

TEKS (Texas Standards) Music Grade 3, correlation to Musicplay 3

(a) 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.

Note: We've given page numbers for teachers who have the print copy of the binder and for teachers using the PDF perusal copy of the guide, the PDF page # is included. Page numbers refer to the 2005 revised edition.

(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:		PDF-page #		Binder page #
(A) categorize and explain a variety of musical sounds, including those of children and adult voices;	1-894096-13-4 1-894096-13-4	122 176	#56 New Shoes - discuss timbre of voices #92 Someone's Tapping, timbre of voices	97 151
(B) categorize and explain a variety of musical sounds, including those of:				
Woodwind	1-894096-13-4 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	85 58 52 58 52	The Woodwind Family Leger, Albéric Magnard Andantino-Allegro, Mozart (flute) Tendre, Alberic Magnard (clarinet) Larghetto, Mozart (oboe)	60 33 27 33 28
Brass	1-894096-13-4 1-894096-64-9 1-894096-64-9 1-894096-64-9	115 72 72 115	Brass family "Intrada," Johann Pezel "Sarabande," Johann Pezel Brass Family	90 47 47 15
String	1-894096-13-4 1-894096-64-9 1-894096-64-9	147 62 147	The String Family #71 Irish Reel "Bourrée," George Frideric Handel The String Family	122 37 16
Percussion	1-894096-13-4 1-894096-13-4 1-894096-64-9 1-894096-64-9	204 118 118 189	#11 Shake the Papaya - sort non-pitched instruments The Percussion Family "Contradance," Wolfgang Amadeus Mozart	49 93 16 29

		PDF- page #		Binder page #
(v) categorize a variety of musical sounds, including those of instruments from various cultures	1-894096-13-4 1-894096-13-4 1-894096-13-4	204 63 98	#11 Shake the Papaya - sort instruments #19 ceremonial Dance, Aboriginal instruments #40 Island Steel Drum	24 38 74
" (C) use known music symbols and terminology referring to rhythm	1-894096-13-4 1-894096-13-4 1-894096-13-4	44 105 157	#8 Whoopee Cushion Checkup - write rhythm that's clapped Checkup - write rhythm that's clapped	19 80 132
" (C) use known music symbols and terminology referring to melody				
" (C) use known music symbols and terminology referring to timbre	1-894096-64-9		Listening Log	8
" (C) use known music symbols and terminology referring to form	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	59 85 88 108	Listening Kit 3, #4 Larghetto - listen and eat an oreo to show the ABA form #32 Call-Response Form - add words aurally to Teacher guide ** #33 Playin on the Washboard - rondo form compare form of two songs #47 January First - listen and use letters to show form	34 60 63 83
" (C) use known music symbols and terminology referring to tempo;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	47 53 57 124 128	#10 Turkey Lurkey - Listening and Evaluating. One child sings the song (presenting aurally) and others identify the tempo chosen. Listen and compare tempo in #13 Seasons and #15 Third Base Coaches Dance Listen to #15 Listening Kit and determine tempo #57 Got a Hat Hat - Listen and ID tempo Listen to #16 Favorite Rag and ID tempo	22 33 96 99 103
" (C) use known music symbols and terminology referring to dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 Listen Kit 3	53 57 63 67 68 62	#13 Seasons - Identify different dynamics in a song (song is presented as a listening selection) Listen and compare dynamics in #13 Seasons and #15 Third Base Coaches Dance Listen to Listening Kit 3 #5 March of Boyars and identify dynamics #22 Closet Key #22A In a Dark, Dark, Room 10: Bourrée	29 33 38 42 43 37
(D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs	1-894096-13-4 1-894096-13-4	32 108	#4 I'm Glad I'm Back at School ABA form #47 January First - listen and use letters to show form	7 83
(D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in larger works.	1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	49 59 56 60 76	2: Viennese Musical Clock - rondo Listening Kit 3, #4 Larghetto - ABA form 6: Hobgoblin (ABACABA) 9: Musette (AABABA) 22: Variations on "Ah vous dirai-je, maman"	24 34 31 35 51

" (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:		PDF- page #		Binder page #
(i) read, write, reproduce rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate	1-894096-13-4 1-894096-13-4	76 145	#28 Old Brass Wagon (2/4) #70 Dinah Assessment in Reproducibles	51-52 1-V
(ii) read, write, reproduce rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate	1-894096-13-4 1-894096-13-4 1-894096-13-4	98 113 176 196-200	#41 Paw Paw Patch (4/4) #52 Tideo #92 Someone's Tapping Assessment in Reproducibles	73 88 151 1-V
ii) read, write, reproduce rhythmic patterns using standard notation, including whole notes, in 4/4 meter as appropriate	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	44 53 73 82 125 196-200	#8 Whoopee Cushion (4/4) #13 Seasons (4/4) #26 Remember Flanders Fields (4/4) #30 Children Together #58 Sakura Assessment in Reproducibles	19 29 49 58 100 1-V
(v) read, write, reproduce rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate	1-894096-13-4	44 53 73 82 125 196-200	#8 Whoopee Cushion (4/4) #13 Seasons (4/4) #26 Remember Flanders Fields (4/4) #30 Children Together #58 Sakura Assessment in Reproducibles	19 29 49 58 100 1-V
(vi) read, write, reproduce rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate	1-894096-13-4 1-894096-13-4	44 53 73 82 125 196-200	#8 Whoopee Cushion (4/4) #13 Seasons (4/4) #26 Remember Flanders Fields (4/4) #30 Children Together #58 Sakura Assessment in Reproducibles	19 29 49 58 100 1-V
(vii) read, write, reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	36 47 70 76 100 46 56 62 69 99 196-200	#6 Plainsies Clapsies (2/4) #10 Turkey lurkey (2/4) #24 Pass the Broom (2/4) #28 Old Brass Wagon (2/4) #43 King's Land Sept. - week 4 lesson plan October week 2 October week 3 #23 Trampin December week 2 Assessment in Reproducibles	11 22 45 51 75 21 31 37 44 74 1-V
(viii) read, write, reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	39 44 45 51 55 46 56 62 69 99 196-200	#7 No Robbers (4/4) #8 Whoopee Cushion (4/4) #9 Rocky Mountain (4/4) #12 Pass a Beanbag (4/4) 14. I'm Thankful (4/4) Sept. - week 4 lesson plan October week 2 October week 3 #23 Trampin December week 2 Assessment in Reproducibles	14 19 20 26 30 21 31 37 44 74 1-V

		PDF page #		Binder Page #
(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and	s m	39	#7 No Robbers	14
	m sl	36	#6 Plainsies Clapsies	11
	d m s	29 47 51 59	#2 Concentration #10 Turkey Lurkey #12 Pass a Beanbag #16 Bells in the Steeple	4 22 26 34
	d m sl	100	#43 King's Land	75
	drm	204 205 69 84	#17 Seven Up #22 Closet Key #23 Trampin' #31 Long Legged Sailor	35 42 44 59
	drm s	144 158 176	#69 Old Blue #78 Rabbits #92 Someone's Tapping	119 133 151
	m s l d'	150	#73 Stella Ella Olla	125
	drm sl	45 79 88 112 122 140 164	#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	20 54 63 87 97 115 139
	drm sl d'	44 113	#8 Whoopee Cushion #52 Tideo	19 88
	s,l, drm	76 92 145 170	#28 Old Brass Wagon #36 Shake Them 'Simmons #70 Dinah #88 Inuit Lullaby	51 67 120 145
	s,l, drm sl	72 181	#25 Nothing but Peace #95 Chicken on the Fence Post	47 156
	l,t,d	109	#49 In the Land of Oz	84
	s, drms d'	110	#50 Donkeys Love Carrots	85
(C) identify new and previously learned music symbols and terms referring to tempo	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	47 124 161 161	#10 Turkey Lurkey #57 Got a Hat Hat #80 Under the Chestnut Tree #80 Under the Chestnut Tree	22 99 136 136
(C) identify new and previously learned music symbols and terms referring to dynamics, including mezzo piano and mezzo forte.	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	205 68 164 53 35	#22 Closet Key #22a In a Dark Dark Room #83 Find the Basket #13 Seasons #5 Missus Tong	42 43 139 28-29 10
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:				
(A) sing or play classroom instruments with accurate intonation independently or in groups;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	29 39 66 122 176	#2 Number Concentration - in tune singing is assessed #7 No Robbers, assess singing #21 Old Woman all skin and Bones #56 New Shoes #92 Someone's Tapping	4 14 41 97 151

