

Florida Curriculum Correlations to Musicplay K-6



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BENCHMARK	Kindergarten		
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.	Musicplay K teacher's guide	#4 Listen as I play the Beat, Beat Chant #11 Vivacy, Handel
MU.K.C.1.2	Identify various sounds in a piece of music.	Musicplay K teacher's guide	#89 Musical Priest #92 Listen to me Play - identify non-pitched instruments in a song #107 identify the sounds of a variety of instruments
MU.K.C.1.3	Identify, visually and aurally, pitched and unpitched classroom instruments.	Musicplay K teacher's guide	#4a Beat Chant #92 Listen to me Play - identify non-pitched instruments in a song #154 Move to the Instruments
MU.K.C.1.4	Identify singing, speaking, and whispering voices.	Musicplay K teacher's guide	#7 This is my Speaking Voice
MU.K.C.2.1	Identify similarities and/or differences in a performance.	Musicplay K teacher's guide	#43 Gavotte - identify loud/quiet #84 Pages Train - song is sung slow/fast
MU.K.C.3.1	Share opinions about selected pieces of music.	Musicplay K teacher's guide	#10 A Smile (What does music make you think of?) #25, 26
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.	Musicplay K teacher's guide	#7 activity 3
MU.K.S.2.1	Sing or play songs from memory.	Musicplay K teacher's guide	#14 - suggestions given to help students memorize words
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.	Musicplay K teacher's guide	#12 Hickety Tickety page 67 - Brown Bear storybook, make up new melodies #76 Who has the pencil
MU.K.S.2.1	Sing or play songs from memory.	Musicplay K teacher's guide	Musicplay K has 150+ songs
MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.	Musicplay K teacher's guide	So-mi and La-so-mi songs include #19 Gingerbread Man #23 HeyHey! #95 Kangaroo #161 Fireman #72 Old Mother Brown #37 Pumpkin Fat #133 Rain Rain #16 Andy Pandy #109 Burnie Bee #124 Bubblegum #60 Curly Joe #159 See Saw #102 A Tisket a Tasket

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK	Kindergarten		
MU.K.S.3.2	Perform simple songs and accompaniments.	Musicplay K teacher's guide	#18 Gingerbread Man, #50 Teddy Bear, #133 Rain Rain
MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.	Musicplay K teacher's guide	#6 You've Got to Sing, page 9 Melody Elephant (rubrics) #12 Hickety Tickety #109 Burnie Bee
MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.	Musicplay K teacher's guide	page 5 - rhythm patterns using sticks page 29 create rhythm patterns with colors, #122 Pass the Shoe www.musicplayonline.com - echo rhythm movies
MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.	Musicplay K teacher's guide	Pointing pages included to teach beat and rhythm for many songs including: #23 Hey Hey, #37 Pumpkin Fat, #50 Teddy Bear, #72 Old Mother Brown, #95 Kangaroo, #102 Tisket a Tasket, #109 Burnie Bee, #124 Bubble Gum
MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.	Musicplay K teacher's guide	Pointing pages included to teach beat and rhythm for many songs including: #23 Hey Hey, #37 Pumpkin Fat, #50 Teddy Bear, #72 Old Mother Brown, #95 Kangaroo, #102 Tisket a Tasket, #109 Burnie Bee, #124 Bubble Gum
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.	Musicplay K teacher's guide	#10 A Smile, #11 Vivace - pointing page to show how music makes you feel #27 I'm Glad - draw picture
MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.	Musicplay K teacher's guide	#136 Ame Ame (Japan) #83 Arroz con leche (Spanish) #142 Debajo del Boton (Spanish) #168 Hotaru Koi (Japan) #42 Kumbayah (African) #155 Los Pollitos (Spanish) #41 Sambalele (Brazil) #103 San Severino (Spanish) #146 Scie le bois (French) #120 Tingalayo (West Indian)
MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.	Musicplay K teacher's guide	#136 Ame Ame (Japan) #83 Arroz con leche (Spanish) #142 Debajo del Boton (Spanish) #168 Hotaru Koi (Japan) #42 Kumbayah (African) #155 Los Pollitos (Spanish) #41 Sambalele (Brazil) #103 San Severino (Spanish) #146 Scie le bois (French) #120 Tingalayo (West Indian)
MU.K.F.1.1	Respond to and explore music through creative play and found sounds in the music classroom.	Musicplay K teacher's guide	6b, 9b etc. Movement Activity 1-2-3, #9, #15 etc. (explore movement) 28a. Criss Cross Applesauce, 105a. Dinosaurs - play found sounds #17 create patterns, #18 create a dance, #19 create movements There are activities for almost every song or activity for students to respond to, explore and create sounds
MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.	Musicplay K teacher's guide	2. Put Your Finger - behavior discussed and taught through the song 3. Count and Go and #128 - expectations for behavior in movement activity discussed

