

A Correlation of

Online Learning Exchange Interactive Music powered by Silver Burdett

© 2016



To the

**Texas Essential Knowledge and Skills
for Fine Arts (TEKS)
Middle School 2**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material					
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts				
Subchapter	Subchapter E. Middle School, Adopted 2013				
Course	§117.103. Music, Middle School 2, Adopted 2013				
Publisher	Savvas				
Program Title	Online Learning Exchange Interactive Music powered by Silver Burdett				
Program ISBN	9781418261719				
(a) General requirements. Students enrolled in the second year of music may select from the following courses: Middle School 2 Band, Middle School 2 Choir, Middle School 2 Orchestra, Middle School 2 Jazz Ensemble, Middle School 2 Instrumental Ensemble, or Middle School 2 Vocal Ensemble.					
(b) Introduction.					
(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.					
(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.					
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.					
(c) 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 music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:	(A) compare and contrast exemplary musical examples using technology and available live performances	(i) compare and contrast exemplary musical examples using technology	Song Notation (Projectable): There Is Love Somewhere, Slide 1	Song Teacher Notes: There Is Love Somewhere	Activity
			Instructional Activity (Projectable): Hooray for Hollywood, Slide 1	Instructional Activity (Projectable) Teacher Notes: Hooray for Hollywood	Activity

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(A) compare and contrast exemplary musical examples using technology and available live performances	(ii) compare and contrast exemplary musical examples using available live performances	Song Notation (Projectable): There Is Love Somewhere, Slide 1	Song Teacher Notes: There Is Love Somewhere	Activity
			Instructional Activity (Projectable): Hooray for Hollywood, Slide 1	Instructional Activity (Projectable) Teacher Notes: Hooray for Hollywood	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(B) demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems	(i) demonstrate knowledge of tonal musical elements using standard terminology	Song Notation (Projectable): St. Louis Blues, Slide 1	Song Teacher Notes: St. Louis Blues	Activity
			Play-Along (Keyboard): Las mañanitas, Slide 1	Play-Along (Keyboard) Teacher Notes: Las mañanitas	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(B) demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems	(ii) demonstrate knowledge of rhythmic musical elements using standard terminology	Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder), Slide 1	Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)	Activity

			Song Notation (Projectable): Red River Valley, Slide 1	Song Teacher Notes: Red River Valley	Activity
			Song Notation (Projectable): Texas in My Soul, Slide 1	Song Teacher Notes: Texas in My Soul	Activity
			Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology	(i) demonstrate knowledge of musical elements of rhythm, including whole notes, using standard terminology	Song Notation (Projectable): Swanee, Slide 1	Song Teacher Notes: Swanee	Activity
			Music Reading Notation (Projectable): O lê lê O Bahía - Slide 3	Music Reading Teacher Notes: O lê lê O Bahía - Slide 3	Activity

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(ii) demonstrate knowledge of musical elements of rhythm, including half notes, using standard terminology</p>	<p>Song Notation (Projectable): Red River Valley, Slide 1</p>	<p>Song Teacher Notes: Red River Valley</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): The Marines' Hymn</p>	<p>Instructional Activity (Projectable) Teacher Notes: The Marines' Hymn</p>	<p>Activiy</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(iii) demonstrate knowledge of musical elements of rhythm, including quarter notes, using standard terminology</p>	<p>Song Notation (Projectable): Red River Valley, Slide 1</p>	<p>Song Teacher Notes: Red River Valley</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): The Marines' Hymn</p>	<p>Instructional Activity (Projectable) Teacher Notes: The Marines' Hymn</p>	<p>Activiy</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(iv) demonstrate knowledge of musical elements of rhythm, including paired eighth notes, using standard terminology</p>	<p>Song Notation (Projectable): Cowboys' Christmas Ball, Slide 1</p>	<p>Song Teacher Notes: Cowboys' Christmas Ball</p>	<p>Activity</p>
			<p>Music Reading Practice: Bát kim thang (Setting Up the Golden Ladder), Slide 1</p>	<p>Music Reading Practice Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p>	<p>Activity</p>

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(v) demonstrate knowledge of musical elements of rhythm, including single eighth notes, using standard terminology</p>	<p>Song Notation (Projectable): Cowboys' Christmas Ball, Slide 1</p>	<p>Song Teacher Notes: Cowboys' Christmas Ball</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): The Marines' Hymn</p>	<p>Instructional Activity (Projectable) Teacher Notes: The Marines' Hymn</p>	<p>Activiy</p>

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(vi) demonstrate knowledge of musical elements of rhythm, including sixteenth notes, using standard terminology</p>	<p>Song Notation (Projectable): Cowboys' Christmas Ball, Slide 1</p>	<p>Song Teacher Notes: Cowboys' Christmas Ball</p>	<p>Activity</p>
			<p>Music Reading Practice: Bát kim thang (Setting Up the Golden Ladder), Slide 1</p>	<p>Music Reading Practice Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p>	<p>Activity</p>

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(vii) demonstrate knowledge of musical elements of rhythm, including syncopated patterns, using standard terminology</p>	<p>Song Notation (Projectable): Jambo Bwana, Slide 1</p>	<p>Song Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Riendo el río corre (Run, Run, River), Slide 1</p>	<p>Song Teacher Notes: Riendo el río corre (Run, Run, River)</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Hit Me With a Hot Note and Watch Me Bounce</p>	<p>Instructional Activity (Projectable) Teacher Notes: Hit Me With a Hot Note and Watch Me Bounce</p>	<p>Activity</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(viii) demonstrate knowledge of musical elements of rhythm, including corresponding rests, using standard terminology</p>	<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

			Song Notation (Projectable): Jambo Bwana, Slide 1	Song Teacher Notes: Jambo Bwana	Activity
			Orff Arrangement: Dona nobis pacem	Orff Arrangement Teacher Notes: Dona nobis pacem	Activity

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(ix) demonstrate knowledge of musical elements of rhythm, including 2/4 meter, using standard terminology</p>	<p>Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder), Slide 1</p>	<p>Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Swanee, Slides 1, 2, 5</p>	<p>Instructional Activity (Projectable) Teacher Notes: Swanee</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Swanee, Slide 1</p>	<p>Song Teacher Notes: Swanee</p>	<p>Activity</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(x) demonstrate knowledge of musical elements of rhythm, including 3/4 meter, using standard terminology</p>	<p>Song Notation (Projectable): La golondrina (The Swallow), Slide 1</p>	<p>Song Teacher Notes: La golondrina (The Swallow)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Canto del agua</p>	<p>Song Teacher Notes: Canto del agua</p>	<p>Activity</p>

			Orff Arrangement: Dona nobis pacem	Orff Arrangement Teacher Notes: Dona nobis pacem	Activity
--	--	--	------------------------------------	--	----------

