

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 5**

## 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>§117.118. Music, Grade 5, 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>9781418261399</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>(c) Knowledge and Skills.</b>					
Knowledge and Skills Statement	Student Expectation	Breakout	Student Instruction Activity	Teacher Instruction	Assessment Type in Student & Teacher Instruction
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices	(i) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices	Song Notation (Projectable): Over There, Slide 1	Song Teacher Notes: Over There	Formal

			Song Notation (Projectable): Deck the Hall, Slide 1	Song Teacher Notes: Deck the Hall	Review
			Song Notation (Projectable): This Train,	Song Teacher Notes: This Train	Formal
			Instructional Activity (Projectable): I've Been Everywhere, Slide 1	Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	(i) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	Song Notation (Projectable): Cho'i hát bôï, Slide 1	Song Teacher Notes: Cho'i hát bôï	Review
			Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own)	Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Song Notation (Projectable): Old Chisholm Trail, Slide 1	Song Teacher Notes: Old Chisholm Trail	Activity
			Song Notation (Projectable): Ragupati Ragava Raja Ram, Slide 1	Song Teacher Notes: Ragupati Ragava Raja Ram	Activity
			Song Notation (Projectable): Still, Still, Still	Song Teacher Notes: Still, Still, Still	Activity
			Song Notation (Projectable): This Train, Slide 1	Song Teacher Notes: This Train	Activity
			Song Notation (Projectable): Twelve Gates to the City	Song Teacher Notes: Twelve Gates to the City	Activity Review

			Song Notation (Projectable): When Johnny Comes Marching Home	Song Teacher Notes: When Johnny Comes Marching Home	Review
			Instructional Activity (Projectable): Meng Jian Nu, Slides 1 and 3	Instructional Activity (Projectable) Teacher Notes: Meng Jian Nu	Activity
			Instructional Activity (Interactive): Winter Wonderland	Instructional Activity (Interactive) Teacher Notes: Winter Wonderland	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, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally	(i) use known music symbols referring to rhythm to explain musical sounds presented aurally	Song Notation (Projectable): California, Slide 1	Song Teacher Notes: California	Activity
			Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live) Slide 1	Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)	Activity
			Play-Along (Percussion): Twelve Gates to the City	Play-Along (Percussion) Teacher Notes: Twelve Gates to the City	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(ii) use known music symbols referring to melody to explain musical sounds presented aurally</p>	<p>Instructional Activity (Projectable): Deck the Hall, Slide 4</p>	<p>Instructional Activity (Projectable) Teacher Notes: Deck the Hall</p>	<p>Formal</p>
			<p>Song Notation (Projectable): Over There, Slide 1</p>	<p>Song Teacher Notes: Over There</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Las velitas (Candles Burning Bright), Slide 1</p>	<p>Song Teacher Notes: Las velitas</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Camptown Races, Slide 1</p>	<p>Song Teacher Notes: Camptown Races</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(iii) use known music symbols referring to timbre to explain musical sounds presented aurally</p>	<p>Symbols are not used to explain timbre. See citations under terminology for timbre.</p>	<p>Symbols are not used to explain timbre. See citations under terminology for timbre.</p>	<p>Symbols are not used to explain timbre. See citations under terminology for timbre.</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(iv) use known music symbols referring to form to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Colorado Trail, Slide 1</p>	<p>Song Teacher Notes: Colorado Trail</p>	<p>Activity</p>
			<p>Song Notation (Projectable): 'Ūlili E, Slide 1</p>	<p>Song Teacher Notes: 'Ūlili E</p>	<p>Formal</p>

			Play-Along (Guitar): Old Chisholm Trail	Play-Along (Guitar) Teacher Notes: Old Chisholm Trail	Formal
			Orff Arrangement: Camptown Races	Orff Arrangement Teacher Notes: Camptown Races	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally	(v) use known music symbols referring to tempo, including accelerando, to explain musical sounds presented aurally	Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
			Instructional Activity (Interactive): I've Been Everywhere	Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere	Activity Formal

<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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(vi) use known music symbols referring to tempo, including ritardando to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
			<p>Instructional Activity (Projectable): Lift Every Voice and Sing, Slides 3-4</p>	<p>Instructional Activity (Projectable) Teacher Notes: Lift Every Voice and Sing</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(vii) use known music symbols referring to dynamics to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Comin' Up Christmas Time</p>	<p>Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(viii) use known music symbols referring to articulation to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>

			Instructional Activity (Projectable): I've Been Everywhere, Slide 2	Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere	Activity
			Instructional Activity (Interactive): Cho'i hát bô	Instructional Activity (Interactive) Teacher Notes: Cho'i hát bô (The Theatre Game)	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally	(ix) use known music symbols referring to simple meter to explain musical sounds presented aurally	Song Notation (Projectable): Adelita, Slide 1	Song Teacher Notes: Adelita	Activity
			Orff Arrangement: Hitotsu toya (Temple Bells)	Orff Arrangement Teacher Notes: Hitotsu toya (Temple Bells)	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(x) use known music symbols referring to compound meter to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Blow the Wind Southerly, Slide 1</p>	<p>Song Teacher Notes: Blow the Wind Southerly</p>	<p>Activity</p>
			<p>Orff Arrangement: Don Alfonso</p>	<p>Orff Arrangement Teacher Notes: Don Alfonso</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xi) use known music terminology referring to rhythm to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): California, Slide 1</p>	<p>Song Teacher Notes: California</p>	<p>Activity</p>

			Play-Along (Percussion): Twelve Gates to the City, Slide 1	Play-Along (Percussion) Teacher Notes: Twelve Gates to the City	Activity
			Song Notation (Projectable): Down By the Riverside, Slide 1	Song Teacher Notes: Down By the Riverside	Activity
			Song Notation (Projectable): Come and Go with Me to That Land, Slide 1	Song Teacher Notes: Come and Go with Me to That Land	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally	(xii) use known music terminology referring to melody to explain musical sounds presented aurally	Song Notation (Projectable): Las velitas (Candles Burning Bright), Slide 1	Song Teacher Notes: Las velitas	Activity
			Song Notation (Projectable): Over There, Slide 1	Song Teacher Notes: Over There	Activity
			Song Notation (Projectable): Tancovacka, Slide 1	Song Teacher Notes: Tancovacka	Activity
			Instructional Activity (Projectable): Cho'i hát bôi, Slide 3	Instructional Activity (Projectable) Teacher Notes: Cho'i hát bôi	Activity
			Instructional Activity (Projectable): Deck the Hall, Slide 4	Instructional Activity (Projectable) Teacher Notes: Deck the Hall	Formal

