

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)
Kindergarten**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material					
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts				
Subchapter	Subchapter D. Elementary, Adopted 2013				
Course	§117.103. Music, Kindergarten, Adopted 2013				
Publisher	Savvas				
Program Title	Online Learning Exchange Interactive Music powered by Silver Burdett c.2016				
Program ISBN	9781418261344				
(a) Introduction.					
<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) Knowledge and Skills.					
Knowledge and Skills Statement	Student Expectation	Breakout	Student Instruction Activity	Teacher Instruction	Assessment Type in Student & Teacher Instruction
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices	(i) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices	Song Notation (Projectable): James Brown, Slide 1	Song Teacher Notes: James Brown	Activity
			Song Notation (Projectable): Tap It! Rap It!, Slide 1	Song Teacher Notes: Tap It! Rap It!	Activity
			Song Notation (Projectable): Koriko!, Slide 1	Song Teacher Notes: Koriko!	Activity
			Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha	Activity

			Song Notation (Projectable): Five Little Speckled Frogs, Slide 1	Song Teacher Notes: Five Little Speckled Frogs	Activity
			Instructional Activity (Projectable): The Alphabet Song, Slides 1-2	Instructional Activity (Projectable) Teacher Notes: The Alphabet Song	Activity
			Instructional Activity (Projectable): Tap It! Rap It!, Slides 1-2	Instructional Activity (Projectable) Teacher Notes: Tap It! Rap It!	Activity
			Music Reading (Projectable): Kuma san, Slide 3	Music Reading Teacher Notes: Kuma san	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify the timbre of adult and child singing voices	(i) identify the timbre of adult singing voices	Song Notation (Projectable): Dinner Music, Slide 1	Song Teacher Notes: Dinner Music	Activity
			Song Notation (Projectable): Koriko!, Slide 1	Song Teacher Notes: Koriko!	Activity
			Instructional Activity (Projectable): Ikhanda, maslombe, Slides 2-3	Instructional Activity (Projectable) Teacher Notes: Ikhanda, maslombe	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify the timbre of adult and child singing voices	(ii) identify the timbre of child singing voices	Song Notation (Projectable): Dinner Music, Slide 1	Song Teacher Notes: Dinner Music	Activity
			Song Notation (Projectable): Koriko!, Slide 1	Song Teacher Notes: Koriko!	Activity
			Song Notation (Projectable): You're Not Ev'rybody, Slide 1	Song Teacher Notes: You're Not Ev'rybody	Activity
			Instructional Activity (Projectable): Ikhanda, maslombe, Slides 2-3	Instructional Activity (Projectable) Teacher Notes: Ikhanda, maslombe	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) identify the timbre of instrument families	(i) identify the timbre of instrument families	Instructional Activity (Projectable): My Valentine, Slide 3	Instructional Activity (Projectable) Teacher Notes: My Valentine [activity]	Activity
			Instructional Activity (Projectable): Jingle Bells, Slide 5	Instructional Activity (Projectable) Teacher Notes: Jingle Bells [activity]	Activity
			Instructional Activity (Interactive): London Bridge	Instructional Activity (Interactive) Teacher Notes: London Bridge	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower and simple patterns in musical performances	Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha	Activity
			Song Notation (Projectable): The Alphabet Song, Slide 1	Song Teacher Notes: The Alphabet Song	Activity
			Song Notation (Projectable): Cobbler, Cobbler, Slide 1	Song Teacher Notes: Cobbler, Cobbler	Activity
			Song Notation (Projectable): Hey, Hey, Look at Me, Slide 1	Song Teacher Notes: Hey, Hey, Look at Me	Activity
			Song Notation (Projectable): Johnny Caught a Flea, Slide 1	Song Teacher Notes: Johnny Caught a Flea	Activity