		PDF page #		Binder Page #
(A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;	1-894096-13-4	59	#16 Bells in the Steeple	34
	1-894096-13-4	72	#25 Nothing But Peace	47
	1-894096-13-4	167	#85 El Floron	142
(B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;		191	African #100 - Ndinani Na	166
		192	#101 - Spider Song	167
		192	#102 - Zulu Tribal Dance	167
			American	
		112	#51 - Cindy	87
		144	#69 - Old Blue	119
		145	#70 - Dinah	120
		195	#104 - Star Spangled Banner	170
			Australian	
		162	#81 - Waltzing Matilda	137
		163	#82 - Didgeridoo	138
			Canadian	
		89	#34 - Cod Liver Oil	64
		135	#63 - Donkey Riding	110
		185	#97 - The Provinces	160
		188	#99 - Feller From Fortune	163
		194	#103 - O Canada	169
			Caribbean	
		204	#11 - Shake the Papaya	23
		98	#40 - Island Steel Drum	73
		171	#89 - Tinga Layo	146
			French	
		86	#32 - Bonhomme Bonhomme	61
		131	#61 - Ton Moulin	106
		152	#74 - Alouette	127
			Irish	
	147	#71 - Irish Reel	91	
	187	#98 - Paddy From Home	162	
		Inuit		
	170	#88 - Inuit Lullaby	145	
		Japanese		
	108	#47 - January First	83	
	109	#48 - Koto	84	
	125	#58 - Sakura	100	
		Maori		
	137	#64 - E Papā & E Papā (Maori version)	112	
		Mexican		
		167	#86 - Mariachi	142
			Native American/ First Nations	
		63	#18 - Indian Summer (Blackfoot)	38
		63	#19 - Ceremonial Dance	38
		173	#90 - Kaaniiskina (Blackfoot)	148
			Spanish	
		104	#46 - Noche Buena	79
		167	#85 - El Florón	142
		174	#91 - El Burrito Enfermo	149
		183	#96 - La Pulga	158
			Spirituals	
		69	#23 - Trampin'	44
			Swedish	
	168	#143 - Swedish March	143	

		PDF page #		Binder Page #
(C) move alone or with others to a varied repertoire of music using gross motor locomotor * check for more	1-894096-64-9	49	#2 Kodaly Musical Clock - create movement like soldiers, clock	24
	1-894096-13-4			
	1-894096-13-4	45	#9 Rocky Mountain	20
	1-894096-13-4	92	#36 Shake them Simmons	67
		76	#28 Old Brass Wagon	51
	1-894096-64-9	65	#12 Waltz of the Flowers	40
	1-894096-64-9	74	#20 Roses from the South	49
	1-894096-64-9	189	#30 Andante Spirituoso	55
	1-894096-13-4	135	#63 Donkey Riding	111
	1-894096-13-4	147	#71 Irish Reel	122
(C) move alone or with others to a varied repertoire of music using gross motor non-locomotor skills	1-894096-64-9	63	#11 March from Nutcracker	38
	1-894096-64-9	143	#19 Emperor Waltz	49
	1-894096-13-4	131	#61 Ton Moulin	106
	1-894096-13-4	150	#73 Stella Ella	125
	1-894096-13-4	168	#87 Swedish March	143
(C) move alone or with others to a varied repertoire of music fine motor	1-894096-13-4	124	#57 Got A Hat Hat	99
	1-894096-13-4	75	#27 Three Blind Mice	50
	1-894096-13-4	161	#80 Under the Chestnut Tree	136
	1-894096-13-4	132	#62 Austrian Went Yodeling	107
	1-894096-13-4	137	#64 E Papa	112
(C) move alone or with others to a varied repertoire of music using integrated movement such as hands and feet moving together;	1-894096-13-4	168	#87 Swedish March	143
	1-894096-13-4	45	#9 Rocky Mountain	20
	1-894096-13-4	92	#36 Shake them Simmons	67
	1-894096-13-4	76	#28 Old Brass Wagon	51
	1-894096-64-9	49	#2 Kodaly Musical Clock - create movement like soldiers, clock	24
(D) perform simple part work, including rhythmic ostinati, derived from known repertoire; and		95	5. Missus Tong	10
		36	6. Plainsies Clapsies	12
		37	Creating Rhythm Ostinato	13
		42	Orchestrating a Poem	17
		59	16. Bells in the Steeple	34
		60	17. Seven Up	35
		70	24. Pass the Broom	45
		80	The Three Little Pigs	56
		88	33. Playin' on the Washboard	63
		100	43. King's Land	75
		122	56. New Shoes	97
		129	60. Love Somebody	104
		132	62. Austrian Went Yodeling	107
		140	66. Shiny Penny	115
		150	73. Stella Ella Olla	125
(D) perform simple part work, including melodic ostinati, derived from known repertoire; and		27	1. I Like Singin (melodic)	3
		29	2. Number Concentration	4
		37	Melodic Ostinato	13
		59	16. Bells in the Steeple	34
		67	22. Closet Key	42
		69	23. Trampin'	44
		84	31. Long Legged Sailor	59
		92	36. Shake Them 'Simmons	67
		100	43. King's Land	75
		135	63. Donkey Riding	110
	157	77. I Love the Mountains	132	

		PDF page #		Binder Page #
(E) interpret through performance new and previously learned music symbols and terms referring to tempo	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	47 124 161 161	#10 Turkey Lurkey #57 Got a Hat Hat #80 Under the Chestnut Tree #80 Under the Chestnut Tree	22 99 136 136
(E) interpret through performance new and previously learned music symbols and terms referring to dynamics, including mezzo piano and mezzo forte.	1-894096-13-4 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	205 68 164 53 35	#22 Closet Key #22a In a Dark Dark Room #83 Find the Basket #13 Seasons #5 Missus Tong	42 43 139 28-29 10
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:				
(A) create rhythmic phrases through improvisation or composition;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	48 88 140 145 122	#11 Shake the Papaya #33 Playin on the Washboard #66 Shiny Penny #70 Dinah 56. New Shoes (ostinato)	23 63 115 120 97
(B) create melodic phrases through improvisation or composition; and	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	37 59 84 100	Create Melodic Ostinato #16 Bells in the Steeple #31 Long Legged Sailor #75 King's Land	13 34 59 43
(C) create simple accompaniments through improvisation or composition.	1-894096-13-4 1-894096-13-4 1-894096-13-4	66 80 184	#21 Skin and Bones #29A Three Little Pigs Story The Squirrel, Climbing	41 55 157
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:				
(A) perform a varied repertoire of songs representative of American cultures;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	195 98 112 113 145	#104 Star Spangled Banner #41 Paw Paw Patch #51 Cindy #52 Tideo #70 Dinah	170 73 87 88 120
(A) perform a varied repertoire of songs, movement, and musical games representative of local cultures;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	48 63 63 69 85	#11 Shake the Papaya (Caribbean) #18 Indian Summer #19 Ceremonial Dance #23 Trampin #32 Bonhomme	23 38 38 44 60
(A) perform a varied repertoire of movement and games representative of American cultures;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	92 98 112 113 145 92	#36 Shake Them Simmons #41 Paw Paw Patch #51 Cindy #52 Tideo #70 Dinah Shake Them Simmons	67 73 87 88 120 67
(iv) perform a varied repertoire of movement representative of local cultures	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	76 125 131 135 137	#28 Old Brass Wagon #58 Sakura #61 Ton Moulin #63 Donkey Riding #64 E Papa	51 100 106 110 112
(vi) perform a varied repertoire of musical games representative of local culture	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	100 125 131 137	#43 King's Land #58 Sakura #61 Ton Moulin #64 E Papa	75 100 106 112