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK	Grade One		
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.	Musicplay 1 teacher's guide	higher-lower #22 High Low #36 Cuckoo #47 Lemonade #55 Strawberry Shortcake #96 Old Dog loud-quiet #8 Wheels on the Bus #89Bunny Hides a Basket #4 loud / quiet sounds fast-slow #7 Grand Old Duke of York Fast/Slow Listening Kit 1 #8, 9 Wild Donkeys, Toirtoises Musicplay 1 - #52 Love my Slippers #77 Old Gray Cat, #77a
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.	Musicplay 1 teacher's guide	higher-lower #22 High Low #36 Cuckoo #47 Lemonade #55 Strawberry Shortcake #96 Old Dog loud-quiet #8 Wheels on the Bus #89Bunny Hides a Basket #4 loud / quiet sounds fast-slow #7 Grand Old Duke of York Fast/Slow Listening Kit 1 #8, 9 Wild Donkeys, Toirtoises Musicplay 1 - #52 Love my Slippers #77 Old Gray Cat, #77a
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.	Musicplay 1 teacher's guide	1a. Listen to the Rhythm #51 The Bells on the Sleigh
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers	Musicplay 1 teacher's guide	10. I Don't Know - children point to the kind of voice that they hear
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.	Musicplay 1 teacher's guide	13. Hickory Dickory - 4 groups perform a verse, compare performances #34 Bounce High - groups perform, evaluate #53 Mary Had a Baby - groups perform, evaluate
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.	Listening Resource Kit 1 Musicplay 1 teacher's guide	Listening Resource Kit 1 - pg 16 Listening Lot asks 43. Fais do do - ask how it makes them feel page 115 - #36 Gigue, Listening Resource 1 - makes them feel #104 "Heebie Jeebies - ask how it makes them feel
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.	Musicplay 1 teacher's guide	page 26, 28, 122 Create question and answer rhythm compositions
MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.	Musicplay 1 teacher's guide	page 26, 28, 122 Create question and answer melodic patterns #90, #94 create melodic ostinato #51, #61 create with note squares, #74, #89, #94 create rhythm
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.	Musicplay 1 teacher's guide	#1 Dooby Doo, #3 Little Red Wagon, #6 Statue Game, #8 Wheels on the Bus, #88 Five Little Ducks, #91, #92 etc.

BENCHMARK	Grade One		
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.	Musicplay 1 teacher's guide	So-mi songs: #4 Snail Snail #9 Choo Choo Train #12 Counting Song #55 Strawberry Shortcake - Bye Low Baby Oh
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.	Musicplay 1 teacher's guide	Is m songs: #4 Snail, #20 Bye Low - play melody #34 Bounce the Ball, #37 Lucy Locket #55 Strawberry, #60 Tommy, #69 Tick, #74 We are Dancing, Accompaniments for these songs are in The Orff Source
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.	musicplayonline.com Musicplay 1 teacher's guide	www.musicplayonline.com - solfa movies for sm, lsm, smd, etc. Is m songs: #4 Snail, #34 Bounce the Ball, #37 Lucy Locket 55 Strawberry, #60 Tommy, #69 Tick, #74 We are Dancing, Accompaniments for these songs are in The Orff Source
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.	Musicplay 1 teacher's guide	Use beat/rhythm #4 Snail Snail #34 Bounce the Ball #37 Lucy Locket #55 Strawberry Shortcake #60 Tommy Tiddlemouse #69 Tick Tock #74 We are Dancing,
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.	musicplayonline.com Musicplay 1 teacher's guide	www.musicplayonline.com - notate solfa reading songs #55 Strawberry Shortcake
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.	Musicplay 1 teacher's guide Listening Resource 1	#34 Bounce the Ball (ab) #37 Lucy Locket (abab) #60 Tommy Tiddlemouse (aabc) #74 We Are Dancing in the Forest Listening 1 - #30 Balletmusik ABA, #40 Valse ABA, #28 AABB, #42 AABA, #29 ABC #17 Rondo, #43 Rondeau
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.	Musicplay 1 teacher's guide	Use beat/rhythm #4 Snail Snail #34 Bounce the Ball #37 Lucy Locket #55 Strawberry Shortcake #60 Tommy Tiddlemouse #69 Tick Tock #74 We are Dancing, etc.
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples	Musicplay 1 teacher's guide	#7 Grand Old Duke of York Listening Resource Kit 1 pg 9 Listening 1 Digital Resource, Track 6-19 Assessment #52 Love my Slippers
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.	Musicplay 1 teacher's guide	African #19 - Kye Kye Koolay, 39 African American #65 - Michael Row, 118 American #109 - My Country 'Tis of Thee #110 - Star Spangled Banner #111 - You're a Grand Old Flag Canadian #100 - Savez vous planter les choux #108 - O Canada French #43 - Fais dodo #57 - Vive le Compagnie #64 - Un, Deux, Trois #100 - Save Spanish #31 - Juanito #56 - Pimpon #102 - La Vibora #103 - El Coqui
MU.1.H.1.2	Explain the work of a composer.	Listening Resource 1	Listening Resource Kit 1 pg 35 Mozart, pg 39 Grieg, pg 44 Handel, pg 46 Chopin,
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.	Musicplay 1 teacher's guide	118 American #109 - My Country 'Tis of Thee #110 - Star Spangled Banner #111 - You're a Grand Old Flag