<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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xiii) use known music terminology referring to timbre to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Old Chisholm Trail, Slide 1</p>	<p>Song Teacher Notes: Old Chisholm Trail</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Twelve Gates to the City, Slide 1</p>	<p>Song Teacher Notes: Twelve Gates to the City</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Ragupati Ragava Raja Ram</p>	<p>Play-Along (Percussion) Teacher Notes: Ragupati Ragava Raja Ram]</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xiv) use known music terminology referring to form to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Colorado Trail, Slide 1</p>	<p>Song Teacher Notes: Colorado Trail</p>	<p>Activity</p>
			<p>Song Notation (Projectable): 'Ūlili E, Slide 1</p>	<p>Song Teacher Notes: 'Ūlili E</p>	<p>Formal</p>
			<p>Play-Along (Guitar): Old Chisholm Trail</p>	<p>Play-Along (Guitar) Teacher Notes: Old Chisholm Trail</p>	<p>Formal</p>
			<p>Orff Arrangement: Camptown Races</p>	<p>Orff Arrangement Teacher Notes: Camptown Races</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xv) use known music terminology referring to tempo, including accelerando, to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic, Slide 1</p>	<p>Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Happy Days Are Here Again, Slides 1-3</p>	<p>Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xvi) use known music terminology referring to tempo, including ritardando, to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
			<p>Instructional Activity (Projectable): Lift Every Voice and Sing, Slides 3-4</p>	<p>Instructional Activity (Projectable) Teacher Notes: Lift Every Voice and Sing</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xvii) use known music terminology referring to dynamics to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Comin' Up Christmas Time</p>	<p>Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time</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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xviii) use known music terminology referring to articulation to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>

			Instructional Activity (Projectable): Peace Like a River, Slides 1-3	Instructional Activity (Projectable) Teacher Notes: Peace Like a River	Formal
			Instructional Activity (Interactive): Cho'i hát bô	Instructional Activity (Interactive) Teacher Notes: Cho'i hát bô (The Theatre Game)	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally	(xix) use known music terminology referring to simple meter to explain musical sounds presented aurally	Play-Along (Recorder): The Ash Grove	Play-Along (Recorder) Teacher Notes: The Ash Grove	Activity
			Play-Along (Percussion) Over There	Play-Along (Percussion) Teacher Notes: Over There	Activity
			Song Notation (Projectable): De colores, Slide 1	Song Teacher Notes: De colores	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 including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xx) use known music terminology referring to compound meter to explain musical sounds presented aurally</p>	<p>Song Notation (Projectable): Blow the Wind Southerly, Slide 1</p>	<p>Song Teacher Notes: Blow the Wind Southerly</p>	<p>Activity</p>
			<p>Orff Arrangement: Don Alfonso</p>	<p>Orff Arrangement Teacher Notes: Don Alfonso</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Las estrellitas del cieo (Stars of the Heavens), Slide 1</p>	<p>Song Teacher Notes: Las estrellitas del cielo, (Stars of the Heavens)</p>	<p>Activity</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(i) identify small musical forms presented aurally in simple songs</p>	<p>Song Notation (Projectable): Colorado Trail</p>	<p>Song Teacher Notes: Colorado Trail</p>	<p>Activity</p>
			<p>Play-Along (Guitar): Old Chisholm Trail</p>	<p>Play-Along (Guitar) Teacher Notes: Old Chisholm Trail</p>	<p>Activity</p>

			Instructional Activity (Projectable): Las velitas, Slides 1-5	Instructional Activity Teacher Notes: Las velitas	Formal
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(ii) identify small musical forms presented aurally in larger works	Song Notation (Projectable): One Small Step, Slide 1	Song Teacher Notes: One Small Step	Activity
			Music Reading Sequence: The Star Spangled Banner	Music Reading Sequence Teacher Notes: The Star Spangled Banner	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(iii) identify large musical forms presented aurally in simple songs	Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own), Slide 1	Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Play-Along (Guitar): Ev'ry Time I Feel the Spirit	Play-Along (Guitar) Teacher Notes: Ev'ry Time I Feel the Spirit	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(iv) identify large musical forms presented aurally in larger works	Song Notation (Projectable): I Vow to You My Country, Slide 1	Song Teacher Notes: I Vow to You My Country	Activity
			Play-Along (Recorder): Blow the Wind Southerly	Play-Along (Recorder) Teacher Notes: Blow the Wind Southerly	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(v) label small musical forms presented aurally in simple songs	Song Notation (Projectable): Colorado Trail	Song Teacher Notes: Colorado Trail	Activity
			Play-Along (Guitar): Old Chisholm Trail	Play-Along (Guitar) Teacher Notes: Old Chisholm Trail	Activity
			Instructional Activity (Projectable): Las velitas, Slides 1-5	Instructional Activity Teacher Notes: Las velitas	Formal

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(vi) label small musical forms presented aurally in larger works	Song Notation (Projectable): One Small Step, Slide 1	Song Teacher Notes: One Small Step	Activity
			Music Reading Sequence: The Star Spangled Banner	Music Reading Sequence Teacher Notes: The Star Spangled Banner	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(vii) label large musical forms presented aurally in simple songs	Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own), Slide 1	Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Play-Along (Guitar): Ev'ry Time I Feel the Spirit	Play-Along (Guitar) Teacher Notes: Ev'ry Time I Feel the Spirit	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(viii) label large musical forms presented aurally in larger works	Song Notation (Projectable): I Vow to You My Country, Slide 1	Song Teacher Notes: I Vow to You My Country	Activity

			Play-Along (Recorder): Blow the Wind Southerly	Play-Along (Recorder) Teacher Notes: Blow the Wind Southerly	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate	(i) read rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate	Song Notation (Projectable): Down By the Riverside, Slide 1	Song Teacher Notes: Down By the Riverside	Activity
			Song Notation (Projectable): Happy Days Are Here Again, Slide 1	Song Teacher Notes: Happy Days Are Here Again	Activity
			Song Notation (Projectable): The Papaya Song	Song Teacher Notes: The Papaya Song	Activity
			Instructional Activity (Projectable): Winter Wonderland	Instructional Activity (Projectable) Teacher Notes: Winter Wonderland	Activity
			Music Reading (Notation): Come, Ye Thankful People, Come	Music Reading Teacher Notes: Come, Ye Thankful People, Come	Activity
			Play-Along (Guitar): Adelita	Play-Along (Guitar) Teacher Notes: Adelita	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(ii) read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>Song Notation (Projectable): Cindy, Slide 1</p>	<p>Song Teacher Notes: Cindy</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live), Slide 1</p>	<p>Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Activity</p>
			<p>Play-Along (Guitar): Still, Still, Still</p>	<p>Play-Along (Guitar) Teacher Notes: Still, Still, Still</p>	<p>Activity</p>
			<p>Play-Along (Guitar): Colorado trail</p>	<p>Play-Along (Guitar) Teacher Notes: Colorado Trail</p>	<p>Activity</p>
			<p>Play-Along (Keyboard): Imbabura</p>	<p>Play-Along (Keyboard) Teacher Notes: Imbabura</p>	<p>Activity</p>
			<p>Orff Arrangement: 'Ūlili E</p>	<p>Orff Arrangement Teacher Notes: 'Ūlili E</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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(iii) write rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>Song Notation (Projectable): Down By the Riverside, Slide 1</p>	<p>Song Teacher Notes: Down By the Riverside</p>	<p>Activity</p>