<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(xi) demonstrate knowledge of musical elements of rhythm, including 4/4 meter, using standard terminology</p>	<p>Song Notation (Projectable): Riendo el río corre (Run, Run, River), Slide 1</p>	<p>Song Teacher Notes: Riendo el río corre (Run, Run, River)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Jambo Bwana, Slide 1</p>	<p>Song Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Play-Along (Percussion): The Beat Goes On</p>	<p>Play-Along (Percussion) Teacher Notes: The Beat Goes On</p>	<p>Activity</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology</p>	<p>(xii) demonstrate knowledge of musical elements of rhythm, including 6/8 meter, using standard terminology</p>	<p>Song Notation (Projectable): Blue Mountain Lake, Slide 1</p>	<p>Song Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Stille Nacht (Silent Night)</p>	<p>Play-Along (Ensemble) Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation	(i) interpret musical forms presented aurally	Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity
			Instructional Activity (Projectable): The Marines' Hymn, 1	Instructional Activity (Projectable) Teacher Notes: The Marines' Hymn	Activity
			Song Notation (Projectable): Red River Valley, Slide 1	Song Teacher Notes: Red River Valley	Activity
			Song Notation (Projectable): I Shall Sing, Slide 1	Song Teacher Notes: I Shall Sing	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation	(ii) interpret musical forms presented through music notation	Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity
			Instructional Activity (Projectable): The Marines' Hymn, 1	Instructional Activity (Projectable) Teacher Notes: The Marines' Hymn	Activity
			Song Notation (Projectable): The Marines' Hymn, Slide 1	Song Teacher Notes: The Marines' Hymn	Activity
			Song Notation (Projectable): I Shall Sing, Slide 1	Song Teacher Notes: I Shall Sing	Activity
			Song Notation (Projectable): By the Waters of Babylon, Slide 1	Song Teacher Notes: By the Waters of Babylon	Activity

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation	(iii) interpret musical variations presented aurally	Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity
			Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Listening Interactive Activity: American Salute	Listening Interactive Activity Teacher Notes: American Salute	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(D) interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation	(iv) interpret musical variations presented through music notation	Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity
			Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Listening Interactive Activity: American Salute	Listening Interactive Activity Teacher Notes: American Salute	Activity
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to::	(E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice	(i) describe health and wellness concepts related to musical practice	Song Notation (Projectable): Ribbons in the Sky, Slide 1	Song Teacher Notes: Ribbons in the Sky	Activity
			Instructional Activity (Projectable): Texas in My Soul	Instructional Activity (Projectable) Teacher Notes: Texas in My Soul	Activity

			Song Notation (Projectable): Born to Be Somebody, Slide 1	Song Teacher Notes: Born to Be Somebody	Activity
			Play-Along (Keyboard): Glory, Glory, Hallelujah, Slide 1	Play-Along (Keyboard) Teacher Notes: Glory, Glory, Hallelujah	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to::	(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements	(i) interpret music symbols referring to notation, including fermata	Play-Along (Ensemble): I Bought Me a Cat	Play-Along (Ensemble) Teacher Notes: I Bought Me a Cat	Activity
			Play-Along (Recorder): Ribbons in the Sky, Slide 1	Play-Along (Recorder) Teacher Notes: Ribbons in the Sky	Activity
			Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1	Song Teacher Notes: Stille Nacht (Silent Night)	Activity

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements	(ii) interpret music symbols referring to notation, including coda	Play-Along (Percussion): Riendo el río corre (Run, Run, River)	Play-Along (Percussion) Teacher Notes: Riendo el río corre (Run, Run, River)	Activity
			Song Notation (Projectable): I Shall Sing, Slide 1	Song Teacher Notes: I Shall Sing	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements	(iii) interpret music symbols referring to dynamics, including pianissimo to fortissimo	Song Notation (Projectable): Jambo Bwana, Slide 1	Song Teacher Notes: Jambo Bwana	Activity
			Instructional Activity (Interactive): Jambo Bwana	Instructional Activity (Interactive) Teacher Notes: Jambo Bwana	Formal
			Song Notation (Projectable): You Were on My Mind, Slide 1	Song Teacher Notes: You Were on My Mind	Formal
			Orff Arrangement: Scattin' A-Round	Orff Arrangement Teacher Notes: Scattin' A-Round	Activity

			Instructional Activity (Projectable): You Were On My Mind	Instructional Activity (Projectable) Teacher Notes: You Were On My Mind	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements	(iv) interpret music symbols referring to tempi, including andante	Song Notation (Projectable): Jambo Bwana, Slide 1	Song Teacher Notes: Jambo Bwana	Activity
			Instructional Activity (Interactive): Jambo Bwana	Instructional Activity (Interactive) Teacher Notes: Jambo Bwana	Formal
			Song Notation (Projectable): Hooray for Hollywood, Slide 1	Song Teacher Notes: Hooray for Hollywood	Activity
			Orff Arrangement: Scattin' A-Round	Orff Arrangement Teacher Notes: Scattin' A-Round	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements	(v) interpret music symbols referring to tempi, including largo	Instructional Activity (Interactive): Jambo Bwana	Instructional Activity (Interactive) Teacher Notes: Jambo Bwana	Formal
			Orff Arrangement: Scattin' A-Round	Orff Arrangement Teacher Notes: Scattin' A-Round	Activity

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(vi) interpret music symbols referring to tempi, including adagio</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(vii) interpret music symbols referring to articulations, including accent</p>	<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
			<p>Instructional Activity (Projectable): Sing in Harmony!</p>	<p>Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p>	<p>Activity</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(viii) interpret music symbols referring to articulations, including marcato</p>	<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(ix) interpret music symbols referring to articulations, including previously known elements</p>	<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Santa Mash-Up</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Scattin' A-Round, Slide 1</p>	<p>Song Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(x) interpret music terms referring to notation, including fermata</p>	<p>Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1</p>	<p>Song Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky, Slide 1</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): I Bought Me a Cat</p>	<p>Play-Along (Ensemble) Teacher Notes: I Bought Me a Cat</p>	<p>Activity</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xi) interpret music terms referring to notation, coda</p>	<p>Play-Along (Percussion): Riendo el río corre (Run, Run, River)</p>	<p>Play-Along (Percussion) Teacher Notes: Riendo el río corre (Run, Run, River)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xii) interpret music terms referring to dynamics, including pianissimo to fortissimo</p>	<p>Song Notation (Projectable): Jambo Bwana, Slide 1</p>	<p>Song Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
			<p>Song Notation (Projectable): You Were on My Mind, Slide 1</p>	<p>Song Teacher Notes: You Were on My Mind</p>	<p>Formal</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xiii) interpret music terms referring to tempi, including andante</p>	<p>Song Notation (Projectable): Hooray for Hollywood, Slide 1</p>	<p>Song Teacher Notes: Hooray for Hollywood</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Jambo Bwana, Slide 1</p>	<p>Song Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xiv) interpret music terms referring to tempi, including largo</p>	<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xv) interpret music terms referring to tempi, including adagio</p>	<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xvi) interpret music terms referring to articulations, including accent</p>	<p>Song Notation (Projectable): Just a Snap Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
			<p>Instructional Activity (Projectable): Sing in Harmony!</p>	<p>Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</p>	<p>Activity</p>