BENCHMARK	Grade One		
MU.1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.	Musicplay 1 teacher's guide	<p>pg 7 make bug poems and create sounds for each bug</p> <p>pg. 16 Mortimer, story</p> <p>#8 Wheels on the Bus - replace words with non-pitched instruments</p> <p>#11 Apples and Bananas - replace words with sounds</p> <p>#12 - Counting Song - accompany song with non-pitched: play numbers on one timbre, words on another #17 Hop Old Squirrel - two groups, play words on n/p</p> <p>#18 Ten in the Bed - play instruments on "roll over" #19 Kye Koolay - play words on non-pitched (n/p)</p> <p>#40a - Three Bears story - choose instruments</p> <p>#47 Hanukkah song</p> <p>#102a - Chicken Little Story create sound effects</p> <p>pg 166 create ostinato for poem/chant</p> <p>pg. 194 (will edit to add this)</p>
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.	<p>Musicplay 1 teacher's guide</p> <p>Listening Kit 1</p>	<p>#5 Sam the Robot Man - create movement #27 Magic Spell - create movements</p> <p>#44 Punchinello #59 Little Red Car #77 Old Gray Cat etc.</p> <p>Listening Kit 1 #11 Kangaroo</p> <p>#13 Long Eared Persons - move to show high/low etc.</p>
MU.1.F.2.1	Describe how he or she likes to participate in music.	Musicplay 1 teacher's guide	Add to page 98 and pg. 127
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom	Musicplay 1 teacher's guide	pg 47, 98, 112 - in class presentations, 120 - behavior, pg. 130, pg 160, 162

BENCHMARK	Grade Two		
M 28. Sing For Peace U.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.	Musicplay 2 teacher's guide	7. Okkitokiunga Discuss with the students how singing a song can help to teach us about other cultures. 9. I've Been Working 15. Thanks a Lot! 40. O Hanukkah 44. Rocks for Christmas etc.
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.	Musicplay 2 teacher's guide	12. Obwisana (clap and derive rhythms - tie) #13 "Bell Horses (read ta ti-ti) 16. Time to Play - read patterns in song, write own patterns #18 "Falling Leaves 20. Icka Backa - compare patterns, derive form (abac) 25. Old Mother Witch - compare patterns, derive form (aaba) 45. Jolly Old St. Nicholas pg. 90 form of Haiku
MU.2.F.1.1	Create a musical performance that brings a story or poem to life.	Musicplay 2 teacher's guide	pg. 117 Make up a story with the students' assistance, using the sea songs to illustrate the story pg 148 Mmm, Cookies!" by Robert Munsch
MU.2.F.2.1	Describe how people participate in music.	Musicplay 2 teacher's guide	7. Okkitokiunga pg 46 - Music as part of our lives, 9. I've Been Working on the Railroad pg 49, 15. Thanks a Lot! etc.
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.	Musicplay 2 teacher's guide	20. Icka Backa pg. 70 - I noticed, I wondered #22 "Birds and Bats pg 72 43. Ring, Ring, Ring the Bells pg. 105 51. I Like to Play the Instruments pg. 119, reflect on their own performances
MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher	Musicplay 2 teacher's guide	pg 18 (Poor Little Bug), pg 46, pg 50 (Listen Kit 2)
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.	Listening Kit 2	pg. 18-19 Listening Resource Kit 2 - Listening Log
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.	Musicplay 2 teacher's guide	16. Time to Play -divide into groups (categories) unpitched instruments 37a. Flea Poem, review families of non-pitched Classroom Instrument Bingo - supplemental resource