			Song Notation (Projectable): Happy Days Are Here Again, Slide 1	Song Teacher Notes: Happy Days Are Here Again	Activity
			Song Notation (Projectable): The Papaya Song	Song Teacher Notes: The Papaya Song	Activity
			Instructional Activity (Projectable): Winter Wonderland	Instructional Activity (Projectable) Teacher Notes: Winter Wonderland	Activity
			Music Reading Sequence: Come, Ye Thankful People, Come	Music Reading Sequence Teacher Notes: Come, Ye Thankful People, Come	Activity
			Play-Along (Guitar): Adelita	Play-Along (Guitar) Teacher Notes: Adelita	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate	(iv) write rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate	Song Notation (Projectable): Cindy, Slide 1	Song Teacher Notes: Cindy	Activity
			Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live), Slide 1	Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)	Activity
			Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner)	Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)	Activity
			Play-Along (Guitar): Still, Still, Still	Play-Along (Guitar) Teacher Notes: Still, Still, Still	Activity
			Play-Along (Guitar): Colorado trail	Play-Along (Guitar) Teacher Notes: Colorado Trail	Activity
			Play-Along (Keyboard): Imbabura	Play-Along (Keyboard) Teacher Notes: Imbabura	Formal

			Orff Arrangement: 'Ūlili E	Orff Arrangement Teacher Notes: 'Ūlili E	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate	(v) reproduce rhythmic patterns using standard notation including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate	Song Notation (Projectable): Down By the Riverside, Slide 1	Song Teacher Notes: Down By the Riverside	Activity
			Song Notation (Projectable): Happy Days Are Here Again, Slide 1	Song Teacher Notes: Happy Days Are Here Again	Activity
			Song Notation (Projectable): The Papaya Song	Song Teacher Notes: The Papaya Song	Activity
			Instructional Activity (Projectable): Winter Wonderland	Instructional Activity (Projectable) Teacher Notes: Winter Wonderland	Activity
			Music Reading Sequence: Come, Ye Thankful People, Come	Music Reading Sequence Teacher Notes: Come, Ye Thankful People, Come	Activity
			Play-Along (Guitar): Adelita	Play-Along (Guitar) Teacher Notes: Adelita	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(vi) reproduce rhythmic patterns using standard notation including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>Song Notation (Projectable): Cindy, Slide 1</p>	<p>Song Teacher Notes: Cindy</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live), Slide 1</p>	<p>Song Teacher Notes: Himmel und Erde (Music Alone Shall Live)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Song Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Activity</p>
			<p>Play-Along (Guitar): Still, Still, Still</p>	<p>Play-Along (Guitar) Teacher Notes: Still, Still, Still</p>	<p>Activity</p>
			<p>Play-Along (Guitar): Colorado trail</p>	<p>Play-Along (Guitar) Teacher Notes: Colorado Trail</p>	<p>Activity</p>
			<p>Play-Along (Keyboard): Imbabura</p>	<p>Play-Along (Keyboard) Teacher Notes: Imbabura</p>	<p>Formal</p>
			<p>Orff Arrangement: 'Ūlili E</p>	<p>Orff Arrangement Teacher Notes: 'Ūlili E</p>	<p>Activity</p>
			<p>Song Notation (Projectable): California, Slide 1</p>	<p>Song Teacher Notes: California</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>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(i) read extended pentatonic melodic patterns using standard staff notation</p>	<p>Song Notation (Projectable): Hitotsu toya, Slide 1</p>	<p>Song Teacher Notes: Hitotsu toya</p>	<p>Activity</p>

			Song Notation (Projectable): Meng jian nu, Slide 1	Song Teacher Notes: Meng jian nu	Activity
			Music Reading Sequence: This Train	Music Reading Sequence Teacher Notes: This Train	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 and diatonic melodic patterns using standard staff notation	(ii) read extended diatonic melodic patterns using standard staff notation	Song Notation (Projectable): Las velitas (Candles Burning Bright), Slide 1	Song Teacher Notes: Las velitas (Candles Burning Bright)	Activity
			Song Notation (Projectable): Winter Wonderland, Slide 1	Song Teacher Notes: Winter Wonderland	Activity
			Music Reading Sequence: One Small Step	Music Reading Sequence Teacher Notes: One Small Step	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 and diatonic melodic patterns using standard staff notation	(iii) write extended pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Meng jian nu, Slide 1	Song Teacher Notes: Meng jian nu	Activity
			Music Reading Sequence: This Train	Music Reading Sequence Teacher Notes: This Train	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 and diatonic melodic patterns using standard staff notation	(iv) write extended diatonic melodic patterns using standard staff notation	Song Notation (Projectable): Las velitas (Candles Burning Bright), Slide 1	Song Teacher Notes: Las velitas (Candles Burning Bright)	Activity

