activity
(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): Chuhwuht, Slide 1 [activity]	Song Teacher Notes: Chuhwuht	Activity
			Song Notation (Projectable): Harambee, Slide 1 [activity]	Song Teacher Notes: Harambee	Activity
			Orff Arrangement Notation (Printable): Xiao	Orff Arrangement Teacher Notes: Xiao	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 diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas	(i) perform a varied repertoire of songs representative of diverse cultures	Song Notation (Projectable): Ala Da'lona, Slide 1	Song Teacher Notes: Ala Da'lona	Activity
			Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Activity
			Song Notation (Projectable): Chuhwuht, Slide 1	Song Teacher Notes: Chuhwuht	Activity
			Song Notation (Projectable): The Bard of Armagh	Song Teacher Notes: The Bard of Armagh	Activity
			Song Notation (Projectable): Santa Clara, Slide 1	Song Teacher Notes: Santa Clara	Activity
			Orff Arrangement Notation (Printable): Pollerita	Orff Arrangement Teacher Notes: Pollerita	Activity
			Movement Activity: Sailboat in the Sky	Movement Activity Instructions (Printable): Sailboat in the Sky	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 diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas	(ii) perform a varied repertoire of movement representative of diverse cultures	Song Notation (Projectable): Yibane amenu, Slide 1	Song Teacher Notes: Yibane amenu	Activity
			Movement Activity: Ala Da'lona	Movement Activity Instructions (Printable): Ala Da'lona	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 diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas	(iii) perform a varied repertoire of musical games representative of diverse cultures	Song Notation (Projectable): Kokoleoko, Slide 1	Song Teacher Notes: Kokoleoko	Activity
			Movement Activity: Sailboat in the Sky	Movement Activity Instructions (Printable): Sailboat in the Sky	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) perform music representative of America and Texas, including "Texas, Our Texas"	(i) perform music representative of America	Song Notation (Projectable): A Merry Modal Christmas, Slide 1	Song Teacher Notes: A Merry Modal Christmas	Formal
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity
			Play-Along (Percussion) Notation (Projectable): Harambee	Play-Along (Percussion) Teacher Notes: Harambee	Activity
			Instructional Activity (Projectable): Follow the Drinkin' Gourd, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) perform music representative of America and Texas, including "Texas, Our Texas"	(ii) perform music representative of Texas, including "Texas, Our Texas"	Song Notation (Projectable): Texas, Our Texas, Slide 1	Song Teacher Notes: Texas, Our Texas	Activity
			Song Notation (Projectable): There's a Little Bit of Everything in Texas, Slide 1	Song Teacher Notes: There's a Little Bit of Everything in Texas	Activity
			Song Notation (Projectable): The Yellow Rose of Texas, Slide 1	Song Teacher Notes: The Yellow Rose of Texas	Activity

			Play-Along (Percussion) Notation (Projectable): Texas, Our Texas	Play-Along (Percussion) Teacher Notes: Texas, Our Texas	Activity
			Movement Activity: The Yellow Rose of Texas	Movement Activity Instructions (Printable): The Yellow Rose of Texas	Activity
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(i) identify music from diverse genres	Song Notation (Projectable): Green Eggs and Ham, Slide 1	Song Teacher Notes: Green Eggs and Ham	Activity
			Song Notation (Projectable): A Merry Modal Christmas, Slide 1	Song Teacher Notes: A Merry Modal Christmas	Activity
			Instructional Activity (Projectable): Follow the Drinkin' Gourd	Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(ii) identify music from diverse styles	Song Notation (Projectable): Green Eggs and Ham, Slide 1	Song Teacher Notes: Green Eggs and Ham	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity
			Song Notation (Projectable): There's a Little Bit of Everything in Texas, Slide 1	Song Teacher Notes: There's a Little Bit of Everything in Texas	Formal
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Formal
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	Formal