BENCHMARK	Grade Two		
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.	Musicplay 2 teacher's guide	32. Doggie Doggie - discuss timbre of voices
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.	Musicplay 2 teacher's guide	20. Icka Backa - evaluate performance pg. 70 - I noticed, I wondered #22 "Birds and Bats pg 72 43. Ring, Ring, Ring the Bells pg. 105 51. I Like to Play the Instruments pg. 119, reflect on their own performances
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.	Listening Kit 2	Listening Logs pg 18-19 Listening Kit 2. This question can be added to the logs.
MU.2.S.1.1	Improvise short phrases in response to a given musical question.	Musicplay 2 teacher's guide	24. Witch's Stew pg. 49 Kodaly focus pg 73 Kodaly focus pg 76 using the note do in question-answer melodies with the students. 61. Ham and Eggs - improvise answers
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.	Musicplay 2 teacher's guide	64. Cut the Cake - create "treats" ostinato, 66. It's Raining, 71. Rain on the Green Grass, 73. Hot Cross Buns
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.	Musicplay 2 teacher's guide	Dynamics: 11-John Jacob 21-What's that 62-Cat Came Back 75-Find Basket Form 18. Falling Leaves, 20. Icka Backa , 39. Pease Porridge Hot , 73. Hot Cross Buns, 95. Here Comes a Bluebird, 96. Down Came Johnny, 97. Let Us Chase the Squirrel New Lyrics - 78. Rabbits, #98 "Christopher McCracken
MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.	Musicplay 2 teacher's guide	All songs in Musicplay are in appropriate ranges for children.
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.	Orff Source	32 songs in Musicplay are arranged for Orff instruments.
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.	Musicplay 2 teacher's guide	la-so-mi 10-Bounce High 13. Bell Horses 32. Doggie Doggie 36. Bluebells 52. Oliver Twist 66. It's Raining 75. Find the Easter Basket so-mi-do 39. Pease Porridge Hot 49. Mouse Mousie 59. I See The Moon 82. Johnny One Hammer la-sol-mi-do: 16. Time To Play 20. Icka Backa 37. Johnny Caught a Flea 88. Bought Me a Cat www.musicplayonline.com solfa movies - echo, read and sing, sing what you hear, assess, poison melody

BENCHMARK	Grade Two		
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.	musicplayonline.com	www.musicplayonline.com solfa movies - sing what you hear pg ix: Which flashcard did I clap? pg 38 - Kodaly focus: Which flashcard did I sing?
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.	musicplayonline.com	www.musicplayonline.com solfa movies - echo patterns, sing what you hear assessment movies
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.	Listening Kit 2	Listening Logs pg 18-19 Listening Kit 2.
MU.2.O.1.2	Identify the form of a simple piece of music.	Musicplay 2 teacher's guide	Form 18. Falling Leaves, 20. Icka Backa , 39. Pease Porridge Hot , 73. Hot Cross Buns, 95. Here Comes a Bluebird, 96. Down Came Johnny, 97. Let Us Chase the Squirrel New lyrics - 78. Rabbits, #98 "Christopher McCracken
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.	Musicplay 2 teacher's guide	Dynamics: 11-John Jacob 21-What's that 62-Cat Came Back 75-Find Basket Tempo: 6-Poor Little Bug 26-Grand Old Duke 14-Tony Chestnut
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures	Musicplay 2 teacher's guide	#2-O Canada, #2A-My Country 'tis of Thee (USA), #12-Obwisana (Ghana), #91-Kagome (Japan), #85-Japanese Frog Song, #48-Japanese New Year Song, #56-Gitsagakomim (Blackfoot), #80-Salish Hand Game
MU.2.H.1.2	Identify the primary differences between composed and folk music.	Musicplay 2 teacher's guide	9. I've Been Working on the Railroad pg 24 Discuss folk songs with your students.

BENCHMARK	Grade Three		
MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.	Musicplay 3 teacher's guide	pg. 21 and 25 teacher's guide
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.	Listening Kit 3	Listening Log and Response Journal in Listening Kit 3 pg 8-9.
MU.3.C.1.3	Identify families of orchestral and band instruments.	Musicplay 3 Teacher's Guide Listening Kit 3	Woodwind Family Page 60, Movie and PPT in Digital Resource Brass Family Page 90 Movie and PPT in Digital Resource Percussion Family Page 93 Movie and PPT in Digital Resource String Family Page 122 Movie and PPT in Digital Resource worksheets, pg 14-17
MU.3.C.1.4	Discriminate between unison and two-part singing.	Musicplay 3 Teacher's Guide	13. Seasons pg 29 50. Donkeys Love Carrots
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.	Musicplay 3 Teacher's Guide	1. I Like Singin' pg 3 Listen to your performance and ask the students questions about it. 30. Children Together pg 58
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	Musicplay 3 Teacher's Guide	pg 69 Compare the way elements are used in two songs.
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.	Musicplay 3 Teacher's Guide	11. Shake the Papaya - improvise or create 16 beats over perc. accompniment pg 31 create rhythm pg89 - create with question and answer pg 59 improvise drm melodies to 2 poems 68. Song of the Frog - improvise B C D sections. 89. Tinga Layo - improvise or create 16 beats over perc. accompniment
MU.3.S.1.2	Create an alternate ending to a familiar song.	Musicplay 3 Teacher's Guide	# 68 Song of the Frog
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.	Musicplay 3 Teacher's Guide	4. I'm Glad I'm Back at School ABA form 9. Rocky Mountain AB form 41. Paw Paw Patch - phrase form (abac) 52. Tideo - sort phrases to learn song phrase form: #92 Someone's Tappaing