(B) identify music from diverse genres, styles, periods, and cultures; and		PDF page #		Binder Page #
(i) identify music from diverse genres	1-894096-13-4 1-894096-13-4 1-894096-13-4	97 69 63	#39 It's a Holiday #23 Trampin #18 Indian summer	72 44 38
(ii) identify music from diverse styles	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	191 27 48 58 94	#100 Ndinani Na #1 I Like Singin' #11 Shake the Papaya compare style of singing compare style of singing	166 3 23 33 69
(iii) identify music from diverse periods	1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	153 52 59 63 70	#21 Air (Baroque Period) #3 Andantino-Allegro (Classical Period) #4 Larghetto (Classical) #5 Entry March of Boyars (Romantic) #6 Hobgoblin (Romantic)	5- 58 58 59 59
(iv) identify music from diverse cultures	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	63 63 69 97	#18 Indian summer #19 Ceremonial Dance #23 Trampin #39 It's a Holiday	38 38 44 72
(C) identify the relationships between music and interdisciplinary concepts.	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4	27 36 39 45 48	#1 I like Singin #6 Plainsies Clapsies (hacky sacks) #7 No Robbers (write robber poem) #9 Rocky Mountain (create art) #11 Shake the Payapaya (learn where papaya grow)	3 12 14 20 24
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:				
(A) exhibit audience etiquette during live and recorded performances;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-64-9	48 65 135 145	#55 Head and Shoulders October Week 4 - Spooky poems #63 Donkey Riding #70 Dinah - create rondo STILL	96 40 111 120 7
(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;	1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-13-4 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	45 44 98 113 89 97 121 143 159	Rhythm Erase Rocky Mountain Rhythm Erase #8 Whoopee Cushion Rhythm Erase Paw Paw Patch Rhythm Erase Tideo 9: Musette 11: Overture from The Nutcracker 15: Moonlight Sonata 19: Emperor Waltz 23: Variation 1	21 71 77 98 35 38 45 49 52
(C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;	1-894096-64-9 1-894096-64-9		Listening Logs Response Journal	page 7-8 9
(D) respond through movement to short musical examples; and	1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9 1-894096-64-9	49 97 104 143 151	#2 Viennese Musical Clock Overture from Nutcracker #12 Waltz of the Flowers #19 Emperor Waltz #20 Roses from the South	24 38 40 49 49
(D) respond verbally and through movement to short musical examples; and	1-894096-64-9 1-894096-64-9 1-894096-13-4	48	Listening Logs Response Journal Shake the Papaya	page 7-8 9 24
(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	1-894096-64-9 1-894096-64-9 1-894096-13-4 1-894096-13-4	48 106	Listening Logs Response Journal Shake the Papaya Reflection on performance	page 7-8 9 24 81

TEKS (Texas Standards) Music Grade 4, correlation to Musicplay 4

(a) 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.


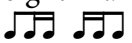


(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered 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.

NOTE: We've given page numbers for teachers who have the print copy of the binder and for teachers using the PDF perusal copy of the guide, the PDF page # is included. Page numbers refer to the 2005 revised edition.

(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:		PDF Page #		Binder Page #
(A) categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices;	1-894096-15-0 1-894096-15-0	60 98 243	#18 Cheki Morena #41 Hallelujah Chorus Listening Log	34 72 217
(B) categorize and explain a variety of musical sounds, including those of woodwind	1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5	192 208 10 Listen 9 Listen	#101 Woodwind Family Instrument Family Assessment The Woodwind Family The Woodwind Family	166 182
(B) categorize and explain a variety of musical sounds, including those of brass	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	46 Listen 87 192 208 11 Listen	LCD#2 and CD4:39 Listening Focus: Brass Family #102 Brass Family Instrument Family Assessment Brass Family	166 182
(B) categorize and explain a variety of musical sounds, including those of string	1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5	157 192 208 13 Listen 33 Listen	Listening Focus #99 String Family Instrument Family Assessment String Family 8: Agitaté	166 182
(B) categorize and explain a variety of musical sounds, including those of percussion	1-894096-15-0 1-894096-15-0 1 - 894096-66-5	192 208 12 Listen	#100 Percussion Family Instrument Family Assessment Percussion Family	166 182

		PDF Page #		Binder Page #
(B) categorize and explain a variety of musical sounds, including those of keyboard	1-894096-15-0 1-894096-15-0 1 - 894096-66-5	63 76 26	Identify the Keyboard Instrument Listening: Identify the Keyboard Instrument 5: Prelude to The Alchemist	
(B) categorize and explain a variety of musical sounds, including those of electronic instruments	1-894096-15-0 1-894096-15-0	63 76	Identify the Keyboard Instrument Listening: Identify the Keyboard Instrument	
(B) categorize and explain a variety of musical sounds, including those of instruments of various cultures;	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	35 83 112 62	Cultural Awareness Worksheet #32 - Koto 48. Didgeridoo 20. Mariachi	57 86 36
(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:				
(C) use known music symbols and terminology referring to _____ to explain musical sounds presented aurally;				
rhythm	1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5	84 122 129 33 Listen 44, 54 84 Listen Listen	Rhythm Erase - My Paddle Rhythm Erase - my Gal's a Corker 58. Let's Catch a Rooster 8: Agitat�e 12, 13, 14 Variations on a theme, 23 Giloxia	59 96 103 103
melody	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	39 71 77 78 158	#5 Good Morning #26 Pass the Pumpkin #28 Cut the Cake #29 Scale Round #76 Tulip Round	12 45 51 52 132
timbre	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	35 72 98 137 150, 246	Cultural Awareness Worksheet Popcorn Soundscape Cultural Awareness Worksheet Thunderstorm Soundscape Mood in Music Worksheet	9 46 72 111 124
form	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	28 57 60 110150, 170 7	1. Wake Me! Shake Me! (ABA) 16. Little Old Sod Shanty 18. Cheki Morena 46. Forty Below, Mood in Music - Worksheet, 83 Whacky Music, Form Assessment	2 30 34 84 144
tempo	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	41 46 131 150, 246 188 9 Listen	Tempo in Music, #6 Chester 9. Jolly Jolly Rhythm Checkup: Mood in Music - Worksheet Loo La Listening Log	15 20 105 124 162
dynamics including crescendo and decrescendo	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	51 72 107 150, 186 9	Dynamics #12 Black Snake Popcorn Soundscape Clock Soundscape Mood in Music - Worksheet, #96 Loo La Listening Log	25

		PDF Page #		Binder Page #
articulation including staccato and legato	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	92 111-112 136 149, 233 9	38. Yesh Li Yadiyim 47. Kookaburra 61. Springtime 71. Mist, Jingle Bells recorder Listening Log	66 85 109 122
(b) Knowledge and skills.				
(D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	28 57 60 110150, 170 7	1. Wake Me! Shake Me! (ABA) 16. Little Old Sod Shanty 18. Cheki Morena 46. Forty Below, Mood in Music - Worksheet, 83 Whacky Music, Form Assessment	2 30 34 84 144
(D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in larger works.	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	Listen Kit 4 Listen Kit 4 Listen Kit 4 Listen Kit 4 Listen Kit 4 Listen Kit 4	Stars and Stripes 6: Witches' Dance 10: Trepak, from the Nutcracker Suite 11: Rondeau 16: Jesu, Joy of Man's Desiring	23 30 42 43 46
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:				
(A) read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes 	1-894096-15-0	53, 87, 116	Flashcard Fun	27, 61, 90
(A) read, write, and reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations 	1-894096-15-0	53, 87, 116	Flashcard Fun	27, 61, 90
(A) read, write, and reproduce rhythmic patterns using standard notation, including dotted half note 	1-894096-15-0	53, 87, 116	Flashcard Fun	27, 61, 90
(A) read, write, and reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate; 	1-894096-15-0 1-894096-15-0 1-894096-15-0	53, 87, 116 also 58, 63, 73, 118	Flashcard Fun Flashcard Fun Flashcard Fun	27, 61, 90 32, 37 47, 92