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(iii) identify music from diverse periods	Instructional Activity (Interactive): A Merry Modal Christmas	Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas	Activity
			Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas	Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(iv) identify music from diverse cultures	Song Notation (Projectable): Ala Da'lona, Slide 1	Song Teacher Notes: Ala Da'lona	Activity Formal
			Song Notation (Projectable): Chuhwuht, Slide 1	Song Teacher Notes: Chuhwuht	Activity
			Song Notation (Projectable): Minka, Slide 1	Song Teacher Notes: Minka	Activity
			Song Notation (Projectable): Xiao, Slide 1	Song Teacher Notes: Xiao	Activity
			Instructional Activity (Projectable): La Jesusita, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Jesusita	Activity Formal
			Orff Arrangement Notation (Printable): Pollerita	Orff Arrangement Teacher Notes: Pollerita	Activity
			Movement Activity: Sailboat in the Sky	Movement Activity Instructions (Printable): Sailboat in the Sky	Activity
			Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Formal

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(v) describe music from diverse genres	Song Notation (Projectable): Green Eggs and Ham, Slide 1	Song Teacher Notes: Green Eggs and Ham	Activity
			Song Notation (Projectable): A Merry Modal Christmas, Slide 1	Song Teacher Notes: A Merry Modal Christmas	Activity
			Instructional Activity (Projectable): Follow the Drinkin' Gourd	Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(vi) describe music from diverse styles	Song Notation (Projectable): Green Eggs and Ham, Slide 1	Song Teacher Notes: Green Eggs and Ham	Activity
			Song Notation (Projectable): Little David, Play on Your Harp, Slide 1	Song Teacher Notes: Little David, Play on Your Harp	Activity
			Song Notation (Projectable): There's a Little Bit of Everything in Texas, Slide 1	Song Teacher Notes: There's a Little Bit of Everything in Texas	Formal
			Play-Along (Percussion) Notation (Projectable): Haul Away, Joe	Play-Along (Percussion) Teacher Notes: Haul Away, Joe	Formal
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	Formal

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(vii) describe music from diverse periods	Instructional Activity (Interactive): A Merry Modal Christmas	Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas	Activity
			Play-Along (Percussion) Notation (Projectable): There's a Little Bit of Everything in Texas	Play-Along (Percussion) Teacher Notes: There's a Little Bit of Everything in Texas	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(viii) describe music from diverse cultures	Song Notation (Projectable): Ala Da'lona, Slide 1	Song Teacher Notes: Ala Da'lona	Activity Formal
			Song Notation (Projectable): Chuhwuht, Slide 1	Song Teacher Notes: Chuhwuht	Activity
			Song Notation (Projectable): Minka, Slide 1	Song Teacher Notes: Minka	Activity
			Song Notation (Projectable): Xiao, Slide 1	Song Teacher Notes: Xiao	Activity
			Instructional Activity (Projectable): La Jesusita, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Jesusita	Activity Formal
			Orff Arrangement Notation (Printable): Pollerita	Orff Arrangement Teacher Notes: Pollerita	Activity
			Movement Activity: Sailboat in the Sky	Movement Activity Instructions (Printable): Sailboat in the Sky	Activity
			Song Notation (Projectable): Chiapanecas, Slide 1	Song Teacher Notes: Chiapanecas	Formal
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(D) examine the relationships between music and interdisciplinary concepts	(i) examine the relationships between music and interdisciplinary concepts	Song Notation (Projectable): There's a Little Bit of Everything in Texas, Slide 1	Song Teacher Notes: There's a Little Bit of Everything in Texas	Activity
			Instructional Activity (Projectable): Follow the Drinkin' Gourd	Instructional Activity (Projectable) Teacher Notes: Follow the Drinkin' Gourd	Activity
			Instructional Activity (Projectable): Woke Up This Morning, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Woke Up This Morning	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): A Merry Modal Christmas, Slide 1	Song Teacher Notes: A Merry Modal Christmas	Activity
			Instructional Activity (Projectable): Humpty Dumpty, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty	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	Instructional Activity (Projectable): The Glendy Burke, Slide 4	Instructional Activity (Projectable) Teacher Notes: The Glendy Burke	Activity
			Instructional Activity (Projectable): Home on the Range, Slide 5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	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): Woke Up This Morning, Slide 1	Song Teacher Notes: Woke Up This Morning	Activity
			Music Reading Notation (Projectable): Chiapanecas, Slides 1-5	Music Reading Teacher Notes: Chiapanecas	Activity
			Music Reading Notation (Projectable): Walk in Jerusalem, Slides 1-5	Music Reading Teacher Notes: Walk in Jerusalem	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): Pollerita, Slide 1	Song Teacher Notes: Pollerita	Activity
			Instructional Activity (Projectable): Dry Bones, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Dry Bones	Activity
			Instructional Activity (Projectable): Cielito lindo, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Cielito lindo	Review Formal