			Song Notation (Projectable): Winter Wonderland, Slide 1	Song Teacher Notes: Winter Wonderland	Formal
			Music Reading Sequence: One Small Step	Music Reading Sequence Teacher Notes: One Small Step	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 and diatonic melodic patterns using standard staff notation	(v) reproduce extended pentatonic melodic patterns using standard staff notation	Song Notation (Projectable): Meng jian nu, Slide 1	Song Teacher Notes: Meng jian nu	Activity
			Music Reading Sequence: This Train	Music Reading Sequence Teacher Notes: This Train	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 and diatonic melodic patterns using standard staff notation	(vi) reproduce extended diatonic melodic patterns using standard staff notation	Song Notation (Projectable): Las velitas (Candles Burning Bright), Slide 1	Song Teacher Notes: Las velitas (Candles Burning Bright)	Activity
			Music Reading Sequence: One Small Step	Music Reading Sequence Teacher Notes: One Small Step	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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(i) identify new music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Tancovacka</p>	<p>Play-Along (Percussion) Teacher Notes: Tancovacka</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ; dynamics; articulation; and meter, including simple and compound</p>	<p>(ii) identify new music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(iii) identify new music symbols referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(iv) identify new music symbols referring to articulation</p>	<p>Song Notation (Projectable): The Star Spangled Banner, Slide 1</p>	<p>Song Teacher Notes: The Star Spangled Banner</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bội</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bội (The Theatre Game)</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(v) identify new music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Deck the Hall, Slide 1</p>	<p>Song Teacher Notes: Deck the Hall</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Meng Jian Nu, Slides 2-3</p>	<p>Instructional Activity (Projectable): Meng Jian Nu</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(vi) identify new music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity Formal</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(vii) identify new music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Ragupati Ragava Raja Ram</p>	<p>Play-Along (Percussion) Teacher Notes: Ragupati Ragava Raja Ram</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(viii) identify new music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(ix) identify new music terms referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(x) identify new music terms referring to articulation</p>	<p>Song Notation (Projectable): The Star Spangled Banner, Slide 1</p>	<p>Song Teacher Notes: The Star Spangled Banner</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bội</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bội (The Theatre Game)</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xi) identify new music terms referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Deck the Hall, Slide 1</p>	<p>Song Teacher Notes: Deck the Hall</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Meng Jian Nu, Slides 2-3</p>	<p>Instructional Activity (Projectable): Meng Jian Nu</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xii) identify new music terms referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity Formal</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiii) identify previously learned music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Peace Like a River, Slide 1</p>	<p>Song Teacher Notes: Peace Like a River</p>	<p>Activity</p>
			<p>Orff Arrangement: Tumba</p>	<p>Orff Arrangement Teacher Notes: Tumba</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiv) identify previously learned music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xv) identify previously learned music symbols referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): The Papaya Song</p>	<p>Play-Along (Percussion) Teacher Notes: The Papaya Song</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xvi) identify previously learned music symbols referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): I've Been Everywhere, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xvii) identify previously learned music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Frosty the Snowman, Slides 1-2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Frosty the Snowman</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Come and Go With Me to That Land</p>	<p>Play-Along (Recorder) Teacher Notes: Come and Go With Me to That Land</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xviii) identify previously learned music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Blow the Wind Southerly, Slide 1</p>	<p>Song Teacher Notes: Blow the Wind Southerly</p>	<p>Activity</p>
			<p>Orff Arrangement: Don Alfonso</p>	<p>Orff Arrangement Teacher Notes: Don Alfonso</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xix) identify previously learned music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic, Slide 1</p>	<p>Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Over There</p>	<p>Play-Along (Percussion) Teacher Notes: Over There</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Happy Days Are Here Again, Slides 1-3</p>	<p>Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xx) identify previously learned music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxi) identify previously learned music terms referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Comin' Up Christmas Time</p>	<p>Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxii) identify previously learned music terms referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Play-Along (Guitar): ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Play-Along (Guitar) Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</p>



<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxiii) identify previously learned music terms referring to simple meter</p>	<p>Play-Along (Percussion) Over There</p>	<p>Play-Along (Percussion) Teacher Notes: Over There</p>	<p>Activity</p>
			<p>Song Notation (Projectable): De colores, Slide 1</p>	<p>Song Teacher Notes: De colores</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxiv) identify previously learned music terms referring to compound meter</p>	<p>Song Notation (Projectable): Las estrellitas del cielo (Stars of the Heavens), Slide 1</p>	<p>Song Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): When Johnny Comes Marching Home</p>	<p>Play-Along (Percussion) Teacher Notes: When Johnny Comes Marching Home</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxv) interpret new music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Tancovacka</p>	<p>Play-Along (Percussion) Teacher Notes: Tancovacka</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvi) interpret new music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Tancovacka</p>	<p>Play-Along (Percussion) Teacher Notes: Tancovacka</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvii) interpret new music symbols referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxviii) interpret new music symbols referring to articulation</p>	<p>Song Notation (Projectable): The Star Spangled Banner, Slide 1</p>	<p>Song Teacher Notes: The Star Spangled Banner</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bội</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bội (The Theatre Game)</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvix) interpret new music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Hosanna, Me Build a House, Slide 1</p>	<p>Song Teacher Notes: Hosanna, Me Build a House</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Meng Jian Nu, Slides 2-3</p>	<p>Instructional Activity (Projectable): Meng Jian Nu</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxx) interpret new music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity Formal</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxi) interpret new music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Ragupati Ragava Raja Ram</p>	<p>Play-Along (Percussion) Teacher Notes: Ragupati Ragava Raja Ram</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxii) interpret new music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxiii) interpret new music terms referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxiv) interpret new music terms referring to articulation</p>	<p>Song Notation (Projectable): The Star Spangled Banner, Slide 1</p>	<p>Song Teacher Notes: The Star Spangled Banner</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bồi</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bồi (The Theatre Game)</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxv) interpret new music terms referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hosanna, Me Build a House, Slide 1</p>	<p>Song Teacher Notes: Hosanna, Me Build a House</p>	<p>Activity</p>
			<p>Play-Along (Keyboard): Down By the Riverside</p>	<p>Play-Along (Keyboard) Teacher Notes: Down by the Riverside</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvi) interpret new music terms referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity Formal</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvii) interpret previously learned music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Peace Like a River, Slide 1</p>	<p>Song Teacher Notes: Peace Like a River</p>	<p>Activity</p>
			<p>Orff Arrangement: Tumba</p>	<p>Orff Arrangement Teacher Notes: Tumba</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxviii) interpret previously learned music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>



<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvix) interpret previously learned music symbols referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): The Papaya song</p>	<p>Play-Along (Percussion) Teacher Notes: The Papaya Song</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xl) interpret previously learned music symbols referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): I've Been Everywhere, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xli) interpret previously learned music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Frosty the Snowman, Slides 1-2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Frosty the Snowman</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Come and Go With Me to That Land</p>	<p>Play-Along (Recorder) Teacher Notes: Come and Go With Me to That Land</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlii) interpret previously learned music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Blow the Wind Southerly, Slide 1</p>	<p>Song Teacher Notes: Blow the Wind Southerly</p>	<p>Activity</p>
			<p>Orff Arrangement: Don Alfonso</p>	<p>Orff Arrangement Teacher Notes: Don Alfonso</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xliii) interpret previously learned music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic, Slide 1</p>	<p>Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Happy Days Are Here Again, Slides 1-3</p>	<p>Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xliv) interpret previously learned music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlv) interpret previously learned music terms referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Comin' Up Christmas Time</p>	<p>Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlvi) interpret previously learned music terms referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Play-Along (Guitar): ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Play-Along (Guitar) Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</p>