<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xvii) interpret music terms referring to articulations, including marcato</p>	<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements</p>	<p>(xviii) interpret music terms referring to articulations, including previously known elements</p>	<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Formal</p>

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(i) notate meter using standard symbols in a handwritten or computer-generated format	Song Notation (Projectable): Swanee, Slide 1	Song Teacher Notes: Swanee	Activity
			Instructional Activity (Projectable): By the Waters of Babylon	Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon	Activity
			Song Notation (Projectable): La mariposa (The Butterfly), Slide 1	Song Teacher Notes: La mariposa (The Butterfly)	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(ii) notate rhythm using standard symbols in a handwritten or computer-generated format	Instructional Activity (Projectable): By the Waters of Babylon	Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon	Activity
			Song Notation (Projectable): La mariposa (The Butterfly), Slide 1	Song Teacher Notes: La mariposa (The Butterfly)	Activity
			Song Notation (Projectable): Santa Mash-Up, Slide 1	Song Teacher Notes: Santa Mash-Up	Activity

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(iii) notate pitch using standard symbols in a handwritten or computer-generated format	Instructional Activity (Projectable): By the Waters of Babylon	Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon	Activity
			Song Notation (Projectable): La mariposa (The Butterfly), Slide 1	Song Teacher Notes: La mariposa (The Butterfly)	Activity
			Song Notation (Projectable): Scarborough Fair, Slide 1	Song Teacher Notes: Scarborough Fair	Activity
			Song Notation (Projectable): Texas in My Soul, Slide 1	Song Teacher Notes: Texas in My Soul	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(iv) notate dynamics using standard symbols in a handwritten or computer-generated format	Song Notation (Projectable): Santa Mash-Up, Slide 1	Song Teacher Notes: Santa Mash-Up	Activity
			Play-Along (Percussion): Jambo Bwana	Play-Along (Percussion) Teacher Notes: Jambo Bwana	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation	(i) create increasingly complex rhythmic phrases, using known rhythms, within an established system of notation	Song Notation (Projectable): La mariposa (The Butterfly), Slide 1	Song Teacher Notes: La mariposa (The Butterfly)	Activity

			Song Notation (Projectable): Riendo el río corre (Run, Run, River). Slide 1	Song Teacher Notes: Riendo el río corre (Run, Run, River)	Activity
			Instructional Activity (Interactive): Santa Mash-Up	Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up	Activity
			Orff Arrangement: St. Louis Blues	Orff Arrangement Teacher Notes: St. Louis Blues	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation	(ii) create increasingly complex melodic phrases, using known pitches, within an established system of notation	Instructional Activity (Projectable): By the Waters of Babylon	Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon	Activity
			Orff Arrangement: St. Louis Blues	Orff Arrangement Teacher Notes: St. Louis Blues	Activity
			Song Notation (Projectable): La mariposa (The Butterfly), Slide 1	Song Teacher Notes: La mariposa (The Butterfly)	Activity
			Song Notation (Projectable): Santa Mash-Up, Slide 1	Song Teacher Notes: Santa Mash-Up	Activity
			Play-Along (Ensemble): Hey, Ho! Nobody Home	Play-Along (Ensemble) Teacher Notes: Hey, Ho! Nobody Home	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs	(i) read music notation using appropriate cognitive responses	Song Notation (Projectable): Blue Mountain Lake, Slide 1	Song Teacher Notes: Blue Mountain Lake	Activity

			Music Reading Practice: Red River Valley	Music Reading Practice Teacher Notes: Red River Valley	Activity
			Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs	(ii) read music notation using appropriate kinesthetic responses	Song Notation (Projectable): Blue Mountain Lake, Slide 1	Song Teacher Notes: Blue Mountain Lake	Activity
			Music Reading Practice: Red River Valley	Music Reading Practice Teacher Notes: Red River Valley	Activity
			Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(i) sight-read unison music using the appropriate clef in a minimum of three keys	Song Notation (Projectable): Blue Mountain Lake, Slide 1	Song Teacher Notes: Blue Mountain Lake	Activity
			Song Notation (Projectable): O lê lê O Bahía (O Le O La), Slide 1	Song Teacher Notes: O lê lê O Bahía (O Le O La)	Activity
			Music Reading Practice: La mariposa	Music Reading Practice Teacher Notes: La mariposa (The Butterfly)	Activity
			Instructional Activity (Interactive): Scattin' A- Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity

			Song Notation (Projectable): Scarborough Fair, Slide 1	Song Teacher Notes: Scarborough Fair	Activity
--	--	--	--	---	----------

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(ii) sight-read unison music using the appropriate clef in a minimum of three meters, including 2/4	Music Reading Practice: La mariposa	Music Reading Practice Teacher Notes: La mariposa (The Butterfly)	Activity
			Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): Mama Don't 'Low, Slide 1	Song Teacher Notes: Mama Don't 'Low	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(iii) sight-read unison music using the appropriate clef in a minimum of three meters, including 3/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): Scarborough Fair, Slide 1	Song Teacher Notes: Scarborough Fair	Activity
			Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1	Song Teacher Notes: Dona nobis pacem (Grant Us Peace)	Activity
			Music Reading Notation (Projectable): Scarborough Fair	Music Reading Notation (Projectable) Teacher Notes: Scarborough Fair	Activity

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(iv) sight-read unison music using the appropriate clef in a minimum of three meters, including 4/4	Song Notation (Projectable): Tom Dooley	Song Teacher Notes: Tom Dooley	Activity
			Instructional Activity (Projectable): O lê lê O Bahía (O Le O La)	Instructional Activity (Projectable) Teacher Notes: O lê lê O Bahía (O Le O La)	Activity
			Music Reading Practice: Red River Valley	Music Reading Practice Teacher Notes: Red River Valley	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(v) sight-read homophonic music using the appropriate clef in a minimum of three keys	Music Reading Notation (Projectable): Ezekiel Saw the Wheel	Music Reading Teacher Notes: Ezekiel Saw the Wheel	Activity
			Song Notation (Projectable): La borinqueña (Beloved Island Home). Slide 1	Song Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): La golondrina (The Swallow). Slide 1	Song Teacher Notes: La golondrina (The Swallow)	Activity
			Song Notation (Projectable): Las mañanitas, Slide 1	Song Teacher Notes: Las mañanitas	Activity
			Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(vi) sight-read homophonic music using the appropriate clef in a minimum of three meters, including 2/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): La borinqueña (Beloved Island Home), Slide 1	Song Teacher Notes: La borinqueña (Beloved Island Home)	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(vii) sight-read homophonic music using the appropriate clef in a minimum of three meters, including 3/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): Las mañanitas, Slide 1	Song Teacher Notes: Las mañanitas	Activity
			Song Notation (Projectable): Canto del agua (Song of the Water), Slide 1	Song Teacher Notes: Canto del agua (Song of the Water)	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(viii) sight-read homophonic music using the appropriate clef in a minimum of three meters, including 4/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity

			Song Notation (Projectable): Ezekiel Saw the Wheel, Slide 1	Song Teacher Notes: Ezekiel Saw the Wheel	Activity
			Music Reading Notation (Projectable): Ezekiel Saw the Wheel	Music Reading Teacher Notes: Ezekiel Saw the Wheel	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(ix) sight-read polyphonic music using the appropriate clef in a minimum of three keys	Song Notation (Projectable): I Bought Me a Cat, Slide 1	Song Teacher Notes: I Bought Me a Cat	Activity
			Song Notation (Projectable): Play Ball!, Slide 1	Song Teacher Notes: Play Ball!	Activity
			Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(x) sight-read polyphonic music using the appropriate clef in a minimum of three meters, including 2/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): I Bought Me a Cat, Slide 1	Song Teacher Notes: I Bought Me a Cat	Activity

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(xi) sight-read polyphonic music using the appropriate clef in a minimum of three meters, including 3/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1	Song Teacher Notes: Dona nobis pacem (Grant Us Peace)	Activity
			Song Notation (Projectable): Play Ball!, Slide 1	Song Teacher Notes: Play Ball!	Activity
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4	(xii) sight-read polyphonic music using the appropriate clef in a minimum of three meters, including 4/4	Instructional Activity (Interactive): Scattin' A-Round	Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round	Activity
			Song Notation (Projectable): Scattin' A-Round, Slide 1	Song Teacher Notes: Scattin' A-Round	Activity

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre</p>	<p>(i) demonstrate, alone, characteristic vocal or instrumental timbre</p>	<p>Song Notation (Projectable): Born to Be Somebody, Slide 1</p>	<p>Song Teacher Notes: Born to Be Somebody</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Bought Me a Cat, Slide 1</p>	<p>Song Teacher Notes: I Bought Me a Cat</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre</p>	<p>(ii) demonstrate, in groups, characteristic vocal or instrumental timbre</p>	<p>Play-Along (Percussion): Alumot (Sheaves of Grain)</p>	<p>Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Bought Me a Cat, Slide 1</p>	<p>Song Teacher Notes: I Bought Me a Cat</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Loigratong, Slide 1</p>	<p>Song Teacher Notes: Loigratong</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture</p>	<p>(i) perform music, alone, demonstrating appropriate physical fundamental techniques</p>	<p>Song Notation (Projectable): Ribbons in the Sky, Slide 1</p>	<p>Song Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Play-Along (Guitar): La golondrina (The Swallow)</p>	<p>Play-Along (Guitar) Teacher Notes: La golondrina (The Swallow)</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture</p>	<p>(ii) perform music, in groups, demonstrating appropriate physical fundamental techniques</p>	<p>Music Reading Notation (Projectable): Scarborough Fair</p>	<p>Music Reading Notation (Projectable) Teacher Notes: Scarborough Fair</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Ribbons in the Sky</p>	<p>Song Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(i) perform independently, with accurate intonation, demonstrating fundamental skills</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Mama Don't 'Low</p>	<p>Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hey Ho! Nobody Home, Slide 1</p>	<p>Song Teacher Notes: Hey Ho! Nobody Home</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(ii) perform independently, with accurate intonation, demonstrating appropriate solo performance techniques</p>	<p>Play-Along (Ensemble): Mama Don't 'Low</p>	<p>Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Born to Be Somebody, Slide 1</p>	<p>Song Teacher Notes: Born to Be Somebody</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(iii) perform independently, with accurate intonation, demonstrating appropriate small ensemble performance techniques</p>	<p>Song Notation (Projectable): Siyahamba, Slide 1</p>	<p>Song Teacher Notes: Siyahamba</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Give a Little Love</p>	<p>Play-Along (Ensemble) Teacher Notes: Give a Little Love</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(iv) perform independently, with accurate intonation, demonstrating appropriate large ensemble performance techniques</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): There Is Love Somewhere, Slide 1</p>	<p>Song Teacher Notes: There Is Love Somewhere</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): A Gift to Share</p>	<p>Instructional Activity (Projectable) Teacher Notes: A Gift to Share</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(v) perform expressively, with accurate intonation, demonstrating fundamental skills</p>	<p>Song Notation (Projectable): Hey Ho! Nobody Home, Slide 1</p>	<p>Song Teacher Notes: Hey Ho! Nobody Home</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Play Ball!, Slide 1</p>	<p>Song Teacher Notes: Play Ball!</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(vi) perform expressively, with accurate intonation, demonstrating appropriate solo performance techniques</p>	<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Born to Be Somebody, Slide 1</p>	<p>Song Teacher Notes: Born to Be Somebody</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(vii) perform expressively, with accurate intonation, demonstrating appropriate small ensemble performance techniques</p>	<p>Music Reading Notation (Projectable): Scarborough Fair</p>	<p>Music Reading Notation Teacher Notes: Scarborough Fair</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Siyahamba, Slide 1</p>	<p>Song Teacher Notes: Siyahamba</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(viii) perform expressively, with accurate intonation, demonstrating appropriate large ensemble performance techniques</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): A Gift to Share</p>	<p>Instructional Activity (Projectable) Teacher Notes: A Gift to Share</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Sing in Harmony!</p>	<p>Song Teacher Notes: Sing in Harmony!</p>	<p>Activity</p>

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:	(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques	(ix) perform independently, with accurate rhythm, demonstrating fundamental skills	Play-Along (Guitar): La golondrina (The Swallow)	Play-Along (Guitar) Teacher Notes: La golondrina (The Swallow)	Activity
			Music Reading Notation (Projectable): Bat kim thang, Slides 1-3	Music Reading Teacher Notes: Bat kim thang	Activity
			Music Reading Notation (Projectable): Red River Valley	Music Reading Teacher Notes: Red River Valley	Activity
			Song Notation (Projectable): Hey Ho! Nobody Home, Slide 1	Song Teacher Notes: Hey Ho! Nobody Home	Activity
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:	(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques	(x) perform independently, with accurate rhythm, demonstrating appropriate solo performance techniques	Music Reading Notation (Projectable): Bat kim thang	Music Reading Teacher Notes: Bat kim thang	Activity
			Song Notation (Projectable): Born to Be Somebody, Slide 1	Song Teacher Notes: Born to Be Somebody	Activity
			Play-Along (Keyboard): Glory, Glory, Hallelujah	Play-Along (Keyboard) Teacher Notes: Glory, Glory, Hallelujah	Activity