(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary	(i) describe specific musical events in aural examples using appropriate vocabulary	Song Notation (Projectable): Minka, Slide 1 [activity]	Song Teacher Notes: Minka	Formal
			Song Notation (Projectable): Woke Up This Morning, Slide 1	Song Teacher Notes: Woke Up This Morning	Activity
			Instructional Activity (Interactive): Little David, Play On Your Harp	Instructional Activity (Interactive) Teacher Notes: Little David, Play On Your Harp	Formal
			Play-Along (Recorder) Notation (Projectable): Hey, m'tswala	Play-Along (Recorder) Teacher Notes: Hey, m'tswala	Formal
			Music Reading Notation (Projectable): Walk in Jerusalem, Slides 1-5	Music Reading Teacher Notes: Walk in Jerusalem	Activity
			Instructional Activity (Projectable): Dry Bones, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Dry Bones	Activity
			Instructional Activity (Projectable): La Tarara, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: La Tarara	Activity
			Instructional Activity (Projectable): Little David, Play on Your Harp, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Little David, Play on Your Harp	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): Los niños en España cantan, Slide 1	Song Teacher Notes: Los niños en España cantan	Activity
			Song Notation (Projectable): Sailboat in the Sky, Slide 1	Song Teacher Notes: Sailboat in the Sky	Review
			Movement Activity: Niu lang zhi nü	Movement Activity Instructions (Printable): Niu lang zhi nü	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): La Tarara, Slide 1	Song Teacher Notes: La Tarara	Activity
			Song Notation (Projectable): Sailboat in the Sky, Slide 1	Song Teacher Notes: Sailboat in the Sky	Review
			Movement Activity: Niu lang zhi nü	Movement Activity Instructions (Printable): Niu lang zhi nü	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): Sambalele, Slide 1	Song Teacher Notes: Sambalele	Activity
			Instructional Activity (Interactive): A Merry Modal Christmas	Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas]	Activity
			Instructional Activity (Projectable): The Glendy Burke, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: The Glendy Burke	Activity
			Instructional Activity (Projectable): Humpty Dumpty, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty	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	(ii) describe a variety of formal or informal musical performances using specific music vocabulary	Song Notation (Projectable): Kokoleoko, Slide 1	Song Teacher Notes: Kokoleoko	Activity
			Song Notation (Projectable): Sambalele, Slide 1	Song Teacher Notes: Sambalele	Activity
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal
			Instructional Activity (Projectable): Humpty Dumpty, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Humpty Dumpty	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(F) justify personal preferences for specific music works and styles using music vocabulary	(i) justify personal preferences for specific music works using music vocabulary	Song Notation (Projectable): Streets of Laredo, Slide 1	Song Teacher Notes: Streets of Laredo	Activity
			Instructional Activity (Interactive): A Merry Modal Christmas	Instructional Activity (Interactive) Teacher Notes: A Merry Modal Christmas	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(F) justify personal preferences for specific music works and styles using music vocabulary	(ii) justify personal preferences for specific music styles using music vocabulary	Song Notation (Projectable): Streets of Laredo, Slide 1	Song Teacher Notes: Streets of Laredo	Activity
			Instructional Activity (Projectable): Home on the Range, Slides 1-5	Instructional Activity (Projectable) Teacher Notes: Home on the Range	Formal