<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlvii) interpret previously learned music terms referring to simple meter</p>	<p>Song Notation (Projectable): De colores, Slide 1</p>	<p>Song Teacher Notes: De colores</p>	<p>Activity</p>
			<p>Play-Along (Recorder): The Ash Grove</p>	<p>Play-Along (Recorder) Teacher Notes: The Ash Grove</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>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlviii) interpret previously learned music terms referring to compound meter</p>	<p>Song Notation (Projectable): Las estrellitas del cielo (Stars of the Heavens), Slide 1</p>	<p>Song Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): When Johnny Comes Marching Home</p>	<p>Play-Along (Percussion) Teacher Notes: When Johnny Comes Marching Home</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:	(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm	(i) sing independently or in groups with accurate intonation	Song Notation (Projectable): The Ash Grove Slide 1	Song Teacher Notes: The Ash Grove	Formal
			Song Notation (Projectable): Camptown Races, Slide 1	Song Teacher Notes: Camptown Races	Activity
			Song Notation (Projectable): Come, Ye Thankful People, Come Slide 1	Song Teacher Notes: Come, Ye Thankful People, Come	Formal
			Instructional Activity (Interactive): 'Ūlili E	Instructional Activity (Interactive) Teacher Notes: 'Ūlili E	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 independently or in groups with accurate intonation and rhythm	(ii) sing independently or in groups with accurate rhythm	Song Notation (Projectable): Cindy, Slide 1	Song Teacher Notes: Cindy	Activity
			Song Notation (Projectable): Himmel und Erde (Music Alone Shall Live), Slide 1	Song Teacher Notes: Himmel und Erde	Activity
			Play-Along (Percussion): Battle Hymn of the Republic	Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic	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 independently or in groups with accurate intonation and rhythm	(iii) play classroom instruments independently or in groups with accurate intonation	Song Notation (Projectable): Camptown Races, Slide 1	Song Teacher Notes: Camptown Races	Activity
			Play-Along (Recorder): Blow the Wind Southerly	Play-Along (Recorder) Teacher Notes: Blow the Wind Southerly	Activity
			Play-Along (Recorder): Ego Sum Pauper (Nothing Do I Own)	Play-Along (Recorder) Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	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 independently or in groups with accurate intonation and rhythm	(iv) play classroom instruments independently or in groups with accurate rhythm	Play-Along (Percussion): Battle Hymn of the Republic	Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic	Activity
			Song Notation (Projectable): Come and Go with Me to That Land, Slide 1	Song Teacher Notes: Come and Go with Me to That Land	Activity
			Orff Arrangement: Las estrellitas del cielo (Stars of the Heavens)	Orff Arrangement Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)	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:</p>	<p>(B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups</p>	<p>(i) sing or play a varied repertoire of music independently or in groups</p>	<p>Song Notation (Projectable): Tumba, Slide 1</p>	<p>Song Teacher Notes: Tumba</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Camptown Races</p>	<p>Song Teacher Notes: Camptown Races</p>	<p>Activity</p>
			<p>Play-Along (Percussion): When Johnny Comes Marching Home</p>	<p>Play-Along (Percussion) Teacher Notes: When Johnny Comes Marching Home</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Battle Hymn of the Republic, Slide 1</p>	<p>Song Teacher Notes: Battle Hymn of the Republic</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>(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</p>	<p>(i) move alone to a varied repertoire of music using gross motor skills</p>	<p>Song Notation (Projectable): Don Alfonso, Slide 1</p>	<p>Song Teacher Notes: Don Alfonso</p>	<p>Activity</p>
			<p>Movement Activity Video: Hip-Hop Reindeer</p>	<p>Movement Activity Instructions (Printable): Hip-Hop Reindeer</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>(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</p>	<p>(ii) move alone to a varied repertoire of music using fine motor skills</p>	<p>Song Notation (Projectable): Cho'i hát bô</p>	<p>Song Teacher Notes: Cho'i hát bô</p>	<p>Activity</p>
			<p>Movement Activity Video: Hip-Hop Reindeer</p>	<p>Movement Activity Instructions (Printable): Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Movement Activity: I Vow to You My Country</p>	<p>Movement Activity Instructions (Printable): I Vow to You My Country</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>(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</p>	<p>(iii) move alone to a varied repertoire of music using locomotor skills</p>	<p>Song Notation (Projectable): Come and Go with Me to That Land</p>	<p>Song Teacher Notes: Come and Go with Me to That Land</p>	<p>Activity</p>
			<p>Movement Activity: De colores</p>	<p>Movement Activity Instructions (Printable): De colores</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>(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</p>	<p>(iv) move alone to a varied repertoire of music using non-locomotor skills</p>	<p>Song Notation (Projectable): Come and Go with Me to That Land, Slide 1</p>	<p>Song Teacher Notes: Come and Go with Me to That Land</p>	<p>Activity - backbeat</p>
			<p>Song Notation (Projectable): Imbabura, Slide 1</p>	<p>Song Teacher Notes: Imbabura</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>(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</p>	<p>(v) move alone to a varied repertoire of music using integrated movement</p>	<p>Song Notation (Projectable): Winter Wonderland, Slide 1</p>	<p>Song Teacher Notes: Winter Wonderland</p>	<p>Activity</p>
			<p>Movement Activity: California</p>	<p>Movement Activity Instructions (Printable): California</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>(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</p>	<p>(vi) move in groups to a varied repertoire of music using gross motor skills</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Movement Activity: Tumba</p>	<p>Movement Activity Instructions (Printable): Tumba [Activity]</p>	<p>Activity</p>
			<p>Movement Activity Video: Watoto Wa Dunia</p>	<p>Movement Activity Instructions (Printable): Watoto Wa Dunia</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>(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</p>	<p>(vii) move in groups to a varied repertoire of music using fine motor skills</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Movement/Dance: California</p>	<p>Movement/Dance Teacher Notes: California [Activity]</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:	(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 in groups to a varied repertoire of music using locomotor skills	Song Notation (Projectable): Tancovacka	Song Teacher Notes: Tancovacka	Activity
			Movement Activity: Cindy	Movement Activity Instructions (Printable): Cindy	Activity
			Movement Activity: Sweet Betsy from Pike	Movement Activity Instructions (Printable): Sweet Betsy from Pike	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 in groups to a varied repertoire of music using non-locomotor skills	Song Notation (Projectable): Imbabura, Slide 1	Song Teacher Notes: Imbabura	Activity
			Movement Activity (Animated): 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:	(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 in groups to a varied repertoire of music using integrated movement	Song Notation (Projectable): Come and Go with Me to That Land, Slide 1	Song Teacher Notes: Come and Go with Me to That Land	Activity - backbeat
			Movement Activity: California	Movement Activity Instructions (Printable): California	Activity
			Movement Activity: Tumba	Movement Activity Instructions (Printable): Tumba [Activity]	Activity
			Movement Activity (Animated): 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:	(D) perform various folk dances and play parties	(i) perform various folk dances	Song Notation (Projectable): Don Alfonso, Slide 1	Song Teacher Notes: Don Alfonso	Activity
			Movement Activity: De colores	Movement Activity Instructions (Printable): De colores	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: Cindy	Movement Activity Instructions (Printable): Cindy	Activity
			Movement Activity: Erie Canal	Movement Activity Instructions (Printable): Erie Canal	Activity