		PDF Page #		Binder page #
♪ ♪ ♫ beat, rhythm, meter are labelled reviews all rhythms learned	1-894096-15-0	37	5 Good Morning	12
	1-894096-15-0	71,	26. Pass the Pumpkin	45
	1-894096-15-0	77	28 Cut the Cake	51
	1-894096-15-0	92,	38 Yesh li Yadiyim (4/4)	66
	1-894096-15-0	108	45 Toc Toc (2/4)	82
	1-894096-15-0	138,	62 Scotland's Burning (2/4)	112
	1-894096-15-0	139	64 Categories	113
	1-894096-15-0	176	87 Happy is the Miller	150
♪♪♪	1-894096-15-0	34	4 Frère Jacques	8
	1-894096-15-0	106	44 Clock Round	80
	1-894096-15-0	111	47 Kookaburra	85
	1-894096-15-0	182	91 Bidy Bidy	156
♪	1-894096-15-0	47,	10 Thanksgiving Round,	21
	1-894096-15-0	78,	29 Scale Round,	52
	1-894096-15-0	82	31 Crane	56
	1-894096-15-0	155,	74. Under the Chestnut Tree	129
	1-894096-15-0	175	86 Old Blue	149
♪ ♪ ♪	1-894096-15-0	51,	12 Black Snake	25
	1-894096-15-0	55	15 Canoe Song	29
	1-894096-15-0	60	18 Cheki Morena - also uses ^	34
	1-894096-15-0	86,	34 Stella Ella	60
	1-894096-15-0	120	53 My Gal's a Corker	94
3/4 meter	1-894096-15-0	65	22 Ma Ku Ay	39
	1-894096-15-0	88,	35. My Bonnie	62
	1-894096-15-0	114	49 Cucu (ta, rest)	88
	1-894096-15-0	125	56 Las Mañanitas (rote)	99
	1-894096-15-0	136,	78 Walk Run (and 4/4)	136
	1-894096-15-0	163	79 Mi Conejito (good read)	137
	1-894096-15-0	178	88 There's a Hole in the Bucket (3/4)	152
	1-894096-15-0	181,	90 Daisy Bell (3/4)	155
	1-894096-15-0	185	94. My Hat	159
♪♪♪ ♪♪	1-894096-15-0	41	6. Chester	15
	1-894096-15-0	80	30 Land of the Silver Birch (4/4)- teaches the rhythm	54
	1-894096-15-0	129	58 Let's Catch a Rooster (2/4)	103
	1-894096-15-0	145	59 Nobody Likes Me (2/4)	105
	1-894096-15-0	147,	69 Wallflowers (2/4) (uses tim-ki)	119
	1-894096-15-0	165	70 Toembaii (4/4)	121
	1-894096-15-0	167,	80 Lost My Partner (2/4)	139
	1-894096-15-0	179	81 J'entends le moulin	141
	1-894096-15-0	179	89 Built my Lady	153
o	1-894096-15-0	117	51 We're on the Upward Trail	91
	1-894096-15-0	158,	76. Tulip Round 93 Crawdad Hole	132, 158
♪.	1-894096-15-0	43	8. Grandfather's Clock	17
	1-894096-15-0	88	35. My Bonnie - use dotted half in 3/4	62
	1-894096-15-0	135	61 Springtime (3/4)	109
	1-894096-15-0	136	78 Walk, Run, Ride a Bike	136
	1-894096-15-0	181	90 Daisy Bell (3/4) good example	155
triplet		42	7. Pizza Pizza	16
6/8	1-894096-15-0	54	14. Topnotcher	28
	1-894096-15-0	124	55. Gens du pays	98
	1-894096-15-0	141	65. Feller from Fortune	115
	1-894096-15-0	156	75 I Love the Mountains	130
	1-894096-15-0	159	77 compost	133
	1-894096-15-0	172	84 Flunky Jim	146
	1-894096-15-0	173	85 Sing Sing Together	147
ties	1-894096-15-0	56	16. Little Old Sod Shanty	30

(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and		PDF Page #		Binder Page #
			Song Number in Binder	
	s m d	38	5 Good Morning	12
1-894096-15-0	ls m	42	7. Pizza Pizza	16
1-894096-15-0	d l,s,	46	9. Jolly Jolly Rhythm	20
1-894096-15-0	s,l,td	59	17. Miss Mary Mac	33
1-894096-15-0	s,l, drm s	64	21. Bats	38
1-894096-15-0	drm sl d'	70	25. There Was an Old Witch	44
1-894096-15-0	drmf s d'	77	28. Cut the Cake	51
1-894096-15-0	scale drmfsltd'	78 91	29. Scale Round 37. Christmas is Coming	52 65
1-894096-15-0	m, s, l, t, drm	88	#35 My Bonnie	62
1-894096-15-0	drmfsl d'	93	39 Sarasponda	67
1-894096-15-0	d m s d'	101	44 Clock Round	80
1-894096-15-0	drmf s d'	114	49 Cucu	88
1-894096-15-0	s,l, drm sl d'	115 120	50. I've Been to London 53 My Gal's a Corker	89 94
1-894096-15-0	s m	139	64. Categories	113
1-894096-15-0	s,l, drm	144 176	68 Old Dan Tucker 87 Happy is the Miller	118 150
1-894096-15-0	drm sl	145	69 Wallflowers 82 Billy Billy	119 142
1-894096-15-0	drm sltd'	155	74 Under the Chestnut	129
1-894096-15-0	drm s	175	86 Old Blue	149
1-894096-15-0	s,l, drm sl	184	93 Crawdad Hole	158

(C) identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.		PDF Page #		Binder Page #
tempo	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	51 72 107 150, 186 Listen	Tempo in Music, #6 Chester 9. Jolly Jolly Rhythm Checkup: Mood in Music - Worksheet Loo La Listening Log	15 20 9
dynamics including crescendo and decrescendo	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	51 72 107 150, 186 Listen	Dynamics #12 Black Snake Popcorn Soundscape Clock Soundscape Mood in Music - Worksheet, #96 Loo La Listening Log	25 1629
articulation including staccato and legato	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5	92 111-112 136 149, 233 9 Listen	38. Yesh Li Yadiyim 47. Kookaburra 61. Springtime 71. Mist, Jingle Bells recorder Listening Log	66 85 109 122 207 9

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:		PDF Page #		Binder Page #
(A) sing with accurate intonation and rhythm, independently or in groups;	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	46 50 68 87 102 108	There are 100+ songs to sing in Musicplay Assessment of Singing is included: #9 Jolly Jolly Rhythm Assess singing of any songs from September, rubric, tips Assess singing of songs from October Assess Nov. songs includes rubrics, tips Assess Dec. songs 45. Toc Toc Toc	20 24 42 64 76 82
(A) play classroom instruments independently or in groups with accurate intonation and rhythm;	1-894096-15-0	177, 179	Suggestions for playing classroom instruments are given for almost every selection in Musicplay. Orff arrangements are included for 12 songs in the Orff Source 1, and 25 selections in Orff Source Vol. 2 Assessment of playing in the Orff ensemble is given on pages 177 and 179 of the PDF teacher's guide.	151 153
(B) sing or play a varied repertoire of music such as American folk songs	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	28 32 33 48 51 52 89 123 144 165 175 178 184 191	1. Wake Me! Shake Me! 2. Hey Lidee 3. This Little Light 11. Old Joe Clark 12. Black Snake 13. Bill Grogan's Goat 36. What Did Delaware? 54. Yankee Doodle Stick Game 68. Old Dan Tucker 80. Lost my Partner (Shoo Fly, Paw Paw Patch) 86. Old Blue 88. There's a Hole in my Bucket 93. Crawdad Hole 98. Star Spangled Banner	2 6 7 22 25 26 63 97 118 139 149 152 158 165
(B) play a varied repertoire of music such as American singing games independently or in groups	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	41 42 51 59 77 139 168 179	6 Chester 7 Pizza Pizza 12 Black Snake 17 Miss Mary Mac 28. Cut the Cake 64. Categories 82. Billy Billy 89. Built my Lady	15 16 25 33 51 113 142 153
(B) sing or play a varied repertoire of music such as Texan folk songs	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	235 235 236 236 236 237 238 238	39. Shake Them 'Simmons Down (for recorder) 40. Dance Josey 41. Mary Wore Her Red Dress 42. Toodala 43. Girl's A-Fooling 44. Doney Gal 45. Street of Laredo 46. Stars Shinin'	209 209 210 210 210 211 212 212

		PDF Page #		Binder Page #
(B) sing or play a varied repertoire of music such as folk songs representative of local cultures, independently or in groups;	1-894096-15-0		African	
	1-894096-15-0	142	#66 - Tue Tue	116
	1-894096-15-0	142	#67 - African Drumming	116
	1-894096-15-0		Australian	
	1-894096-15-0	111	#47 - Kookaburra	47
	1-894096-15-0	112	#48 - Digeridoo	86
	1-894096-15-0		Canadian	
	1-894096-15-0	56	#16 Little Old Sod Shanty	30
	1-894096-15-0	80	#30 - Land of the Silver Birch	54
	1-894096-15-0	110	#46 - Forty Below	84
	1-894096-15-0	141	#65 - Feller From Fortune	115
	1-894096-15-0	173	#84 - Flunky Jim	146
	1-894096-15-0	190	#97 - O Canada	164
	1-894096-15-0		Dutch	
	1-894096-15-0	93	#39 - Sarasponda	67
	1-894096-15-0		English	
	1-894096-15-0	145	#69 - Wallflowers	119
	1-894096-15-0		French	
	1-894096-15-0	34	#4 - Frère Jacques	8
	1-894096-15-0	108	#45 - Toc Toc Toc	82
	1-894096-15-0	124	#55 - Gens du pays	98
	1-894096-15-0	167	#81 - J'entends le moulin	141
	1-894096-15-0		German	
	1-894096-15-0	185	#94 My hat	159
	1-894096-15-0		Hebrew	
	1-894096-15-0	92	#38 - Yesh Li Yadiyim	66
	1-894096-15-0	146	#70 - Toembaii	121
	1-894096-15-0		Jamaican	
	1-894096-15-0	182	#91 - Biddy Biddy	156
	1-894096-15-0		Japanese	
	1-894096-15-0	82	#31 - Crane	56
	1-894096-15-0	83	#32 - Koto	57
	1-894096-15-0		Maori (New Zealand)	
	1-894096-15-0	65	#22 - Ma Ku Ay	39
1-894096-15-0		Native American		
1-894096-15-0	69	#24 - Sakitohwin	43	
1-894096-15-0	95	#40 - Huron Carol	69	
1-894096-15-0		Scottish		
1-894096-15-0	138	#62 - Scotland's Burning	112	
1-894096-15-0	138	#63 - Highland Pipes	112	
1-894096-15-0		Spanish		
1-894096-15-0	60	#18 - Cheki Morena	34	
1-894096-15-0	62	#19 - Al Tambor	35	
1-894096-15-0	62	#20 - Mariachi	36	
1-894096-15-0	114	#49 - Cucú	88	
1-894096-15-0	125	#56 - Las Mañanitas	99	
1-894096-15-0	163	#79 - Mi Conejito	137	