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xi) perform independently, with accurate rhythm, demonstrating appropriate small ensemble performance techniques</p>	<p>Orff Arrangement: Tom Dooley</p>	<p>Orff Arrangement Teacher Notes: Tom Dooley</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Siyahamba, Slide 1</p>	<p>Song Teacher Notes: Siyahamba</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xii) perform independently, with accurate rhythm, demonstrating appropriate large ensemble performance techniques</p>	<p>Song Notation (Projectable): Another Op'nin', Another Show, Slide 1</p>	<p>Song Teacher Notes: Another Op'nin', Another Show</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Corta la caña (Head for the Canefields)</p>	<p>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xiii) perform expressively, with accurate rhythm, demonstrating fundamental skills</p>	<p>Play-Along (Keyboard): Peace Like a River</p>	<p>Play-Along (Keyboard) Teacher Notes: Peace Like a River</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hey Ho! Nobody Home, Slide 1</p>	<p>Song Teacher Notes: Hey Ho! Nobody Home</p>	<p>Activity</p>
			<p>Orff Arrangement: Dona nobis pacem</p>	<p>Orff Arrangement Teacher Notes: Dona nobis pacem</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xiv) perform expressively, with accurate rhythm, demonstrating appropriate solo performance techniques</p>	<p>Play-Along (Keyboard): Peace Like a River</p>	<p>Play-Along (Keyboard) Teacher Notes: Peace Like a River</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Born to Be Somebody, Slide 1</p>	<p>Song Teacher Notes: Born to Be Somebody</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xv) perform expressively, with accurate rhythm, demonstrating appropriate small ensemble performance techniques</p>	<p>Orff Arrangement: Tom Dooley</p>	<p>Orff Arrangement Teacher Notes: Tom Dooley</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Siyahamba, Slide 1</p>	<p>Song Teacher Notes: Siyahamba</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xvi) perform expressively, with accurate rhythm, demonstrating appropriate large ensemble performance techniques</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): Sing in Harmony</p>	<p>Instructional Activity (Projectable) Teacher Notes: Sing in Harmony</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Another Op'nin', Another Show, Slide 1</p>	<p>Song Teacher Notes: Another Op'nin', Another Show</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(i) perform independently a varied repertoire of music representing various styles</p>	<p>Instructional Activity (Projectable): Just a Snap-Happy Blues</p>	<p>Instructional Activity (Projectable) Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce, Slide 1</p>	<p>Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(ii) perform independently a varied repertoire of music representing various cultures</p>	<p>Play-Along (Percussion): Alumot (Sheaves of Grain)</p>	<p>Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Loigratong, Slide 1</p>	<p>Song Teacher Notes: Loigratong</p>	<p>Activity</p>
			<p>Play-Along (Percussion): La borinqueña (Beloved Island Home)</p>	<p>Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Siyahamba</p>	<p>Play-Along (Percussion) Teacher Notes: Siyahamba</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(iii) perform expressively a varied repertoire of music representing various styles</p>	<p>Instructional Activity (Projectable): Just a Snap-Happy Blues</p>	<p>Instructional Activity (Projectable) Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Give a Little Love</p>	<p>Play-Along (Ensemble) Teacher Notes: Give a Little Love</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce, Slide 1</p>	<p>Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(iv) perform expressively a varied repertoire of music representing various cultures</p>	<p>Play-Along (Percussion): Alumot (Sheaves of Grain)</p>	<p>Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Loigratong, Slide 1</p>	<p>Song Teacher Notes: Loigratong</p>	<p>Activity</p>
			<p>Play-Along (Percussion): La borinqueña (Beloved Island Home)</p>	<p>Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Siyahamba</p>	<p>Play-Along (Percussion) Teacher Notes: Siyahamba</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(i) sight-read independently, with accurate intonation, demonstrating fundamental skills in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Good King Wenceslas</p>	<p>Play-Along (Recorder) Teacher Notes: Good King Wenceslas</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Scarborough Fair, Slide 1</p>	<p>Song Teacher Notes: Scarborough Fair</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Down in the Valley, Slide 1</p>	<p>Song Teacher Notes: Down in the Valley</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(ii) sight-read independently, with accurate intonation, demonstrating appropriate solo performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Good King Wenceslas</p>	<p>Play-Along (Recorder) Teacher Notes: Good King Wenceslas</p>	<p>Activity</p>

			Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1	Song Teacher Notes: Alumot (Sheaves of Grain)	Activity
--	--	--	--	--	----------

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(iii) sight-read independently, with accurate intonation, demonstrating appropriate small ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Mama Don't 'Low, Slide 1</p>	<p>Song Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(iv) sight-read independently, with accurate intonation, demonstrating appropriate large ensemble performance techniques in known keys</p>	<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): A Gift to Share, Slide 1</p>	<p>Song Teacher Notes: A Gift to Share</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Sing in Harmony!</p>	<p>Song Teacher Notes: Sing in Harmony!</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(v) sight-read expressively, with accurate intonation, demonstrating fundamental skills in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1</p>	<p>Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(vi) sight-read expressively, with accurate intonation, demonstrating appropriate solo performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(vii) sight-read expressively, with accurate intonation, demonstrating appropriate small ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1</p>	<p>Song Teacher Notes: Dona nobis pacem (Grant Us Peace)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(viii) sight-read expressively, with accurate intonation, demonstrating appropriate large ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): A Gift to Share, Slide 1</p>	<p>Song Teacher Notes: A Gift to Share</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(ix) sight-read independently, with accurate rhythm, demonstrating fundamental skills in known keys</p>	<p>Music Reading Notation (Projectable): Red River Valley</p>	<p>Music Reading Notation Teacher Notes: Red River Valley</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Down in the Valley, Slide 1</p>	<p>Song Teacher Notes: Down in the Valley</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(x) sight-read independently, with accurate rhythm, demonstrating appropriate solo performance techniques in known keys</p>	<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xi) sight-read independently, with accurate rhythm, demonstrating appropriate small ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xii) sight-read independently, with accurate rhythm, demonstrating appropriate large ensemble performance techniques in known keys</p>	<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): A Gift to Share, Slide 1</p>	<p>Song Teacher Notes: A Gift to Share</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Another Op'nin', Another Show, Slide 1</p>	<p>Song Teacher Notes: Another Op'nin', Another Show</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xiii) sight-read expressively, with accurate rhythm, demonstrating fundamental skills in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Good King Wenceslas</p>	<p>Play-Along (Recorder) Teacher Notes: Good King Wenceslas</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Down in the Valley, Slide 1</p>	<p>Song Teacher Notes: Down in the Valley</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xiv) sight-read expressively, with accurate rhythm, demonstrating appropriate solo performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xv) sight-read expressively, with accurate rhythm, demonstrating appropriate small ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Mama Don't 'Low, Slide 1</p>	<p>Song Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xvi) sight-read expressively, with accurate rhythm, demonstrating appropriate large ensemble performance techniques in known keys</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Sing in Harmony!</p>	<p>Song Teacher Notes: Sing in Harmony!</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xvii) sight-read independently, with accurate intonation, demonstrating fundamental skills in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Good King Wenceslas</p>	<p>Play-Along (Recorder) Teacher Notes: Good King Wenceslas</p>	<p>Activity</p>