			Song Notation (Projectable): Old MacDonald, Slide 1	Song Teacher Notes: Old MacDonald	Activity
			Song Notation (Projectable): We Are Dear Little Birdies, Slide 1	Song Teacher Notes: We Are Dear Little Birdies	Activity
			Song Notation (Projectable): Chippewa Lullaby, Slide 1	Song Teacher Notes: Chippewa Lullaby	Activity
			Song Notation (Projectable): Little and Lots, Slide 1	Song Teacher Notes: Little and Lots	Activity
			Song Notation (Projectable): Mbombera, Slide 1	Song Teacher Notes: Mbombera	Activity
			Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Song Notation (Projectable): Rig-a-Jig-Jig, Slide 1	Song Teacher Notes: Rig-a-Jig-Jig	Activity
			Song Notation (Projectable): Fais dodo, Slide 1	Song Teacher Notes: Fais dodo	Activity
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(i) identify beat using iconic representation	Song Notation (Projectable): Corn Grinding Song, Slide 1	Song Teacher Notes: Corn Grinding Song	Activity
			Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha, C-head 2	Activity
			Music Reading: Rig-a-Jig-Jig, Slide 1	Music Reading Teacher Notes: Rig-a-Jig-Jig	Activity
			Instructional Activity (Projectable) (Orff): Johnny Cauht a Flea, Slides 1-3	Instructional Activity (Projectable) (Orff) Teacher Notes: Johnny Cauht a Flea	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(ii) identify rhythm using iconic representation	Song Notation (Projectable): The Alphabet Song, Slide 1	Song Teacher Notes: The Alphabet Song	Activity
			Play-Along (Percussion): Juanito, Slides 1-3	Play-Along (Percussion) Teacher Notes: Juanito	Activity
			Music Reading: Five Little Speckled Frogs, Slides 1-4	Music Reading Teacher Notes: Five Little Speckled Frogs	Formal
			Music Reading: When I Grow Up, Slide 2	Music Reading Teacher Notes: When I Grow Up	Activity
			Music Reading: You're Not Ev'rybody, Slides 1-4	Music Reading Teacher Notes: You're Not Ev'rybody	Activity

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(iii) identify simple two tone or three-tone melodies using iconic representation	Song Notation (Projectable): Johnny Caught a Flea, Slide 1	Song Teacher Notes: Johnny Caught a Flea	Activity
			Song Notation (Projectable): Hey, Hey, Look at Me, Slide 1	Song Teacher Notes: Hey, Hey, Look at Me	Activity
			Music Reading: Bluebird, Bluebird, Slides 1-2	Music Reading Teacher Notes: Bluebird, Bluebird	Activity
			Music Reading: Nanny Goat, Slides 1-3	Music Reading Teacher Notes: Nanny Goat	Formal
			Music Reading: Oliver Twist, Slides 1-4	Music Reading Teacher Notes: Oliver Twist	Formal
			Instructional Activity (Projectable) (Orff): Hey, Hey, Look at Me, Slide 1	Instructional Activity (Projectable) (Orff) Teacher Notes: Hey, Hey, Look at Me	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing or play classroom instruments independently or in groups	(i) sing or play classroom instruments independently or in groups	Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Song Notation (Projectable): James Brown, Slide 1	Song Teacher Notes: James Brown	Activity
			Song Notation (Projectable): Mary Came a-Running, Slide 1	Song Teacher Notes: Mary Came a-Running	Activity
			Instructional Activity (Projectable): Get on Board, Slide 2	Instructional Activity (Projectable) Teacher Notes: Get on Board	Activity
			Instructional Activity (Projectable): James Brown, Slide 3	Instructional Activity (Projectable) Teacher Notes: James Brown	Activity
			Instructional Activity (Projectable): Mary Came a-Running, Slide 1	Instructional Activity (Projectable) Teacher Notes: Mary Came a-Running	Activity

(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(i) sing songs or play classroom instruments from diverse cultures independently or in groups	Song Notation (Projectable): Fais dodo, Slide 1	Song Teacher Notes: Fais dodo	Activity
			Song Notation (Projectable): A la rurrurino, Slide 1	Song Teacher Notes: A la rurrurino	Activity
			Song Notation (Projectable): Kuma san, Slide 1 (sing)	Song Teacher Notes: Kuma san (sing) [activity]	Activity
			Song Notation (Projectable): Chippewa Lullaby, Slide 1	Song Teacher Notes: Chippewa Lullaby	Activity
			Song Notation (Projectable): Juan pirulero, Slide 1	Song Teacher Notes: Juan pirulero	Activity
			Instructional Activity (Projectable): Mbombera, Slides 3-4	Instructional Activity (Projectable) Teacher Notes: [Mbomblera]	Activity
			Play-Along (Percussion): Juanito, Slide 4	Play-Along (Percussion) Teacher Notes: Juanito	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(ii) sing songs or play classroom instruments from diverse styles independently or in groups	Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Song Notation (Projectable): James Brown, Slide 1	Song Teacher Notes: James Brown	Activity
			Song Notation (Projectable): Mary Came a-Running, Slide 1	Song Teacher Notes: Mary Came a-Running	Activity
			Instructional Activity (Projectable): Get on Board, Slide 2	Instructional Activity (Projectable) Teacher Notes: Get on Board	Activity