		PDF Page #		Binder Page #
(B) play singing games representative of local cultures independently or in groups;		142	African #66 - Tue Tue	116
		42	African American 7 Pizza Pizza	16
		93	Dutch #39 - Sarasponda	67
		145	English #69 - Wallflowers	119
		34	French #4 - Frère Jacques	8
		108	#45 - Toc Toc Toc	82
		167	#81 - J'entends le moulin	141
		185	German #94 My hat	159
		92	Hebrew #38 - Yesh Li Yadiyim	66
		182	Jamaican #91 - Biddy Biddy	156
		65	Maori (New Zealand) #22 - Ma Ku Ay	36
		163	Spanish #79 - Mi Conejito	137
(C) move alone and with others to a varied repertoire of music using gross motor locomotor,	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	28 34	1 Wake Me! Shake Me! 4 Frère Jacques 69 Wallflowers 80 Lost My Partner 87 Happy is the Miller	2 8 119 139 150
	1 - 894096-66-5 1 - 894096-66-5	Listen Listen	Track 6: Witches' Dance 22: Contradance IV, K. 609	
(C) move alone and with others to a varied repertoire of music fine motor,	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	41 54 59 86	6 Chester 14 Topnotcher 17 Miss Mary Mac 34 Stella Ella Olla	15 28 33 60
	1 - 894096-66-5 1 - 894096-66-5	30 54 Listen Listen	74 Under the Chestnut 94 My Hat Track 6: Witches' Dance 22: Contradance IV, K. 609	129 159
(C) move alone and with others to a varied repertoire of music using gross motor, non-locomotor skills;	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	42 65 30 30 54	7 Pizza Pizza 22 Ma Ku Ay 35 My Bonnie 39 Sarasponda 54 Yankee Doodle Stick Game 64 Categories 81 J'entends le moulin 96 Loo La	16 39 62 67 97 113 141 162
	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	Listen Listen Listen	Track 6: Witches' Dance 10: Trepak, from the Nutcracker Suite 22: Contradance IV, K. 609	
(C) move alone and with others to a varied repertoire of music using integrated movement such as hands and feet moving together;	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	48 30 43 54	11 Old Joe Clark 38 Yesh Li Yadiyim 50 I've Been to London 82 Billy Billy	22 66 89 142
	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	Listen Listen Listen	Track 6: Witches' Dance 11: Rondeau 22: Contradance IV, K. 609	

		PDF Page #		Binder Page #
(D) perform various folk dances and play parties;	1-894096-15-0	28	1 Wake Me! Shake Me!	2
	1-894096-15-0	34	4 Frere Jacques	8
	1-894096-15-0	48	11 Old Joe Clark	22
	1-894096-15-0	92	38 Yesh Li Yadiyim	66
	1-894096-15-0	165	80 Lost My Partner (Shoo Fly, Paw Paw	139
	1-894096-15-0	82	Patch)	
	1-894096-15-0	176	82 Billy Billy	142
	1-894096-15-0		87 Happy is the Miller	150
(E) perform simple part work, including rhythmic ostinati, derived from known repertoire; and	1-894096-15-0	34	4. Frère Jacques	8
	1-894096-15-0	51	12. Black Snake	25
	1-894096-15-0	55	15. Canoe Song	29
	1-894096-15-0	66	23. Syncopation	40
	1-894096-15-0	80	30. Land of the Silver Birch	54
	1-894096-15-0	93	39. Sarasponda	67
	1-894096-15-0	117	51. We're On the Upward Trail	91
	1-894096-15-0	147	70. Toembaii	121
	1-894096-15-0	156	75. I Love the Mountains	130
	1-894096-15-0	159	77. Compost	133
	1-894096-15-0	173	85. Sing Sing Together	147
1-894096-15-0	179	89. Built my Lady	153	
(E) perform simple part work derived from known repertoire - ROUNDS	1-894096-15-0	34	4 Frère Jacques	8
	1-894096-15-0	47	10 Thanksgiving Round	21
	1-894096-15-0	55	15 Canoe Song	29
	1-894096-15-0	78	29 Scale Round	52
	1-894096-15-0	91	37 Christmas is Coming	65
	1-894096-15-0	106	44 Clock Round	80
	1-894096-15-0	111	47 Kookaburra	85
	1-894096-15-0	119	52 Make New Friends	93
	1-894096-15-0	129	58 Let's Catch a Rooster	103
	1-894096-15-0	138	62 Scotland's Burning	112
	1-894096-15-0	158	76 Tulip Round	126
	1-894096-15-0	173	85 Sing Sing Together	147
E) perform simple part work derived from known repertoire - PARTNER SONGS	1-894096-15-0	48	11 Old Joe Clark	22
	1-894096-15-0	85	33 Two Canadian Folk Songs	59
E) perform simple part work derived from known repertoire - ECHO	1-894096-15-0	52	13 Bill Grogan's Goat	26
	1-894096-15-0	154	73 Plant a Tree	128
E) perform simple part work derived from known repertoire - SA	1-894096-15-0	74	27. Shine a Light for Peace	48
	1-894096-15-0	96	41 Hallelujah Chorus	70
	1-894096-15-0	165	80 Lost My Partner	139
(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.	1-894096-15-0		#61 - Springtime,	109
	1-894096-15-0		#71 - Mist	122

(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:		PDF Page #		Binder Page #
(A) create rhythmic phrases through improvisation	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	38 49 60 62 80 91 93 95 101 105 108 173 183	5 Good Morning 11. Old Joe Clark (spoons) 18 Cheki Morena 19 Al Tambor 30 Land of the Silver Birch 37 Christmas is Coming 38 Yesh li Yadiyim 40 Huron Carol 42. Pack the Sleigh 43. Music is the Language 45. Toc Toc Toc 84. Flunky Jim 93 Crawdad Hole	12 22 34 35 54 65 66 69 75 78 82 146 158
(A) create rhythmic phrases through composition	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	60 80 108 119 171	18 Cheki Morena 30 Land of the Silver Birch 45. Toc Toc Toc 52. Make New Friends (Friend poem) 83. Whacky Music	34 54 82 93 144
(B) create melodic phrases through improvisation	1-894096-15-0	93	39 Sarasponda	
(B) create melodic phrases through composition	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	93 124 221 226 251 252	39 Sarasponda 55. Gens du pays (compose own birthday song) #8 Recorder, Hot Cross Buns create variations #22 Recorder, Rondo, create B section Reproducibles: Compose a Melody Reproducibles: Compose a Melody for a Poem	67 98 195 200
(C) create simple accompaniments through improvisation	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	42 46 47 59 72 116 125 131	1. Wake Me! Shake Me! 7 Pizza Pizza 9 Jolly Rhythm 10 Thanksgiving Round 17 Miss Mary Mac 26A Popcorn Soundscape 51. We're On the Upward Trail 56. Las Mañanitas (guitar) 59. Nobody Likes Me	2 16 20 21 33 46 91 99 105
C) create simple accompaniments through composition.	1-894096-15-0v 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	42 46 47 59 62 71 82 115 139	1. Wake Me! Shake Me! 7 Pizza Pizza 9 Jolly Rhythm 10 Thanksgiving Round 17 Miss Mary Mac 19 Al Tambor 26 Pass the Pumpkin 31 Crane 50. I've Been to London 64. Categories	2 16 20 21 33 35 45 56 89 113
Create New Verses	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1	32, 88 89, 120 131, 143 186	2 Hey Lidee 35 My Bonnie 36 What Did Delaware?, 53. My Gal's a Corker 60. Grandpa's Whiskers 68. Old Dan Tucker 95. Camping Song	6, 62 63, 94 106, 118 161
Create Sound Effects	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0		#25 "There Was an Old Witch 26A Popcorn Soundscape 27 Shine a Light 42a Jack Frost 44a Clock Soundscape 49. Cucú 61a Thunderstorm Soundscape 62a Thunderstorm Soundscape	71 72 76 102 107, 114 137 181