			Song Notation (Projectable): Play Ball!, Slide 1	Song Teacher Notes: Play Ball!	Activity
--	--	--	--	--------------------------------	----------

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xviii) sight-read independently, with accurate intonation, demonstrating appropriate solo performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xix) sight-read independently, with accurate intonation, demonstrating appropriate small ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Mama Don't 'Low, Slide 1</p>	<p>Song Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xx) sight-read independently, with accurate intonation, demonstrating appropriate large ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): A Gift to Share, Slide 1</p>	<p>Song Teacher Notes: A Gift to Share</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxi) sight-read expressively, with accurate intonation, demonstrating fundamental skills in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Good King Wenceslas</p>	<p>Play-Along (Recorder) Teacher Notes: Good King Wenceslas</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Play Ball!, Slide 1</p>	<p>Song Teacher Notes: Play Ball!</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxii) sight-read expressively, with accurate intonation, demonstrating appropriate solo performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxiii) sight-read expressively, with accurate intonation, demonstrating appropriate small ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Hey, Ho! Nobody Home</p>	<p>Play-Along (Ensemble) Teacher Notes: Hey, Ho! Nobody Home</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Mama Don't 'Low, Slide 1</p>	<p>Song Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxiv) sight-read expressively, with accurate intonation, demonstrating appropriate large ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): A Gift to Share</p>	<p>Instructional Activity (Projectable) Teacher Notes: A Gift to Share</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxv) sight-read independently, with accurate rhythm, demonstrating fundamental skills in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Red River Valley</p>	<p>Music Reading Notation Teacher Notes: Red River Valley</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Loigratong</p>	<p>Play-Along (Ensemble) Teacher Notes: Loigratong</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxvi) sight-read independently, with accurate rhythm, demonstrating appropriate solo performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Guitar): La golondrina (The Swallow)</p>	<p>Play-Along (Guitar) Teacher Notes: La golondrina (The Swallow)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Alumot (Sheaves of Grain), Slide 1</p>	<p>Song Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxvii) sight-read independently, with accurate rhythm, demonstrating appropriate small ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): Blue Mountain Lake</p>	<p>Music Reading Teacher Notes: Blue Mountain Lake</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxviii) sight-read independently, with accurate rhythm, demonstrating appropriate large ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxix) sight-read expressively, with accurate rhythm, demonstrating fundamental skills in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Loigratong</p>	<p>Play-Along (Ensemble) Teacher Notes: Loigratong</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxx) sight-read expressively, with accurate rhythm, demonstrating appropriate solo performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxxii) sight-read expressively, with accurate rhythm, demonstrating appropriate small ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Percussion): santa Mash-Up</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Mama Don't 'Low, Slide 1</p>	<p>Song Teacher Notes: Mama Don't 'Low</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms</p>	<p>(xxxii) sight-read expressively, with accurate rhythm, demonstrating appropriate large ensemble performance techniques in known rhythms</p>	<p>Instructional Activity (Interactive): Scattin' A-Round</p>	<p>Instructional Activity (Interactive) Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Ensemble): Canto del agua (Song of the Water)</p>	<p>Play-Along (Ensemble) Teacher Notes: Canto del agua (Song of the Water)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Corta la caña (Head for the Canefields), Slide 1</p>	<p>Song Teacher Notes: Corta la caña (Head for the Canefields)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(i) interpret music symbols referring to previously known elements appropriately when performing</p>	<p>Instructional Activity (Projectable): Another Op'nin', Another Show</p>	<p>Instructional Activity (Projectable) Teacher Notes: Another Op'nin', Another Show</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Scattin' A-Round, Slide 1</p>	<p>Song Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(ii) interpret music symbols referring to notation, including fermata, appropriately when performing</p>	<p>Play-Along (Ensemble): I Bought Me a Cat</p>	<p>Play-Along (Ensemble) Teacher Notes: I Bought Me a Cat</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1</p>	<p>Song Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(iii) interpret music symbols referring to notation, including coda, appropriately when performing</p>	<p>Play-Along (Percussion): Riendo el río corre</p>	<p>Play-Along (Percussion) Teacher Notes: Riendo el río corre</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(iv) interpret music symbols referring to keys appropriately when performing</p>	<p>Song Notation (Projectable): Down in the Valley, Slide 1</p>	<p>Song Teacher Notes: Down in the Valley</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(v) interpret music symbols referring to clefs appropriately when performing</p>	<p>Instructional Activity (Projectable): You Were on My Mind</p>	<p>Instructional Activity (Projectable) Teacher Notes: You Were on My Mind</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Riendo el río corre</p>	<p>Play-Along (Percussion) Teacher Notes: Riendo el río corre</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(vi) interpret music symbols referring to dynamics, including pianissimo to fortissimo, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Instructional Activity (Projectable): You Were on My Mind</p>	<p>Instructional Activity (Projectable) Teacher Notes: You Were on My Mind</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(vii) interpret music symbols referring to tempi, including andante, appropriately when performing</p>	<p>Song Notation (Projectable): Hooray for Hollywood, Slide 1</p>	<p>Song Teacher Notes: Hooray for Hollywood</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(viii) interpret music symbols referring to tempi, including largo, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(ix) interpret music symbols referring to tempi, including adagio, appropriately when performing</p>	<p>Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1</p>	<p>Song Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(x) interpret music symbols referring to articulations, including accent, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Santa Mash-Up</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xi) interpret music symbols referring to articulations, including marcato, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Just a Snap-Happy Blues, Slide 1</p>	<p>Song Teacher Notes: Just a Snap-Happy Blues</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xii) interpret music terms referring to previously known elements appropriately when performing</p>	<p>Instructional Activity (Projectable): Another Op'nin', Another Show</p>	<p>Instructional Activity (Projectable) Teacher Notes: Another Op'nin', Another Show</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Scattin' A-Round, Slide 1</p>	<p>Song Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xiii) interpret music terms referring to notation, including fermata, appropriately when performing</p>	<p>Play-Along (Ensemble): I Bought Me a Cat</p>	<p>Play-Along (Ensemble) Teacher Notes: I Bought Me a Cat</p>	<p>Activity</p>
			<p>Play-Along (Recorder): Ribbons in the Sky</p>	<p>Play-Along (Recorder) Teacher Notes: Ribbons in the Sky</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1</p>	<p>Song Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xiv) interpret music terms referring to notation, including coda, appropriately when performing</p>	<p>Play-Along (Percussion): Riendo el río corre</p>	<p>Play-Along (Percussion) Teacher Notes: Riendo el río corre</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xv) interpret music terms referring to keys appropriately when performing</p>	<p>Instructional Activity (Projectable): You Were on My Mind</p>	<p>Instructional Activity (Projectable) Teacher Notes: You Were on My Mind</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xvi) interpret music terms referring to clefs appropriately when performing</p>	<p>Instructional Activity (Projectable): You Were on My Mind</p>	<p>Instructional Activity (Projectable) Teacher Notes: You Were on My Mind</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Riendo el río corre</p>	<p>Play-Along (Percussion) Teacher Notes: Riendo el río corre</p>	<p>Activity</p>
			<p>Song Notation (Projectable): I Shall Sing, Slide 1</p>	<p>Song Teacher Notes: I Shall Sing</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xvii) interpret music terms referring to dynamics, including pianissimo to fortissimo, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
			<p>Play-Along (Percussion): The Beat Goes On</p>	<p>Play-Along (Percussion) Teacher Notes: The Beat Goes On</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xviii) interpret music terms referring to tempi, including andante, appropriately when performing</p>	<p>Song Notation (Projectable): Hooray for Hollywood, Slide 1</p>	<p>Song Teacher Notes: Hooray for Hollywood</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xix) interpret music terms referring to tempi, including largo, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xx) interpret music terms referring to tempi, including adagio, appropriately when performing</p>	<p>Song Notation (Projectable): Stille Nacht (Silent Night), Slide 1</p>	<p>Song Teacher Notes: Stille Nacht (Silent Night)</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Orff Arrangement: Scattin' A-Round</p>	<p>Orff Arrangement Teacher Notes: Scattin' A-Round</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xxi) interpret music terms referring to articulations, including accent, appropriately when performing</p>	<p>Instructional Activity (Projectable): Sing in Harmony</p>	<p>Instructional Activity (Projectable) Teacher Notes: Sing in Harmony</p>	<p>Activity</p>
			<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Santa Mash-Up</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>