			Instructional Activity (Projectable): James Brown, Slide 3	Instructional Activity (Projectable) Teacher Notes: James Brown	Activity
			Instructional Activity (Projectable): Mary Came a-Running, Slide 1	Instructional Activity (Projectable) Teacher Notes: Mary Came a-Running	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(i) move alone or with others to a varied repertoire of music using gross locomotor movement	Movement Activity: Old MacDonald	Movement Activity Instructions (Printable): Old MacDonald	Activity
			Movement Activity: Clouds	Movement Activity Instructions (Printable): Clouds	Activity
			Song Notation (Projectable): Kuma san, Slide 1	Song Teacher Notes: Kuma san	Activity
			Song Notation (Projectable): Rig-a-Jig-Jig, Slide 1	Song Teacher Notes: Rig-a-Jig-Jig	Activity
			Song Notation (Projectable): Jinny Go 'Round, Slide 1	Song Teacher Notes: Jinny Go 'Round	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(ii) move alone or with others to a varied repertoire of music using gross non-locomotor movement	Song Notation (Projectable): I'm Tall, I'm Small, Slide 1	Song Teacher Notes: I'm Tall, I'm Small	Activity
			Song Notation (Projectable): Oliver Twist, Slide 1	Song Teacher Notes: Oliver Twist	Activity
			Song Notation (Projectable): A la ruru nino, Slide 1	Song Teacher Notes: A la ruru nino	Activity
			Song Notation (Projectable): Nanny Goat, Slide 1	Song Teacher Notes: Nanny Goat	Activity
			Movement Activity: Clouds	Movement Activity Instructions (Printable): Clouds	Activity

(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iii) move alone or with others to a varied repertoire of music using fine locomotor movement	N/A	N/A	N/A
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iv) move alone or with others to a varied repertoire of music using fine non-locomotor movement	Movement Activity: Eensy Weensy Spider	Movement Activity Instructions (Printable): Eensy Weensy Spider	Activity
			Song Notation (Projectable): Pon pon pon, Slide 1	Song Teacher Notes: Pon pon pon	Activity
			Song Notation (Projectable): Mary Wore Her Red Dress, Slide 1	Song Teacher Notes: Mary Wore Her Red Dress	Activity
			Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha	Activity
			Song Notation (Projectable): The Alphabet Song, Slide 1	Song Teacher Notes: The Alphabet Song	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple partwork, including beat versus rhythm	(i) perform simple partwork, including beat versus rhythm	Song Notation (Projectable): Corn Grinding Song, Slide 1	Song Teacher Notes: Corn Grinding Song	Activity
			Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha	Activity
			Song Notation (Projectable): The Alphabet Song, Slide 1	Song Teacher Notes: The Alphabet Song	Activity
			Song Notation (Projectable): Cobbler, Cobbler, Slide 1	Song Teacher Notes: Cobbler, Cobbler	Activity
			Music Reading: Rig-a-Jig-Jig, Slide 2	Music Reading Teacher Notes: Rig-a-Jig-Jig	Activity

(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(i) perform music using louder/softer	Song Notation (Projectable): We Are Dear Little Birdies, Slide 1	Song Teacher Notes: We Are Dear Little Birdies	Activity
			Song Notation (Projectable): Clouds, Slide 1	Song Teacher Notes: Clouds	Activity
			Instructional Activity (Projectable): Fais dodo, Slides 2-3	Instructional Activity (Projectable) Teacher Notes: Fais dodo	Activity
			Instructional Activity (Projectable): Little and Lots, Slide 3	Instructional Activity (Projectable) Teacher Notes: Little and Lots	Activity
			Play-Along (Percussion): A la ruru nino, Slide 1	Play-Along (Percussion) Teacher Notes: A la ruru nino	Activity
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(ii) perform music using faster/slower	Song Notation (Projectable): Mbombera, Slide 1	Song Teacher Notes: Mbombera	Activity
			Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Instructional Activity (Projectable): Get on Board, Slide 1	Instructional Activity (Projectable) Teacher Notes: Get on Board	Activity
			Instructional Activity (Projectable): O ma washi, Slide 2	Instructional Activity (Projectable) Teacher Notes: O ma washi	Activity
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(i) sing songs, including rhymes	Song Notation (Projectable): Mon son pha, Slide 1	Song Teacher Notes: Mon son pha	Activity
			Song Notation (Projectable): Tap It! Rap It!, Slide 1	Song Teacher Notes: Tap It! Rap It!	Activity
			Instructional Activity (Projectable): Tap It! Rap It!, Slide 2	Instructional Activity (Projectable) Teacher Notes: Tap It! Rap It!	Activity