BENCHMARK	Grade Three		
MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch	Musicplay 3 teacher's guide	Rounds: 8. Whoopee Cushion 42. Santa Claus Is Coming 50. Donkeys Love Carrots 65. Eating is Fun 68. Song of the Frog 77. I Love the Mountains 87. Swedish March Melodic Ostinato 16. Bells in the Steeple 22. Closet Key 23. Trampin' 31. Long Legged Sailor 36. Shake Them 'Simmons 43. King's Land 63. Donkey Riding 77. I Love the Mountains
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	Orff Source	Orff arrangements in Orff Source: #7 No Robbers #16 Bells in the Steeple, #23 Trampin', #22 Closet Key #9 Rocky Mountain #21 Old Woman All Skin #51 Cindy #88 Inuit Lullaby In the Land of Oz
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.	Musicplay 3 teacher's guide	drum songs: #9 Rocky Mountain #29 I'm an Acorn #33 Playin' On the Washboard #51 Cindy #56 New Shoes #66 Shiny Penny #83 Find the Basket
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.	www.musicplayonline.com	www.musicplayonline.com solfa movies and rhythm practice movies - echo sing, read-sing, sing what you hear,
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.	www.musicplayonline.com	www.musicplayonline.com All reading songs have interactive note naming activities (solfa and absolute) Kodaly worksheets for all reading songs in Musicplay 3.
MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.	Musicplay 3 Teacher's guide Listening Kit 3	pg 33 Compare elements of two songs Listening Logs pg 8-9 Listening Kit 3
MU.3.O.1.2	Identify and describe the musical form of a familiar song.	Musicplay 3 teacher's guide	4. I'm Glad I'm Back at School ABA form 9. Rocky Mountain AB form 41. Paw Paw Patch - phrase form (abac) 52. Tideo - sort phrases to learn song
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.	Musicplay 3 teacher's guide	pg 120 Read ♩ ♪♪ ♫♪♪, create rhythm compositions
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	Listening Kit 3	pg 33 Compare elements of two songs Listening Kit 3 #7: Tendre, #8: Leger pg 69 Compare elements of two songs

BENCHMARK	Grade Three		
MU.3.H.1.1	Compare indigenous instruments of specified cultures.	Musicplay 3 teacher's guide	#18 - Indian Summer #19 - Ceremonial Dance, #40 - Island Steel Drum #71 - Irish Reel #82 - Didgeridoo #90 Kaaniiskina - Native American drum #102 - Zulu Tribal Dance
MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works	Listening Kit 3	Listening Kit 3 - Composer biographies and questions are as follows: Robert Schumann pg 32, Bach pg 34, Handel pg 36, Tchaikovsky pg 39, Beethoven pg 42, Johann Strauss Jr. pg 48, Mozart pg 53 Listening Logs pg 8, ask questions about the works.
MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.	Musicplay 3 teacher's guide	#18 - Indian Summer #19 - Ceremonial Dance, #40 - Island Steel Drum #71 - Irish Reel #82 - Didgeridoo #90 Kaaniiskina - Native American drum #102 - Zulu Tribal Dance
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.	Musicplay 3 teacher's guide	#25 Nothing But Peace - students discuss how this song came to be.
MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	Musicplay Digital #9	Musicplay Digital - #9 Rocky Mountain PowerPoint, compares music and art
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.	Musicplay 3 teacher's guide	29a. The Three Little Pigs story pg 66 poem Sea Shell pg 126 poems for March pg 150 Caterpillar - create accompaniment pg 157 The Squirrel
MU.3.F.2.1	Identify musicians in the school, community, and media.	Musicplay 3 teacher's guide	19. Ceremonial Dance pg 38 (Lead a discussion about the role of musicians in different cultures.) #23 Trampin
MU.3.F.2.2	Describe opportunities for personal music-making.	Musicplay 3 teacher's guide	#1 I like Singin - pg 3 #19 Ceremonial Dance, #23
MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	Musicplay 3 teacher's guide	pg 40 create poems using dynamics 33. Playin' on the Washboard, pg 60 pg 85 Singing a canon in a small group 54. Yummy Yum Yum (new verses), 65. Eating is Fun (new verses)