<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing</p>	<p>(xxii) interpret music terms referring to articulations, including marcato, appropriately when performing</p>	<p>Instructional Activity (Interactive): Jambo Bwana</p>	<p>Instructional Activity (Interactive) Teacher Notes: Jambo Bwana</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Santa Mash-Up</p>	<p>Play-Along (Percussion) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty</p>	<p>(i) create increasingly complex rhythmic phrases using known rhythms at an appropriate level of difficulty</p>	<p>Instructional Activity (Interactive): Santa Mash-Up</p>	<p>Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up</p>	<p>Activity</p>
			<p>Music Reading Notation (Projectable): La mariposa</p>	<p>Music Reading Notation Teacher Notes: La mariposa (The Butterfly)</p>	<p>Activity</p>
			<p>Play-Along (Percussion): Alumot (Sheaves of Grain)</p>	<p>Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)</p>	<p>Activity</p>
			<p>Song Notation (Projectable): Riendo el río corre (Run, Run, River), Slide 1</p>	<p>Song Teacher Notes: Riendo el río corre (Run, Run, River)</p>	<p>Activity</p>

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:	(G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty	(ii) create increasingly complex melodic phrases using known pitches at an appropriate level of difficulty	Music Reading Notation (Projectable): La mariposa	Music Reading Notation Teacher Notes: La mariposa (The Butterfly)	Activity
			Play-Along (Ensemble): Hey, Ho! Nobody Home	Play-Along (Ensemble) Teacher Notes: Hey, Ho! Nobody Home	Activity
			Play-Along (Ensemble): Mama Don't 'Low	Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low	Activity
			Song Notation (Projectable): Riendo el río corre (Run, Run, River), Slide 1	Song Teacher Notes: Riendo el río corre (Run, Run, River)	Activity
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage	(i) perform music that is representative of diverse cultures, including American heritage	Song Notation (Projectable): The Beat Goes On, Slide 1	Song Teacher Notes: The Beat Goes On	Activity
			Song Notation (Projectable): Blue Mountain Lake, Slide 1	Song Teacher Notes: Blue Mountain Lake	Activity
			Song Notation (Projectable): Texas in My Soul, Slide 1	Song Teacher Notes: Texas in My Soul	Activity
			Song Notation (Projectable): Tom Dooley	Song Teacher Notes: Tom Dooley	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage	(ii) perform music that is representative of diverse cultures, including Texas heritage	Song Notation (Projectable): Cowboys' Christmas, Slide 1	Song Teacher Notes: Cowboys' Christmas	Activity
			Song Notation (Projectable): Texas in My Soul, Slide 1	Song Teacher Notes: Texas in My Soul	Activity
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(i) examine written music representative of diverse genres	Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
			Song Notation (Projectable): Hey Ho! Nobody Home, Slide 1	Song Teacher Notes: Hey Ho! Nobody Home	Activity
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(ii) examine written music representative of diverse styles	Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
			Instructional Activity (Projectable): Just a Snap-Happy Blues	Instructional Activity (Projectable) Teacher Notes: Just a Snap-Happy Blues	Activity
			Song Notation (Projectable): St. Louis Blues, Slide 1	Song Teacher Notes: St. Louis Blues	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(iii) examine written music representative of diverse periods	Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
			Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1	Song Teacher Notes: Dona nobis pacem (Grant Us Peace)	Activity
			Song Notation (Projectable): Good King Wenceslas, Slide 1	Song Teacher Notes: Good King Wenceslas	Review
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(iv) examine written music representative of diverse cultures	Play-Along (Percussion): Siyahamba	Play-Along (Percussion) Teacher Notes: Siyahamba	Activity
			Song Notation (Projectable): La borinqueña (Beloved Island Home), Slide 1	Song Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): La golondrina (The Swallow), Slide 1	Song Teacher Notes: La golondrina (The Swallow)	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(v) examine aurally presented music representative of diverse genres	Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
			Instructional Activity (Projectable): Just a Snap-Happy Blues	Instructional Activity (Projectable) Teacher Notes: Just a Snap-Happy Blues	Activity
			Song Notation (Projectable): Good King Wenceslas, Slide 1	Song Teacher Notes: Good King Wenceslas	Review
			Song Notation (Projectable): Glory, Glory Hallelujah, Slide 1	Song Teacher Notes: Glory, Glory Hallelujah	Activity
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(vi) examine aurally presented music representative of diverse styles	Instructional Activity (Projectable): Just a Snap-Happy Blues	Instructional Activity (Projectable) Teacher Notes: Just a Snap-Happy Blues	Activity
			Song Notation (Projectable): Glory, Glory Hallelujah, Slide 1	Song Teacher Notes: Glory, Glory Hallelujah	Activity
			Play-Along (Percussion): La borinqueña (Beloved Island Home)	Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(vii) examine aurally presented music representative of diverse periods	Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce	Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
			Song Notation (Projectable): Dona nobis pacem (Grant Us Peace), Slide 1	Song Teacher Notes: Dona nobis pacem (Grant Us Peace)	Activity
			Song Notation (Projectable): Good King Wenceslas, Slide 1	Song Teacher Notes: Good King Wenceslas	Review
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures	(viii) examine aurally presented music representative of diverse cultures	Play-Along (Percussion): La borinqueña (Beloved Island Home)	Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Play-Along (Percussion): Siyahamba	Play-Along (Percussion) Teacher Notes: Siyahamba	Activity
			Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder), Slide 1	Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences	(i) identify relationships of music content to other academic disciplines	Song Notation (Projectable): Cowboys' Christmas Ball, Slide 1	Song Teacher Notes: Cowboys' Christmas Ball	Activity
			Song Notation (Projectable): The Marines' Hymn, Slide 1	Song Teacher Notes: The Marines' Hymn	Activity
			Song Notation (Projectable): Play Ball!, Slide 1	Song Teacher Notes: Play Ball!	Activity
			Song Notation (Projectable): Siyahamba, Slide 1	Song Teacher Notes: Siyahamba	Activity
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences	(ii) identify relationships of music processes to other academic disciplines	Song Notation (Projectable): Cowboys' Christmas Ball, Slide 1	Song Teacher Notes: Cowboys' Christmas Ball	Activity
			Song Notation (Projectable): Play Ball!, Slide 1	Song Teacher Notes: Play Ball!	Activity