			Movement Activity (Animated): Weevily Wheat	Movement Activity Instructions (Printable): Weevily Wheat	Activity
			Movement Activity (Animated): Sweet Betsy from Pike	Movement Activity Instructions (Printable): Sweet Betsy from Pike	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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(i) perform simple two-part music, including rhythmic ostinati	Song Notation (Projectable): Zum gali gali, Slide 1	Song Teacher Notes: Zum gali gali	Activity
			Play-Along (Percussion): Ragupati Ragava Raja Ram	Play-Along (Percussion) Teacher Notes: Ragupati Ragava Raja Ram]	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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(ii) perform simple two-part music, including melodic ostinati	Play-Along (Recorder): Ego Sum Pauper (Nothing Do I Own)	Play-Along (Recorder) Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Orff Arrangement: Tumba	Orff Arrangement Teacher Notes: Tumba	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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(iii) perform simple two-part music, including rounds	Song Notation (Projectable): Ego Sum Pauper (Nothing Do I Own)	Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Song Notation (Projectable): Tumba, Slide 1	Song Teacher Notes: Tumba	Activity

			Music Reading Notation: Himmel und Erde (Music Alone Shall Live)	Music Reading Teacher Notes: Himmel und Erde (Music Alone Shall Live)	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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(iv) perform simple two-part music, including partner songs	Song Notation (Projectable): The Papaya Song	Song Teacher Notes: The Papaya Song	Activity
			Play-Along (Percussion): Zum gali gali	Play-Along (Percussion) Teacher Notes: Zum gali gali	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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(v) perform simple two-part music, including counter melodies	Song Notation (Projectable): The Ash Grove Slide 1	Song Teacher Notes: The Ash Grove	Formal
			Play-Along (Recorder): Come and Go With Me to That Land	Play-Along (Recorder) Teacher Notes: Come and Go With Me to That Land	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:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(i) interpret through performance new music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Tancovacka</p>	<p>Play-Along (Percussion) Teacher Notes: Tancovacka</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(ii) interpret through performance new music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</p>	<p>Activity Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(iii) interpret through performance new music symbols referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(iv) interpret through performance new music symbols referring to articulation</p>	<p>Song Notation (Projectable): Frosty, the Snowman, Slide 1</p>	<p>Song Teacher Notes: Frosty, the Snowman</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bôi</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bôi (The Theatre Game)</p>	<p>Activity Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(v) interpret through performance new music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Deck the Hall, Slide 1</p>	<p>Song Teacher Notes: Deck the Hall</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hosanna, Me Build a House, Slide 1</p>	<p>Song Teacher Notes: Hosanna, Me Build a House</p>	<p>Activity</p>
			<p>Play-Along (Keyboard): Down By the Riverside</p>	<p>Play-Along (Keyboard) Teacher Notes: Down by the Riverside</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(vi) interpret through performance new music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(vii) interpret through performance new music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Ragupati Ragava Raja Ram</p>	<p>Play-Along (Percussion) Teacher Notes: Ragupati Ragava Raja Ram]</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(viii) interpret through performance new music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Comin' Up Christmas Time, Slide 1</p>	<p>Song Teacher Notes: Comin' Up Christmas Time</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(ix) interpret through performance new music terms referring to dynamics</p>	<p>Song Notation (Projectable): I've Been Everywhere, Slide 1</p>	<p>Song Teacher Notes: I've Been Everywhere</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Frosty the Snowman</p>	<p>Instructional Activity (Interactive) Teacher Notes: Frosty the Snowman</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(x) interpret through performance new music terms referring to articulation</p>	<p>Song Notation (Projectable): Frosty, the Snowman, Slide 1</p>	<p>Song Teacher Notes: Frosty, the Snowman</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Cho'i hát bô</p>	<p>Instructional Activity (Interactive) Teacher Notes: Cho'i hát bô (The Theatre Game)</p>	<p>Activity Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xi) interpret through performance new music terms referring to simple meter</p>	<p>Song Notation (Projectable): Deck the Hall, Slide 1</p>	<p>Song Teacher Notes: Deck the Hall</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hosanna, Me Build a House, Slide 1</p>	<p>Song Teacher Notes: Hosanna, Me Build a House</p>	<p>Activity</p>
			<p>Play-Along (Keyboard): Down By the Riverside</p>	<p>Play-Along (Keyboard) Teacher Notes: Down by the Riverside</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xii) interpret through performance new music terms referring to compound meter</p>	<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Rio, rio (River, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Rio, rio (River, River)</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xiii) interpret through performance previously learned music symbols referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Peace Like a River, Slide 1</p>	<p>Song Teacher Notes: Peace Like a River</p>	<p>Activity</p>
			<p>Orff Arrangement: Tumba</p>	<p>Orff Arrangement Teacher Notes: Tumba</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xiv) interpret through performance previously learned music symbols referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xv) interpret through performance previously learned music symbols referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): The Papaya Song</p>	<p>Play-Along (Percussion) Teacher Notes: The Papaya Song</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xvi) interpret through performance previously learned music symbols referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xvii) interpret through performance previously learned music symbols referring to simple meter</p>	<p>Song Notation (Projectable): Adelita, Slide 1</p>	<p>Song Teacher Notes: Adelita</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Frosty the Snowman, Slides 1-2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Frosty the Snowman</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Come and Go With Me to That Land</p>	<p>Play-Along (Recorder) Teacher Notes: Come and Go With Me to That Land</p>	<p>Activity</p>
			<p>Instructional Activity: One Small Step</p>	<p>Instructional Activity Teacher Notes: One Small Step</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xviii) interpret through performance previously learned music symbols referring to compound meter</p>	<p>Song Notation (Projectable): Blow the Wind Southerly, Slide 1</p>	<p>Song Teacher Notes: Blow the Wind Southerly</p>	<p>Activity</p>
			<p>Orff Arrangement: Don Alfonso</p>	<p>Orff Arrangement Teacher Notes: Don Alfonso</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xix) interpret through performance previously learned music terms referring to tempo, including accelerando</p>	<p>Song Notation (Projectable): Battle Hymn of the Republic, Slide 1</p>	<p>Song Teacher Notes: Battle Hymn of the Republic</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Happy Days Are Here Again, Slides 1-3</p>	<p>Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xx) interpret through performance previously learned music terms referring to tempo, including ritardando</p>	<p>Song Notation (Projectable): Rio, rio (River, River), Slide 1</p>	<p>Song Teacher Notes: Rio, rio (River, River)</p>	<p>Formal</p>
			<p>Instructional Activity (Interactive): I've Been Everywhere</p>	<p>Instructional Activity (Interactive) Teacher Notes: I've Been Everywhere</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxi) interpret through performance previously learned music terms referring to dynamics</p>	<p>Song Notation (Projectable): Watoto Wa Dunia, Slide 1</p>	<p>Song Teacher Notes: Watoto Wa Dunia</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Comin' Up Christmas Time</p>	<p>Play-Along (Percussion) Teacher Notes: Comin' Up Christmas Time</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxii) interpret through performance previously learned music terms referring to articulation</p>	<p>Song Notation (Projectable): Hip-Hop Reindeer, Slide 1</p>	<p>Song Teacher Notes: Hip-Hop Reindeer</p>	<p>Activity</p>
			<p>Play-Along (Guitar): ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Play-Along (Guitar) Teacher Notes: ¡Qué bonita bandera! (What a Beautiful Banner)</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Peace Like a River, Slide 2</p>	<p>Instructional Activity (Projectable) Teacher Notes: Peace Like a River</p>	<p>Activity Formal</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxiii) interpret through performance previously learned music terms referring to simple meter</p>	<p>Play-Along (Percussion) Over There</p>	<p>Play-Along (Percussion) Teacher Notes: Over There</p>	<p>Activity</p>
			<p>Song Notation (Projectable): De colores, Slide 1</p>	<p>Song Teacher Notes: De colores</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, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxiv) interpret through performance previously learned music terms referring to compound meter</p>	<p>Song Notation (Projectable): Las estrellitas del cielo (Stars of the Heavens), Slide 1</p>	<p>Song Teacher Notes: Las estrellitas del cielo (Stars of the Heavens)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): When Johnny Comes Marching Home</p>	<p>Play-Along (Percussion) Teacher Notes: When Johnny Comes Marching Home</p>	<p>Activity</p>