(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(ii) sing songs, including folk music	Song Notation (Projectable): Oliver Twist, Slide 1	Song Teacher Notes: Oliver Twist	Activity
			Song Notation (Projectable): Chippewa Lullaby, Slide 1	Song Teacher Notes: Chippewa Lullaby	Activity
			Song Notation (Projectable): Jinny Go 'Round, Slide 1	Song Teacher Notes: Jinny Go 'Round	Activity
			Song Notation (Projectable): London Bridge, Slide 1	Song Teacher Notes: London Bridge	Activity
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(iii) sing songs, including seasonal music	Song Notation (Projectable): Happy Birthday to You, Slide 1	Song Teacher Notes: Happy Birthday to You	Activity
			Song Notation (Projectable): I'm a Very Fine Turkey, Slide 1	Song Teacher Notes: I'm a Very Fine Turkey	Activity
			Song Notation (Projectable): Little and Lots, Slide 1	Song Teacher Notes: Little and Lots	Activity
			Song Notation (Projectable): My Valentine, Slide 1	Song Teacher Notes: My Valentine	Activity
			Song Notation (Projectable): Jingle Bells, Slide 1	Song Teacher Notes: Jingle Bells	Activity
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(iv) play musical games, including rhymes	Song Notation (Projectable): Tap It! Rap It!, Slide 1	Song Teacher Notes: Tap It! Rap It!	Activity
			Movement Activity: Mon son pha	Movement Activity Instructions (Printable): Mon son pha	Activity

(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(v) play musical games, including folk music	Song Notation (Projectable): O ma washi, Slide 1	Song Teacher Notes: O ma washi [activity]	Activity
			Song Notation (Projectable): Nanny Goat, Slide 1	Song Teacher Notes: Nanny Goat [activity]	Activity
			Song Notation (Projectable): Looby Loo, Slide 1	Song Teacher Notes: Looby Loo [assessment]	Formal
			Song Notation (Projectable): The Farmer in the Dell, Slide 1	Song Teacher Notes: The Farmer in the Dell [activity]	Activity
			Song Notation (Projectable): London Bridge, Slide 1	Song Teacher Notes: London Bridge [activity]	Activity
			Movement Activity: Eg a Gyertya	Movement Activity Instructions (Printable): Eg a Gyertya	Activity
			Movement Activity: Uga uga uga	Movement Activity Instructions (Printable): Uga uga uga	Activity
			Movement Activity: Juan pirulero	Movement Activity Instructions (Printable): Juan pirulero	Activity
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(vi) play musical games, including seasonal music	Song Notation (Projectable): I'm a Very Fine Turkey, Slide 1	Song Teacher Notes: I'm a Very Fine Turkey	Activity
			Song Notation (Projectable): My Valentine, Slide 1	Song Teacher Notes: My Valentine	Activity
			Movement Activity Instructions (Printable): Happy Birthday to You	Movement Activity Instructions (Printable): Happy Birthday to You	Activity
			Movement Activity: Uga uga uga	Movement Activity Instructions (Printable): Uga uga uga	Activity

(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify simple interdisciplinary concepts related to music	(i) identify simple interdisciplinary concepts related to music	Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Song Notation (Projectable): Juanito, Slide 1	Song Teacher Notes: Juanito	Activity
			Instructional Activity (Projectable): Ikhanda, maslombe, Slide 1, Slide 3	Instructional Activity (Projectable) Teacher Notes: Ikhanda, maslombe	Activity
			Play-Along (Percussion): Corn Grinding Song, Slide 1	Play-Along (Percussion) Teacher Notes: Corn Grinding Song	Activity
			Instructional Activity (Projectable) (Orff): Roll Over, Slides 1, 2, 3	Instructional Activity (Projectable) (Orff) Teacher Notes: Roll Over	Activity
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(i) identify appropriate audience behavior during live or recorded performances	Song Notation (Projectable): Eensy Weensy Spider, Slide 1	Song Teacher Notes: Eensy Weensy Spider	Activity
			Song Notation (Projectable): Les petites marionettes, Slide 1	Song Teacher Notes: Les petites marionettes	Activity
			Song Notation (Projectable): When I Grow Up, Slide 1	Song Teacher Notes: When I Grow Up	Activity
			Movement Activity: Old MacDonald	Movement Activity Instructions (Printable): Old MacDonald	Activity