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(D) describe music-related vocations and avocations	(i) describe music-related vocations and avocations	Instructional Activity (Projectable): Another Op'nin', Another Show	Instructional Activity (Projectable) Teacher Notes: Another Op'nin', Another Show	Activity
			Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce, Slide 1	Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings	(i) demonstrate appropriate concert etiquette as an informed, actively involved listener during live performances in a variety of settings	Orff Arrangement: Down in the Valley	Orff Arrangement Teacher Notes: Down in the Valley	Activity
			Play-Along (Guitar): Cowboys' Christmas Ball	Play-Along (Guitar) Teacher Notes: Cowboys' Christmas Ball	Activity
			Song Notation (Projectable): I Shall Sing, Slide 1	Song Teacher Notes: I Shall Sing	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings	(ii) demonstrate appropriate concert etiquette as an informed, actively involved listener during recorded performances in a variety of settings	Play-Along (Ensemble): Rockin' Pneumonia and the Boogie Woogie Flu	Play-Along (Ensemble) Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity
			Play-Along (Guitar): Cowboys' Christmas Ball	Play-Along (Guitar) Teacher Notes: Cowboys' Christmas Ball	Activity
			Song Notation (Projectable): I Shall Sing, Slide 1	Song Teacher Notes: I Shall Sing	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings	(iii) demonstrate appropriate stage etiquette as an informed, actively involved performer during live performances in a variety of settings	Orff Arrangement: Down in the Valley	Orff Arrangement Teacher Notes: Down in the Valley	Activity
			Play-Along (Ensemble): Rockin' Pneumonia and the Boogie Woogie Flu	Play-Along (Ensemble) Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity
			Song Notation (Projectable): Another Op'nin', Another Show, Slide 1	Song Teacher Notes: Another Op'nin', Another Show	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings	(iv) demonstrate appropriate stage etiquette as an informed, actively involved performer during recorded performances in a variety of settings	Play-Along (Ensemble): Rockin' Pneumonia and the Boogie Woogie Flu	Play-Along (Ensemble) Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity
			Song Notation (Projectable): Another Op'nin', Another Show, Slide 1	Song Teacher Notes: Another Op'nin', Another Show	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(B) apply criteria for listening to and evaluating musical performances	(i) apply criteria for listening to musical performances	Play-Along (Guitar): Cowboys' Christmas Ball	Play-Along (Guitar) Teacher Notes: Cowboys' Christmas Ball	Activity
			Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu, Slide 1	Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(B) apply criteria for listening to and evaluating musical performances	(ii) apply criteria for evaluating musical performances	Music Reading Notation (Projectable): Bat kim thang, Slides 1-3	Music Reading Teacher Notes: Bat kim thang	Activity
			Play-Along (Percussion): La borinqueña (Beloved Island Home)	Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings	(i) demonstrate processes for self-evaluation	Instructional Activity (Projectable): Born to Be Somebody	Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings	(ii) select the tools for self-evaluation	Instructional Activity (Projectable): Born to Be Somebody	Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings	(iii) demonstrate processes for personal artistic improvement	Instructional Activity (Projectable): Born to Be Somebody	Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings	(iv) select the tools for personal artistic improvement	Instructional Activity (Projectable): Born to Be Somebody	Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(D) identify and apply criteria for evaluating personal performances	(i) identify criteria for evaluating personal performances	Play-Along (Percussion): La borinqueña (Beloved Island Home)	Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): La borinqueña (Beloved Island Home), Slide 1	Song Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(D) identify and apply criteria for evaluating personal performances	(ii) apply criteria for evaluating personal performances	Music Reading Notation (Projectable): Ezekiel Saw the Wheel	Music Reading Teacher Notes: Ezekiel Saw the Wheel	Activity
			Play-Along (Percussion): La borinqueña (Beloved Island Home)	Play-Along (Percussion) Teacher Notes: La borinqueña (Beloved Island Home)	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models	(i) evaluate the quality of musical performances by comparing them to exemplary models	Instructional Activity (Projectable): Hooray for Hollywood	Instructional Activity (Projectable) Teacher Notes: Hooray for Hollywood	Activity
			Song Notation (Projectable): There Is Love Somewhere, Slide 1	Song Teacher Notes: There Is Love Somewhere	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models	(ii) evaluate the effectiveness of musical performances by comparing them to exemplary models	Instructional Activity (Projectable): Hooray for Hollywood	Instructional Activity (Projectable) Teacher Notes: Hooray for Hollywood	Activity
			Song Notation (Projectable): There Is Love Somewhere, Slide 1	Song Teacher Notes: There Is Love Somewhere	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(i) demonstrate appropriate cognitive responses to music	Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
			Instructional Activity (Projectable): You Were on My Mind	Instructional Activity (Projectable) Teacher Notes: You Were on My Mind	Activity
			Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu, Slide 1	Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(ii) demonstrate appropriate kinesthetic responses to music	Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
			Instructional Activity (Projectable): There is Love Somewhere	Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere	Activity
			Song Notation (Projectable): The Beat Goes On, Slide 1	Song Teacher Notes: The Beat Goes On	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(iii) demonstrate appropriate cognitive responses to musical performances	Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
			Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu, Slide 1	Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu	Activity

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(iv) demonstrate appropriate kinesthetic responses to musical performances	Instructional Activity (Projectable): Swanee	Instructional Activity (Projectable) Teacher Notes: Swanee	Activity
			Instructional Activity (Projectable): There is Love Somewhere	Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere	Activity
			Song Notation (Projectable): The Beat Goes On, Slide 1	Song Teacher Notes: The Beat Goes On	Activity
			Song Notation (Projectable): Peace Like a River, Slide 1	Song Teacher Notes: Peace Like a River	Activity