(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 and composition	(i) create rhythmic phrases through improvisation	Song Notation (Projectable): California Slide 1	Song Teacher Notes: California	Activity
			Song Notation (Projectable): Zum gali gali, Slide 1	Song Teacher Notes: Zum gali gali	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 and composition	(ii) create rhythmic phrases through composition	Song Notation (Projectable): The Papaya Song	Song Teacher Notes: The Papaya Song	Activity
			Play-Along (Percussion): Battle Hymn of the Republic	Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic	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 and composition	(i) create melodic phrases through improvisation	Song Notation (Projectable): Zum gali gali, Slide 1	Song Teacher Notes: Zum gali gali	Activity
			Music Reading Notation: Himmel und Erde (Music Alone Shall Live)	Music Reading Teacher Notes: Himmel und Erde (Music Alone Shall Live)	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 and composition	(ii) create melodic phrases through composition	Song Notation (Projectable): Hitotsu toya, Slide 1	Song Teacher Notes: Hitotsu toya	Activity

			Music Reading Notation: Himmel und Erde (Music Alone Shall Live)	Music Reading Teacher Notes: Himmel und Erde (Music Alone Shall Live)	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 and composition	(i) create simple accompaniments through improvisation	Song Notation (Projectable): Ev'ry Time I Feel the Spirit, Slide 1	Song Teacher Notes: Ev'ry Time I Feel the Spirit	Activity
			Orff Arrangement: Hitotsu toya (Temple Bells)	Orff Arrangement Teacher Notes: Hitotsu toya (Temple Bells)	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 and composition	(ii) create simple accompaniments through composition	Song Notation (Projectable): Hitotsu toya (Temple Bells), Slide 1	Song Teacher Notes: Hitotsu toya (Temple Bells)	Activity
			Song Notation (Projectable): Still, Still, Still, Slide 1	Song Teacher Notes: Still, Still, Still	Activity
			Song Notation (Projectable): Old Chisholm Trail, Slide 1	Song Teacher Notes: Old Chisholm Trail	Activity
			Orff Arrangement: Hosanna, Me Build a House	Orff Arrangement Teacher Notes: Hosanna, Me Build a House	Activity
			Play-Along (Keyboard): Imbabura	Play-Along (Keyboard) Teacher Notes: Imbabura	Activity

<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America</p>	<p>(i) perform a varied repertoire of songs representative of diverse cultures</p>	<p>Song Notation (Projectable): Ragupati Ragava Raja Ram, Slide 1</p>	<p>Song Teacher Notes: Ragupati Ragava Raja Ram</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): 'Ūlili E</p>	<p>Instructional Activity (Interactive) Teacher Notes: 'Ūlili E</p>	<p>Activity</p>
			<p>Song Notation (Projectable): The Papaya Song</p>	<p>Song Teacher Notes: The Papaya Song</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hitotsu toya, Slide 1</p>	<p>Song Teacher Notes: Hitotsu toya</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Lift Ev'ry Voice and Sing, Slide 1</p>	<p>Song Teacher Notes: Lift Ev'ry Voice and Sing</p>	<p>Activity</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America</p>	<p>(ii) perform a varied repertoire of movement representative of diverse cultures</p>	<p>Song Notation (Projectable): Cho'i hát bôl (The Theatre Game)</p>	<p>Song Teacher Notes: Cho'i hát bôl (The Theatre Game)</p>	<p>Activity</p>

			Movement Activity Video: Watoto Wa Dunia	Movement Activity Instructions (Printable): Watoto Wa Dunia	Activity
			Movement Activity: Tumba	Movement Activity Instructions (Printable): Tumba [Activity]	Activity
			Movement Activity: Cindy	Movement Activity Instructions (Printable): Cindy	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 America and European and African cultures in America	(iii) perform a varied repertoire of musical games representative of diverse cultures	Song Notation (Projectable): This Train,	Song Teacher Notes: This Train	Formal
			Instructional Activity (Interactive): Cho'i hát bài (The Theater Game)	Instructional Activity (Interactive) Teacher Notes: Cho'i hát bài (The Theater Game)	Activity
			Movement Activity: Sweet Betsy from Pike	Movement Activity Instructions (Printable): Sweet Betsy from Pike	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 Texas and America, including "The Star Spangled Banner"	(i) perform music representative of Texas	Song Notation (Projectable): Old Chisholm Trail, Slide 1	Song Teacher Notes: Old Chisholm Trail	Activity
			Play-Along (Guitar): Colorado Trail	Play-Along (Guitar) Teacher Notes: Colorado Trail	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 Texas and America, including The Star Spangled Banner	(ii) perform music representative of America, including "The Star Spangled Banner"	Song Notation (Projectable): The Star Spangled Banner, Slide 1	Song Teacher Notes: The Star Spangled Banner	Activity
			Play-Along (Percussion): Over There	Play-Along (Percussion) Teacher Notes: Over There	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): Ev'ry Time I Feel the Spirit, Slide 1	Song Teacher Notes: Ev'ry Time I Feel the Spirit	Review
			Play-Along (Percussion): Battle Hymn of the Republic	Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic	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	(ii) identify music from diverse styles	Song Notation (Projectable): Still, Still, Still	Song Teacher Notes: Still, Still, Still	Activity
			Orff Arrangement Hosanna, Me Build a House	Orff Arrangement Teacher Notes: Hosanna, Me Build a House	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	(iii) identify music from diverse periods	Listening Animated Map: L'Orfeo (Monteverdi)	Listening Animated Map: L'Orfeo (Monteverdi) Teacher Notes	Activity
			Instructional Activity (Projectable): Happy Days Are Here Again, Slide 1	Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again	Activity