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:		PDF Page #		Binder Page #
(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	235 235 236 236 236 237 238 238	39. Shake Them 'Simmons Down (for recorder) 40. Dance Josey 41. Mary Wore Her Red Dress 42. Toodala 43. Girl's A-Fooling 44. Doney Gal 45. Street of Laredo 46. Stars Shinin'	209 210 211 212
(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as Hispanic	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	60 61 62 114 125 163	Spanish #18 - Cheki Morena #19 - Al Tambor #20 - Mariachi #49 - Cucú #56 - Las Mañanitas #79 - Mi Conejito	34 35 36 88 99 137
(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as American Indian cultures in Texas;	1-894096-15-0 1-894096-15-0	69 95	Native American #24 - Sakitohwin #40 - Huron Carol	43 69
(B) perform music representative of America and Texas, including "Texas, Our Texas";		123	54. Yankee Doodle Stick Game	97
(C) identify and describe music from diverse genres, styles, periods, and cultures; and		33 105 128 142	3. This Little Light - Listening 43. Music is the Language 57. Country Kiddie Boogie 67. African Drumming	7 78 101 116
(D) examine the relationships between music and interdisciplinary concepts. (Curriculum Connections)	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0	135 149 153 159 162	61. Springtime 71. Mist 72 One Planet 77. Compost 78. Walk, Run, Ride a Bike	109 122 126 133 136

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:		PDF Page #		Binder Page #
(A) exhibit audience etiquette during live and recorded performances;	1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5	161 171 68 Listen 69 Listen	April - Week 3 83. Whacky Music Concert Manners (Listening Kit 4) Concert Review (Listening Kit 4)	144
(B) recognize known rhythmic elements in aural examples using appropriate vocabulary;	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	33 Listen 44 Listen 44 Listen 44 Listen 54 Listen	8: Agitaté 12: Gigue 13: Variation I 14: Variation II 23: Giloxia	
(B) recognize known melodic elements in aural examples using appropriate vocabulary;	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	8 Listen 23 Listen 31 Listen 34 Listen 42 Listen 43 Listen 44 Listen 45 Listen 48 Listen	Response Journal Stars and Stripes 7: Menuetto-trio, Serenade 9: Hallelujah, from "Messiah" 10: Trepak, from the Nutcracker Suite 11: Rondeau 12: Gigue 15: Canarie (trill) 18: Morning, Peer Gynt Suite	

		PDF page#		Binder page #
(C) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary;	1 - 894096-66-5 1 - 894096-66-5	9 Listen 69 Listen	Listening Log (Listening Kit 4) Concert Review (Listening Kit 4)	
(D) respond verbally to short musical examples;	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	24 Listen 24 Listen 26 Listen 30 Listen 31 Listen 33 Listen 34 Listen 43 Listen 44 Listen 50 Listen 52 Listen	2: Galliard Battaglia 3: Fig Leaf Rag 5: Prelude to The Alchemist, HMV 43 1 6: Witches' Dance (discuss) 7: Menuetto-trio, Serenade in Eb K. 375 8: Agitato 9: Hallelujah, from "Messiah" 11: Rondeau 12-13-14 Gigue and Variations 19: Ode to Joy from Symphony No. 9 21: Allegro Animato, Piano Concerto	
(D) respond through movement to short musical examples;	1-894096-15-0 1-894096-15-0 1-894096-15-0 1-894096-15-0 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	106 147 155 162 30 Listen 42 Listen 43 Listen Listen	Clock Round Toembaii #75 I Love the Mountains #79 Mi Conejito 6: Witches' Dance 10: Trepak, from the Nutcracker Suite 11: Rondeau 22: Contradance IV, K. 609	80 121 130 137
(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary; and	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	9 Listen 69 Listen 24 Listen 24 Listen 26 Listen 30 Listen 31 Listen 33 Listen 34 Listen 43 Listen 44 Listen 50 Listen 52 Listen	Listening Log (Listening Kit 4) Concert Review (Listening Kit 4) 2: Galliard Battaglia 3: Fig Leaf Rag 5: Prelude to The Alchemist, HMV 43 1 6: Witches' Dance (discuss) 7: Menuetto-trio, Serenade in Eb K. 375 8: Agitato 9: Hallelujah, from "Messiah" 11: Rondeau 12-13-14 Gigue and Variations 19: Ode to Joy from Symphony No. 9 21: Allegro Animato, Piano Concerto	
(F) justify personal preferences for specific music works and styles using music vocabulary.	1 - 894096-66-5 1 - 894096-66-5 1 - 894096-66-5	8 Listen 9 Listen 69 Listen	Response Journal Listening Log (Listening Kit 4) Concert Review (Listening Kit 4)	

TEKS (Texas Standards) Music Grade 5, correlation to Musicplay 5

(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.

NOTE: We've given page numbers for teachers who have the print copy of the binder and for teachers using the PDF perusal copy of the guide, the PDF page # is included. Page numbers refer to the 2006 revised edition.

(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:		PDF Page #		Binder Page #
(A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;	1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-17-7 1-894096-17-7	9 Listen 81 Listen 83 144	Listening Log 9: Lachen und Weinen, D. 777 - identify adult female voice and piano 12: Es ist ein Ros entsprungen - children's voices 36. Banks of the Don 77. Old Woman	192 56 117
(B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;	1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-17-7	10-13 Listen 9 Listen 45 Listen 53 Listen 157 Listen	Instrument Family Worksheets Listening Log 17: Petite Pièce - clarinet/piano 22: La Stangetta - recorder 98. Flamenco	198 192 157

(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:				
(C) use known music symbols and terminology referring to ___ and to explain musical sounds presented aurally;		PDF Page #		Binder Page #
rhythm;	1-894096-17-7 1-894096-68-1 1-894096-68-1 1-894096-17-7 1-894096-17-7	32, 36 40 22 Listen 41 Listen 68 111	explains rhythm, refers to songs #3 Tommy Tinker, 6 Pass the Stick and 8 Ickle Ockle #1 Allegro, Autumn - rhythm play along with the music Radetzky March Rhythm Erase, Raindrops Round Rhythm Erase, Hot Potato	5, 9 13 41 84
melody;	1-894096-17-7	30	#2 Concentration - sing the melody using solfa	3
timbre;	1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1	9 Listen 51 Listen 63 Listen 81 Listen	Listening Log 4: Variation 4 from Introduction & Variations on a Theme - ID flute / piano 6: Witches' Dance identify instrument - piano 9: Lachen und Weinen, D. 777 - identify voice and piano	192
form;	1-894096-68-1 1-894096-68-1 1-894096-68-1	35 Listen 63 Listen 66 Listen	#10 Trepak - listen with form map, create rhythm patterns to show form, move with ribbons to show form. 6: Witches' Dance identify form - ABAC 7: The Joust ABABA form	
tempo, including accelerando and ritardando;	1-894096-68-1 1-894096-68-1 1-894096-17-7 1-894096-17-7 1-894096-17-7	9 Listen 120 Listen 30 57 137	Listening Log 15: Favorite Rag #2 Concentration #17 Ronald McDonald #70 Deep and Wide	192 93 3 30 110
dynamics;	1-894096-68-1 1-894096-68-1 1-894096-17-7 1-894096-17-7 1-894096-17-7	9 Listen 48 Listen 38 60 99	Listening Log 19: March of the Dwarfs 7. When I Believe 18A In a Dark Dark Wood 44 Snowflakes	192 11 33 72
articulation;	1-894096-68-1	9 Listen 139 101 172	Listening Log Conducting in 2/4, 3/4, 4/4 45. Early to Bed 91. Clementine	192 112 74 145
meter, including simple and compound,		164	86. Riel's Farewell	137