BENCHMARK	Grade Four		
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.	Musicplay 4 Teacher's guide	page 19 Teacher's guide Listening Resource Kit 4, pg 9 Listening Log, pg 8 Response Journal questions
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.	Listening Resource Kit 4	Listening Resource Kit 4, pg 9 Listening Log
MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.	Listening Resource Kit 4 Musicplay 4 Teacher's guide Digital Resources	pg 10-13 pg 166 Musicplay 4 Teacher's Guide #99 String Family #100 Percussion Family #101 Woodwind #102 Brass Musicplay Digital Resources include movies on each of the families
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.		
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	Musicplay 4 Teacher's guide Listening Kit 4	pg 224 Self assess singing, performance, playing barred instruments pg. 219 Concert Review, Musicplay 4 Teacher's Guide pg 69 Concert Review Listening Kit 4
MU.4.C.2.2	Critique specific techniques in one's own and others' performances using teacher-established criteria	Musicplay 4 Teacher's guide	pg 224 Self assess singing, performance, playing barred instruments
MU.4.C.3.1	Describe characteristics that make various musical works appealing.	Listening Kit 4	pg 9 Listening Log Listening Kit 4 pg 69 Concert Review Listening Kit 4
MU.4.S.1.1	Improvise phrases, using familiar songs.	Musicplay 4 Teacher's guide	#1 Wake Me! Shake Me! - improvise B section #18 Cheki Morena - improvise B C D sections
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.	Musicplay 4 Teacher's guide	pg. 195 create variation on Hot Cross Buns, recorder pg. 225 create a melody pg. 226 create a melody for a poem
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.	Musicplay 4 Teacher's guide	1. Wake Me! Shake Me! - add a B section 5. Good Morning - create B, C, D sections 52. Make New Friends - add a B section

BENCHMARK	Grade Four																																														
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	Musicplay 4 Teacher's guide	25. There Was an Old Witch - learn by rote, then write it out phrase by phrase 28. Cut the Cake - learn by rote, then write it out phrase by phrase 37. Christmas is Coming - learn by rote, then write it out phrase by phrase																																												
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch	Musicplay 4 Teacher's guide	4. Frère Jacques 10. Thanksgiving Round 29. Scale Round 33. Two Canadian Folk Songs (partner) 37. Christmas is Coming 47. Kookaburra 52. Make New Friends 58. Let's Catch a Rooster 62. Scotland's Burning 75. I Love the Mountains 76. Tulip Round 85. Sing Sing Together																																												
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.	Musicplay 4 Teacher's guide	37. Christmas is Coming #62 Scotland's Burning																																												
MU.4.S.3.3	Perform extended pentatonic melodies at sight.																																														
	<table border="1"> <tr><td>s m d</td><td>5 Good Morning</td></tr> <tr><td>ls m</td><td>7. Pizza Pizza</td></tr> <tr><td>d l,s,</td><td>9. Jolly Jolly Rhythm</td></tr> <tr><td>s,l,td</td><td>17. Miss Mary Mac</td></tr> <tr><td>s,l, drm s</td><td>21. Bats</td></tr> <tr><td>drm sl d'</td><td>25. There Was an Old Witch</td></tr> <tr><td>drmf s d'</td><td>28. Cut the Cake</td></tr> <tr><td>scale drmfsltd'</td><td>29. Scale Round 37. Christmas is Coming</td></tr> <tr><td>m, s, l, t, drm</td><td>#35 My Bonnie</td></tr> <tr><td>drmfsl d'</td><td>39 Sarasponda</td></tr> </table>	s m d	5 Good Morning	ls m	7. Pizza Pizza	d l,s,	9. Jolly Jolly Rhythm	s,l,td	17. Miss Mary Mac	s,l, drm s	21. Bats	drm sl d'	25. There Was an Old Witch	drmf s d'	28. Cut the Cake	scale drmfsltd'	29. Scale Round 37. Christmas is Coming	m, s, l, t, drm	#35 My Bonnie	drmfsl d'	39 Sarasponda		<table border="1"> <tr><td>s m d</td><td>5 Good Morning</td></tr> <tr><td>ls m</td><td>7. Pizza Pizza</td></tr> <tr><td>d l,s,</td><td>9. Jolly Jolly Rhythm</td></tr> <tr><td>d m s d'</td><td>44 Clock Round</td></tr> <tr><td>drmf s d'</td><td>49 Cucu</td></tr> <tr><td>s,l, drm sl d'</td><td>50. I've Been to London 53 My Gal's a Corker</td></tr> <tr><td>s m</td><td>64. Categories</td></tr> <tr><td>s,l, drm</td><td>68 Old Dan Tucker 87 Happy is the Miller</td></tr> <tr><td>drm sl</td><td>69 Wallflowers 82 Billy Billy</td></tr> <tr><td>drm sltd'</td><td>74 Under the Chestnut</td></tr> <tr><td>drm s</td><td>86 Old Blue</td></tr> <tr><td>s,l, drm sl</td><td>93 Crawdad Hole</td></tr> </table>	s m d	5 Good Morning	ls m	7. Pizza Pizza	d l,s,	9. Jolly Jolly Rhythm	d m s d'	44 Clock Round	drmf s d'	49 Cucu	s,l, drm sl d'	50. I've Been to London 53 My Gal's a Corker	s m	64. Categories	s,l, drm	68 Old Dan Tucker 87 Happy is the Miller	drm sl	69 Wallflowers 82 Billy Billy	drm sltd'	74 Under the Chestnut	drm s	86 Old Blue	s,l, drm sl	93 Crawdad Hole
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MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments		4. Frère Jacques #15 Canoe Song 30. Land Of The Silver Birch																																												
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.		Song #18 Cheki Morena Song #30 Land Of The Silver Birch 44a. Clock Soundscape 5. Good Morning - notate melody																																												