			Song Notation (Projectable): When Johnny Comes Marching Home, Slide 1	Song Teacher Notes: When Johnny Comes Marching Home	Review
			Listening Animated Map: Royal Fireworks, Mvt 4 (Handel)	Listening Animated Map: Royal Fireworks, Mvt 4 (Handel) Teacher Notes	not assessed in this lesson
(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): Ragupati Ragava Raja Ram, Slide 1	Song Teacher Notes: Ragupati Ragava Raja Ram	Activity
			Play-Along (Percussion): Zum gali gali	Play-Along (Percussion) Teacher Notes: Zum gali gali	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	(v) describe music from diverse genres	Song Notation (Projectable): Ev'ry Time I Feel the Spirit, Slide 1	Song Teacher Notes: Ev'ry Time I Feel the Spirit	Review
			Play-Along (Percussion): Battle Hymn of the Republic	Play-Along (Percussion) Teacher Notes: Battle Hymn of the Republic	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	(vi) describe music from diverse styles	Song Notation (Projectable): Twelve Gates to the City	Song Teacher Notes: Twelve Gates to the City	Activity Review
			Orff Arrangement Hosanna, Me Build a House	Orff Arrangement Teacher Notes: Hosanna, Me Build a House	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	(vii) describe music from diverse periods	Listening Animated Map: L'Orfeo (Monteverdi)	Listening Animated Map: L'Orfeo (Monteverdi) Teacher Notes	Activity
			Instructional Activity (Projectable): Happy Days Are Here Again, Slide 1	Instructional Activity (Projectable) Teacher Notes: Happy Days Are Here Again	Activity
			Song Notation (Projectable): When Johnny Comes Marching Home, Slide 1	Song Teacher Notes: When Johnny Comes Marching Home	Review
			Listening Animated Map: Royal Fireworks, Mvt 4 (Handel)	Listening Animated Map: Royal Fireworks, Mvt 4 (Handel) Teacher Notes	not assessed in this lesson
(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): Ragupati Ragava Raja Ram, Slide 1	Song Teacher Notes: Ragupati Ragava Raja Ram	Activity
			Play-Along (Percussion): Zum gali gali	Play-Along (Percussion) Teacher Notes: Zum gali gali	Activity
(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): Cho'i hát bô (The Theater Game), Slide 1	Song Teacher Notes: Cho'i hát bô (The Theater Game)	Activity
			Song Notation (Projectable): Come, Ye Thankful People, Come Slide 1	Song Teacher Notes: Come, Ye Thankful People, Come	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): Ego Sum Pauper (Nothing Do I Own), Slide 1	Song Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity
			Song Notation (Projectable): I Vow to You My Country, Slide 1	Song Teacher Notes: I Vow to You My Country	Activity
			Song Notation (Projectable): Imbabura, Slide 1	Song Teacher Notes: Imbabura	Activity
			Instructional Activity (Projectable): I've Been Everywhere, Slide 1	Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) exhibit audience etiquette during live and recorded performances	(ii) exhibit audience etiquette during recorded performances	Song Notation (Projectable): Come, Ye Thankful People, Come Slide 1	Song Teacher Notes: Come, Ye Thankful People, Come	Formal
			Instructional Activity (Projectable): I've Been Everywhere	Instructional Activity (Projectable) Teacher Notes: I've Been Everywhere	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	(i) identify known rhythmic elements in aural examples using appropriate vocabulary	Song Notation (Projectable): Hosanna, Me Build a House, Slide 1	Song Teacher Notes: Hosanna, Me Build a House	Activity
			Play-Along (Percussion): Twelve Gates to the City	Play-Along (Percussion) Teacher Notes: Twelve Gates to the City	Activity

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	(ii) identify known melodic elements in aural examples using appropriate vocabulary	Song Notation (Projectable): Over There, Slide 1	Song Teacher Notes: Over There	Activity
			Song Notation (Projectable): Tancovacka, Slide 1	Song Teacher Notes: Tancovacka	Activity
			Instructional Activity (Projectable): Cho'i hát bô'i, Slide 3	Instructional Activity (Projectable) Teacher Notes: Cho'i hát bô'i	Activity
(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 such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary	(i) describe specific musical events in aural examples using appropriate vocabulary	Song Notation (Projectable): Frosty, the Snowman, Slide 1	Song Teacher Notes: Frosty, the Snowman	Activity
			Movement Activity Video: Hip-Hop Reindeer	Movement Activity Instructions (Printable): Hip-Hop Reindeer	Formal
(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): Frosty, the Snowman, Slide 1	Song Teacher Notes: Frosty, the Snowman	Activity
			Instructional Activity (Interactive): 'Ūlili E	Instructional Activity (Interactive) Teacher Notes: 'Ūlili E	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): Tumba, Slide 1	Song Teacher Notes: Tumba	Activity
			Movement Activity Video: Watoto Wa Dunia	Movement Activity Instructions (Printable): Watoto Wa Dunia	Activity
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria	(i) evaluate a variety of compositions using specific criteria	Song Notation (Projectable): 'Ūlili E, Slide 1	Song Teacher Notes: 'Ūlili E	Formal
			Instructional Activity (Projectable): Lift Ev'ry Voice and Sing	Instructional Activity (Projectable) Teacher Notes: Lift Ev'ry Voice and Sing	not assessed in this lesson
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria	(ii) evaluate a variety of formal or informal musical performances using specific criteria	Song Notation (Projectable): I Vow to You My Country, Slide 1	Song Teacher Notes: I Vow to You My Country	Activity
			Orff Arrangement: Hitotsu toya (Temple Bells)	Orff Arrangement Teacher Notes: Hitotsu toya (Temple Bells)	Activity
			Music Reading (Notation): Himmel und Erde	Music Reading (Notation) Teacher Notes: Himmel und Erde	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): Frosty, the Snowman, Slide 1	Song Teacher Notes: Frosty, the Snowman	Activity
			Play-Along (Recorder): Ego Sum Pauper (Nothing Do I Own)	Play-Along (Recorder) Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	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): Hip-Hop Reindeer, Slide 1	Song Teacher Notes: Hip-Hop Reindeer	Activity
			Play-Along (Recorder): Ego Sum Pauper (Nothing Do I Own)	Play-Along (Recorder) Teacher Notes: Ego Sum Pauper (Nothing Do I Own)	Activity