(b) Knowledge and skills.		PDF Page #		Binder Page #
(D) identify and label small musical forms such as abac, presented aurally in simple songs and larger works.	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	38 73 74 99 114	7. When I Believe 27. Peace is Flowing Like a River 28. Our Old Sow 44. Snowflakes 54. I've a Car	11 46 47 72 87
(D) identify and label large musical forms such as AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.	1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1	26 Listen 35 Listen 41 Listen 29 Listen 31 Listen 35 Listen 45 Listen 48 Listen	2. Contradance 10: Trepak from The Nutcracker 14: Radetzky March 5: Variation 6 from Introduction & Variations on a Theme 7: The Joust 10: Trepak from The Nutcracker 18: Rondo 19. March of the Dwarfs	3
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:				
(A) read rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	52 54 61 141 143	Flashcard Fun Flashcard Fun Flashcard Fun 15. Alabama Gal 16 Linstead Market 19 Whistle Daughter 74. Haida 75. Funga Alafia	6 24 36 25 27 34 114 116
(A) read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;	1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1 1-894096-68-1	32 24 Listen 26 Listen 35 Listen 51 Listen	Flashcard Fun Flashcard Fun Flashcard Fun #3 Little Tommy Tinker 1. Allegro - Autumn 2/4 2. Contradance 3/4 10: Trepak from The Nutcracker 4/4 21. Les Toreadors	6 24 36 5
(A) write, and reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;	1-894096-17-7 1-894096-68-1 1-894096-17-7	43 Listen	Music Reading Music Reading Flashcard Fun Flashcard Fun Rhythm Dictation Dictations 16: Contradance III Writing Rhythms	19 21 24 36 93 102
(A) write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;	1-894096-17-7 1-894096-17-7	52 43	#15 Alabama Gal #9 Liza Jane	25 16

		PDF Page #		Binder Page #
(B) read, pentatonic melodic patterns using standard staff notation; and	1-894096-17-7	30	2 Concentration s m d	3
	1-894096-17-7	36	6 Pass the Stick s m d	9
	1-894096-17-7	40	8 Ickle Ockle m sl	13
	1-894096-17-7	48	13 Button You Must Wander drm sl	21
	1-894096-17-7	114	54 I've a Car drm sl	87
	1-894096-17-7	121	58 Cobbler drm s	94
	1-894096-17-7	122	59 Rainbow Color drm sl	95
	1-894096-17-7	149	79 John Kanaka ls mrd	123
(B) read, extended pentatonic melodic patterns using standard staff notation; and	1-894096-17-7	29	1 Mama Don't Allow s,l, drm	2
	1-894096-17-7	32	3 Little Tommy Tinker d m s d	5
	1-894096-17-7	43	9 Liza Jane drm sl d'	16
	1-894096-17-7	44	10 Four White Horses s,l,tdrm	17
	1-894096-17-7	52	15 Alabama Gal s,l, drm s	25
	1-894096-17-7	62	20 Skin and Bones l, drm	35
	1-894096-17-7	64	21 Lady in the Graveyard l,td	37
	1-894096-17-7	68	24 Raindrops Round dmsd'	41
	1-894096-68-1	105	48 When the Saints drmfs	78
	1-894096-68-1	125	62 Al Citron s, drm	98
	1-894096-17-7	132	66 Girls Day l,t,drmflt	105
	1-894096-17-7	137	70 Deep and Wide rm sld'	110
	1-894096-17-7	143	75 Funga Alafia drm sl d'	116
	1-894096-17-7	144	77 Old Woman drm s d'	117
	1-894096-17-7	169	89 Play That Rhythm s,l, drm	142
	1-894096-17-7	180	96 Boll Weevil s,l,tdrm	153
(B) read diatonic melodic patterns using standard staff notation; and	1-894096-17-7	47	12 For Health and Strength major scale	20
	1-894096-17-7	61	19 Whistle Daughter Whistle drmfs	34
	1-894096-17-7	74	28 Our Old Sow s, drm	47
	1-894096-17-7	78	30 Sing the Scale C scale	51
	1-894096-17-7	88	38 Winter is Here G scale	61
	1-894096-17-7	89	39 Charley Marley C scale	62
	1-894096-17-7	108	50 Music Alone Shall Live F Scale	81
	1-894096-17-7	111	52 Hot Potato tdrmfs	84
	1-894096-17-7	139	72 I am Slowly Going Crazy C scale (plus A,B,)	112
	1-894096-17-7	171	90 Come and Sing C scale	144
(B) write, and reproduce pentatonic melodic patterns using standard staff notation; and	1-894096-17-7	48	#13 Button You Must Wander	21
	1-894096-17-7	121	#58 Cobbler	94
(B) write, and reproduce extended pentatonic melodic patterns using standard staff notation; and	1-894096-17-7	32	3 Little Tommy Tinker d m s d	5
	1-894096-17-7	43	9 Liza Jane drm sl d'	16
	1-894096-17-7	52	15 Alabama Gals,l, drm s	25
	1-894096-17-7	68	24 Raindrops Round dmsd'	41
	1-894096-17-7	180	96 Boll Weevil s,l,tdrm	154
(B) write, and reproduce diatonic melodic patterns using standard staff notation; and	1-894096-17-7	61	19 Whistle Daughter Whistle drmfs	34
	1-894096-17-7	74	28 Our Old Sow s, drm	47
	1-894096-17-7	78	30 Sing the Scale C scale scale worksheet in guide	51
	1-894096-17-7	88	38 Winter is Here G scale	61
(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando;	1-894096-68-1		Listening Log	192
	1-894096-68-1		15: Favorite Rag	
	1-894096-17-7	30	#2 Concentration	3
	1-894096-17-7	57	#17 Ronald McDonald	30
	1-894096-17-7	137	#70 Deep and Wide	110
dynamics;	1-894096-17-7	35	5. Boom Chicka Boom	8
	1-894096-17-7	38	7. When I Believe	11
	1-894096-17-7	60	18A In a Dark Dark Wood	33
	1-894096-17-7	69	24A Thunderstorm Soundscape	42
	1-894096-17-7	99	44. Snowflakes	72

		PDF Page #		Binder Page #
articulation;	1-894096-17-7 1-894096-17-7 1-894096-17-7	59 62 64	#18 Ghost of Tom #20 Skin and Bones #21 Lady in the Graveyard	32 35 37
simple meter, .	1-894096-17-7 1-894096-17-7 1-894096-17-7	139 101 172	Conducting in 2/4, 3/4, 4/4 45. Early to Bed 91. Clementine	112 74 145
compound meter	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	106 164 137 134	#49. George Washington Bridge 86. Riel's Farewell 71. Irish Jig 6/8 68. Click go the Shears 6/8	79 137 110 107
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:				
(A) sing independently or in groups with accurate intonation and rhythm;	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	43 35 38 47	Teaching notes for Sept. wk 4, #9 Liza Jane #5 Boom chicka Boom Assess singing in Tune #7 When I Believe #12 For Health and Strength Use review songs for assessment Use review songs for assessment Use review songs for assessment Use review songs for assessment perform rhythm of Hot Potato	15-16 8 15 20 36, 68, 140 89
(A) play classroom instruments independently or in groups with accurate intonation and rhythm;	1-894096-17-7 1-894096-17-7	37 145	Self Assess playing Self Assess playing	10 118
(B) sing or play a varied repertoire of music such as American folk songs	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	29 43 52 61 62 119 152 172 180 105	#1 - Mama Don't Allow #9 - Liza Jane #15 Alabama Gal #19 Whistle Daughter Whistle #20 Skin and Bones 57. Tom Dooley 80. Drill Ye Tarriers 91. Clementine #96 Boll Weevil #48 Oh, When the Saints	2 16 25 34 35 92 125 145 153 78
(B) sing or play a varied repertoire of music such as patriotic music	1-894096-17-7 1-894096-17-7 1-894096-17-7	191 188	Star Spangled Banner (movie has 2 million hits on YouTube) Capitals of America	164 161
(B) sing or play a varied repertoire of music such as songs from Texas	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	180	#96 Boll Weevil 27. Sandy Land 26. Marching Round the Fodder Stack 25. Blue Beads 28. Night Herding	153 189 189 189 190