BENCHMARK	Grade Four		
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	Musicplay 4 Teacher's guide	3. This Little Light, pg 7 pg 9 - Cultural awareness, pg 44 compare Orff arrangement to orchestrated acc. pg 124 Mood in music worksheet pg 213 use Venn diagram to compare different types of music
MU.4.O.2.1	Create variations for selected melodies.	Musicplay 4 Teacher's guide	Pg. 195 Create variation on Hot Cross Buns
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.	Musicplay 4 Teacher's guide	pg 124 Mood in music worksheet
MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices	Musicplay 4 Teacher's guide	#8 Grandfather's Clock
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.	Musicplay 4 Teacher's guide	pg. 9 Cultural Awareness worksheet (This Little Light, Frere Jacques) pg 72 Cultural Awareness worksheet (Huron Carol, Hallelujah Chorus) pg. 223
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.	Musicplay 4 Teacher's guide	Composers in Listening Kit 4: Handel (pg 27), pg. 32 Mozart, pg 47 Bach, pg 49 Grieg, pg 51 Beethoven, pg 53 Liszt,
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.		

African

- #66 - Tue Tue
- #67 - African Drumming

Australian

- #47 - Kookaburra
- #48 - Digeridoo

Canadian

- #16 Little Old Sod Shanty
- #30 - Land of the Silver Birch
- #46 - Forty Below
- #65 - Feller From Fortune
- #84 - Flunky Jim
- #97 - O Canada

Dutch

- #39 - Sarasponda

English

- #69 - Wallflowers

French

- #4 - Frère Jacques
- #45 - Toc Toc Toc
- #55 - Gens du pays
- #81 - J'entends le moulin

German

- #94 My hat

Hebrew

- #38 - Yesh Li Yadiyim
- #70 - Toembaii

Jamaican

- #91 - Bidy Bidy

Japanese

- #31 - Crane
- #32 - Koto

Maori (New Zealand)

- #22 - Ma Ku Ay

Native American

- #24 - Sakitohwin
- #40 - Huron Carol

Scottish

- #62 - Scotland's Burning
- #63 - Highland Pipes

Spanish

- #18 - Cheki Morena
- #19 - Al Tambor
- #20 - Mariachi
- #49 - Cucú
- #56 - Las Mañanitas
- #79 - Mi Conejito

BENCHMARK	Grade Four		
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.	Musicplay 4 Teacher's guide	* will add
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.	Musicplay 4 Teacher's guide	pg. 9 Cultural Awareness worksheet (This Little Light, Frere Jacques) pg 72 Cultural Awareness worksheet (Huron Carol, Hallelujah Chorus) pg. 223
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	Musicplay 4 Teacher's guide	Curriculum Links - Musicplay 4 pg 232
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.	Musicplay 4 Teacher's guide	pg x create a rhythm rondo Hot Cross Buns variations
MU.4.F.2.1	Describe roles and careers of selected musicians.	Musicplay 4 Teacher's guide	32. Koto - roles of musicians #67 African Drumming
MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	Musicplay 4 Teacher's guide	Self Assess Singing, performance, Barred instruments - pg 224
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.	Musicplay 4 Teacher's guide	* will add