(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(ii) demonstrate appropriate audience behavior during live or recorded performances	Song Notation (Projectable): Eensy Weensy Spider, Slide 1	Song Teacher Notes: Eensy Weensy Spider	Activity
			Song Notation (Projectable): Les petites marionettes, Slide 1	Song Teacher Notes: Les petites marionettes	Activity
			Song Notation (Projectable): When I Grow Up, Slide 1	Song Teacher Notes: When I Grow Up	Activity
			Movement Activity: Old MacDonald	Movement Activity Instructions (Printable): Old MacDonald	Activity
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) identify steady beat in musical performances	(i) identify steady beat in musical performances	Song Notation (Projectable): Ikhanda, maslombe, Slide 1	Song Teacher Notes: Ikhanda, maslombe	Activity
			Song Notation (Projectable): Corn Grinding Song, Slide 1	Song Teacher Notes: Corn Grinding Song	Activity
			Song Notation (Projectable): Eensy Weensy Spider, Slide 1	Song Teacher Notes: Eensy Weensy Spider	Activity
			Song Notation (Projectable): Les petites marionettes, Slide 1	Song Teacher Notes: Les petites marionettes	Activity
			Song Notation (Projectable): Juanito, Slide 1	Song Teacher Notes: Juanito	Activity

(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) compare same/different in beat/rhythm in musical performances	Song Notation (Projectable): Cobbler, Cobbler, Slide 1	Song Teacher Notes: Cobbler, Cobbler	Activity
			Song Notation (Projectable): When I Grow Up, Slide 1	Song Teacher Notes: When I Grow Up	Activity
			Song Notation (Projectable): The Alphabet Song, Slide 1	Song Teacher Notes: The Alphabet Song	Activity
			Music Reading: Rig-a-Jig-Jig, Slide 2	Music Reading Teacher Notes: Rig-a-Jig-Jig	Activity
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(ii) compare same/different in higher/lower in musical performances	Song Notation (Projectable): I'm Tall, I'm Small, Slide 1	Song Teacher Notes: I'm Tall, I'm Small	Activity
			Song Notation (Projectable): Hey, Hey, Look at Me, Slide 1	Song Teacher Notes: Hey, Hey, Look at Me	Activity
			Song Notation (Projectable): Johnny Caught a Flea, Slide 1	Song Teacher Notes: Johnny Caught a Flea	Activity
			Song Notation (Projectable): Old MacDonald, Slide 1	Song Teacher Notes: Old MacDonald	Activity
			Instructional Activity (Projectable): Ee jer ha ba go, Slide 1	Instructional Activity (Projectable) Teacher Notes: Ee jer ha ba go	Activity

(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iii) compare same/different in louder/softer in musical performances	Song Notation (Projectable): We Are Dear Little Birdies, Slide 1	Song Teacher Notes: We Are Dear Little Birdies	Activity
			Song Notation (Projectable): A la rurrurino, Slide 1	Song Teacher Notes: A la rurrurino	Activity
			Song Notation (Projectable): Chippewa Lullaby, Slide 1	Song Teacher Notes: Chippewa Lullaby	Activity
			Instructional Activity (Projectable): Fais dodo, Slide 1	Instructional Activity (Projectable) Teacher Notes: Fais dodo	Activity
			Instructional Activity (Projectable): Little and Lots, Slide 2	Instructional Activity (Projectable) Teacher Notes: Little and Lots	Activity
			Movement Activity: Clouds	Movement Activity Instructions (Printable): Clouds	Activity
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iv) compare same/different in faster/slower in musical performances	Song Notation (Projectable): Mbombera, Slide 1	Song Teacher Notes: Mbombera	Activity
			Song Notation (Projectable): Get on Board, Slide 1	Song Teacher Notes: Get on Board	Activity
			Instructional Activity (Projectable): Get on Board, Slide 1	Instructional Activity (Projectable) Teacher Notes: Get on Board	Activity
			Instructional Activity (Projectable): O ma wash, Slide 2	Instructional Activity (Projectable) Teacher Notes: O ma wash	Activity

<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances</p>	<p>(v) compare same/different in simple patterns in musical performances</p>	<p>Song Notation (Projectable): Rig-a-Jig-Jig, Slide 1</p>	<p>Song Teacher Notes: Rig-a-Jig-Jig</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Fais dodo, Slide 1</p>	<p>Song Teacher Notes: Fais dodo</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Looby Loo, Slide 1 [formal]</p>	<p>Song Teacher Notes: Looby Loo</p>	<p>Formal</p>
			<p>Song Notation (Projectable): You're Not Ev'rybody, Slide 1</p>	<p>Song Teacher Notes: You're Not Ev'rybody</p>	<p>Activity</p>