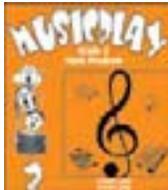
BENCHMARK	Grade Five		
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.	Listening Resource Kit 5	Listening Log - pg 9
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.	Listening Kit 5	Listening Log - pg 9
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.	Listening Kit 5	pg. 10-13 Listening Kit 5, page 5 aural examples listed Instrument Bingo - supplemental resource
MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.	Musicplay 5	36. Banks of the Don pg. 57 77. Old Woman pg 118
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.	Musicplay 5 Listening Kit 5	pg 10 self-assess, pg. 118 Assess playing barred instruments Listening Log - pg 9, Concert Review pg 70
MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.	Musicplay 5	pg 10 self-assess, pg. 118 Assess playing barred instruments
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.	Listening Kit 5	Listening Log - pg 9, Concert Review pg 70
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.	Listening Kit 5	pg 27 Listening Kit 5, create variation
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.	Musicplay 5	pg 205 - compose melody
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.	Musicplay 5	#118 in Musicplay 6
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.	musicplayonline.com	solfa movies - echo, sing what you hear

BENCHMARK	Grade Five		
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	Musicplay 5	pg 12 Brainstorming a list of the musical elements heard when listening to a song (sample prompts)
MU.5.S.2.2	Apply performance techniques to familiar music.	Musicplay 5	74. Haida 15: Favorite Rag #2 Concentration #17 Ronald McDonald #70 Deep and Wide
MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.	Musicplay 5	Rounds 3 Little Tommy Tinker 12 For Health and Strength 18 Ghost of Tom 30 Sing the Scale 38 Winter is Here Partner Songs 16 Linstead Market 23 Shalom Two Part #7 When I Believe 37 Hevenu Shalom 53 Scoo Be Doo Song 72 I am Slowly Going Crazy 81 Show You Care Two Part, Ostinato 53. Scoo Be Doo 79. John Kanaka
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.	Musicplay 5	30+ Orff arrangements in Orff Source and Orff Source Vol. 3
MU.5.S.3.3	Perform simple diatonic melodies at sight.	Musicplay 5	Recorder materials include 24 songs to read. There are many simple melodies in Musicplay 5. Reading songs are indicated by the musical staff on the upper right hand side of the song.
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.	Musicplay 5	30+ Orff arrangements in Orff Source and Orff Source Vol. 3
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.	Musicplay 5	pg 10 8. Ickle Ockle, notate song 24A. Thunderstorm Soundscape pg 44 28. Our Old Sow pg 115 77. Old Woman 81C. Rain Soundscape musicplayonline.com - all reading songs have note writing activity

BENCHMARK	Grade Five		
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.	Listening Kit 5	Listening Log - pg 9
MU.5.O.2.1	Create a new melody from two or more melodic motifs.	Musicplay 5	* will add
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.	Listening Kit 5	Listening Log - pg 9
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.	Musicplay 5	7. When I Believe, pg 12 24A. Thunderstorm Soundscape 44. Snowflakes pg 73 81C. Rain Soundscape
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.	Musicplay 5	pg 18 research project 76. African Drumming, pg. 117
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.	Listening Kit 5	Composers in Listening Kit 5: Vivaldi pg 23, Mozart pg. 25, Schubert pg 34, Tchaikovsky pg 36, Rossini pg 38, Debussy pg 44, Beethoven pg 46, Grieg pg 47, Johann Strauss Jr. pg 49
MU.5.H.1.3	Compare stylistic and musical features in works originating from different cultures.	Musicplay 5	Use Cultural Awareness worksheet in Musicplay 4
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.	Listening Kit 5	Listening Kit 5, Musicplay Period timeline pg 15-19 Selections are included from all periods
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.	Musicplay 5	* will add

BENCHMARK	Grade Five		
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.	Musicplay 5	* will add
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	Musicplay 5	24A. Thunderstorm Soundscape 81C. Rain Soundscape
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.	Musicplay 5	pg 24 careers pg 115 careers pg 155, 157
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.	Musicplay 5	pg 24 careers pg 115 careers pg 155, 157
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.	Musicplay 5	* will add
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.	Musicplay 5	* will add

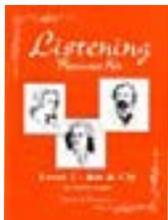
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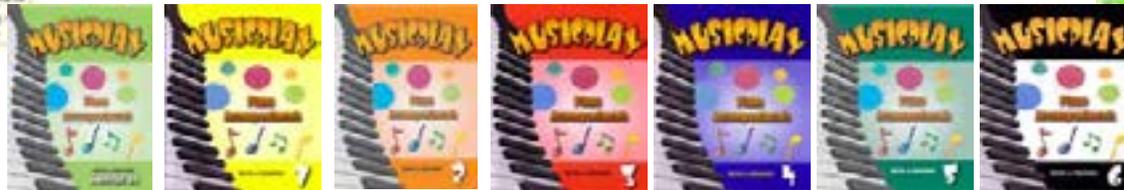
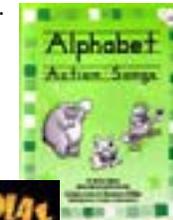
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