		PDF Page #		Binder Page #
(B) sing or play a varied repertoire of music such as folk songs representative of local and world cultures independently or in groups;	1-894096-17-7	53	#16 Linstead Market (Jamaican)	27
	1-894096-17-7	76	#29 Ah! Si mon moine voulait danser! (French)	49
	1-894096-17-7	82	34. Ho Ho Watanay (Iroquois)	55
	1-894096-17-7	82	35. Ninaskamon (Cree)	55
	1-894096-17-7	84	37. Hevenu Shalom (Hebrew)	58
	1-894096-17-7	89	#39 Charley Marley (Jamaican)	62
	1-894096-17-7	90	40. C'est L'aviron (French)	63
	1-894096-17-7	92	41. Campana Sobre (Spanish)	65
	1-894096-17-7	104	47. Follow the Drinkin' Gourd (Spiritual)	77
	1-894096-17-7	105	48. When the Saints (Spiritual)	78
	1-894096-17-7	122	59. Rainbow Color (Chinese)	95
	1-894096-17-7	128	64. En Roulant (French Canadian)	101
	1-894096-17-7	132	66. Girl's Day (Japan)	105
	1-894096-17-7	134	68. Click Go the Shears (Australian)	107
	1-894096-17-7	136	69. Brave Wolfe (Canadian)	109
	1-894096-17-7	140	73. Un Canadien Errant (French Canadian)	113
	1-894096-17-7	141	#74 Haida (Hebrew)	114
	1-894096-17-7	143	#75 Funga Alafia (Liberia)	116
1-894096-17-7	164	86. Riel's Farewell (Canadian)	137	
1-894096-17-7	174	#92 I Let Her Go (Trinidad)	147	
1-894096-17-7	158	#83 Drunken Sailor (English)	131	
1-894096-17-7	183	97. La Bella Hortelana (Spanish)	156	
(B) play singing games representative of local cultures independently or in groups;	1-894096-17-7	44	10 - Four White Horses (Caribbean)	17
	1-894096-17-7	57	17 Ronald MacDonald	30
	1-894096-17-7	74	28 Our Old Sow	47
	1-894096-17-7	80	33 Green Sally Up	53
	1-894096-17-7	102	46 Old Maid	75
	1-894096-17-7	125	62 Al Citron (Spanish)	98
	1-894096-17-7	129	65. Chumbara (French Canadian)	103
	1-894096-17-7	177	94. Ball Go Round	150
(C) move alone and with others to a varied repertoire of music using gross motor locomotor,	1-894096-68-1	31 Listen	#7 The Joust	11
	1-894096-68-1	43 Listen	#16 Contradance	27
	1-894096-68-1	54 Listen	#24 El Grillo	
(C) move alone and with others to a varied repertoire of music fine motor,	1-894096-68-1	41	#14. Radetzky March	
	1-894096-17-7	44	10 - Four White Horses (Caribbean)	17
	1-894096-17-7	57	17 Ronald MacDonald	30
	1-894096-17-7	80	33 Green Sally Up	53
	1-894096-17-7	129	65. Chumbara (French Canadian)	103
(C) move alone and with others to a varied repertoire of music using gross motor, non-locomotor skills;	1-894096-68-1	41 Listen	#14. Radetzky March	
	1-894096-68-1	43 Listen	#16 Contradance	
	1-894096-68-1	54 Listen	#24 El Grillo	
	1-894096-17-7	44	10 - Four White Horses (Caribbean)	17
	1-894096-17-7	57	17 Ronald MacDonald	30
	1-894096-17-7	80	33 Green Sally Up	53
	1-894096-17-7	129	65. Chumbara (French Canadian)	103
(C) move alone and with others to a varied repertoire of music using integrated movement such as hands and feet moving together;	1-894096-68-1	31 Listen	#7 The Joust	
	1-894096-68-1	43 Listen	#16 Contradance	
	1-894096-68-1	54 Listen	#24 El Grillo	
	1-894096-17-7	52	#15 Alabama Gal	25
	1-894096-17-7	89	#39 Charley Marley	62
	1-894096-17-7	150	79. John Kanaka	123
	1-894096-17-7	141	#74 Haida	114
	1-894096-17-7	143	#75 Funga Alafia	116
	1-894096-17-7	158	#83 Drunken Sailor	131
	1-894096-17-7	174	92 I Let Her Go	147

		PDF Page #		Binder Page #
(D) perform various folk dances and play parties;	1-894096-17-7	52	#15 Alabama Gal	25
	1-894096-17-7	89	#39 Charley Marley	62
	1-894096-17-7	150	79. John Kanaka	123
	1-894096-17-7	141	#74 Haida	114
	1-894096-17-7	143	#75 Funga Alafia	116
	1-894096-17-7	158	#83 Drunken Sailor	131
	1-894096-17-7	174	92 I Let Her Go	147
(E) perform simple two-part music, including rhythmic and melodic ostinati	1-894096-17-7	36	6. Pass the Stick	9
	1-894096-17-7	40	8. Ickle Ockle	13
	1-894096-17-7	82	34. Ho Ho Watanay	55
	1-894096-17-7	101	45. Early to Bed	74
	1-894096-17-7	111	52. Hot Potato	84
(E) perform simple two-part music, including melodic ostinati	1-894096-17-7	113	53. Scoo Be Doo	86
	1-894096-17-7	150	79. John Kanaka	123
(E) perform simple two-part music, including rounds	1-894096-17-7	32	3 Little Tommy Tinker	5
	1-894096-17-7	47	12 For Health and Strength	20
	1-894096-17-7	59	18 Ghost of Tom	32
	1-894096-17-7	78	30 Sing the Scale	51
	1-894096-17-7	88	38 Winter is Here	61
(E) perform simple two-part music, including partner songs	1-894096-17-7	54	16 Linstead Market	27
	1-894096-17-7	67	23 Shalom	41
(E) perform simple two-part music, including counter melodies	1-894096-17-7	38	#7 When I Believe	11
	1-894096-17-7	85	37 Hevenu Shalom	58
	1-894096-17-7	113	53 Scoo Be Doo Song	86
	1-894096-17-7	139	72 I am Slowly Going Crazy	112
	1-894096-17-7	153	81 Show You Care	126
(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.	1-894096-17-7	141	74. Haida	114
	1-894096-68-1		15: Favorite Rag	
	1-894096-17-7	30	#2 Concentration	3
	1-894096-17-7	57	#17 Ronald McDonald	30
	1-894096-17-7	137	#70 Deep and Wide	110

(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:		PDF Page #		Binder Page #
(A) create rhythmic phrases through improvisation	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	29 67 113 174	1 Mama Don't Allow 37 Hevenu Shalom 53 Scoo Be Doo Song 92 I Let Her Go (spoken) November wk 1 Flashcard Fun	2 58 86 147
(A) create rhythmic phrases through composition	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	35 40 54 121 128 129 150 169	Playing and Improvising 5 Boom Chicka Boom 8 Ickle Ockle (create variations) 16 Linstead Market (create rhythm acc) November wk 1 Flashcard Fun 58 Cobbler 64 En Roulant 65 Chumbara 79 John Kanaka 89 Play That Rhythm (play n/p) Create Canada Word Chain	8 13 26 94 101 102 123 142 158
(B) create melodic phrases through improvisation	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	34 93 113 117 150	4 School Day Blues 42 Christmas Shopping Blues 53 Scoo Be Doo Song 56 Five Four Groove 79 John Kanaka	7 66 86 90 123
(B) create melodic phrases through composition	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	40 41 92 93 121 150	8 Ickle Ockle (create variations) 8A Autumn 41 Campana Sobre 42 Christmas Shopping Blues 58 Cobbler (create variations) 79 John Kanaka	13 14 65 66 94 123
(C) create simple accompaniments through improvisation	1-894096-17-7 1-894096-17-7	30 36 40 43 48 59 62 64 68 72 73 76 80 81 89 121 122 144 157	2 Concentration 6 Pass the Stick 8 Ickle Ockle 9 Liza Jane 13 Button You Must Wander 18 Ghost of Tom 20 Skin and Bones 21 Lady in the Graveyard 24 Raindrops round 26 He's Got the Whole World 27 Peace is Flowing 29 Ah! Si mon moine voulait danser! 33 Green Sally Up 34 Ho Ho Watanay 39 Charley Marley 58 Cobbler 59 Rainbow Color 77 Old Woman 82 Hey Ho	3 9 13 16 21 32 35 37 41 45 46 49 53 55 62 94 95 117 130

		PDF Page #		Binder Page #
(C) create simple accompaniments through composition.	1-894096-17-7	34	4 School Day Blues	7
	1-894096-17-7	40	8 Ickle Ockle	13
	1-894096-17-7	43	9 Liza Jane	16
	1-894096-17-7	48	13 Button You Must Wander	21
	1-894096-17-7	62	20 Skin and Bones	35
	1-894096-17-7	64	21 Lady in the Graveyard	37
	1-894096-17-7	68	24 Raindrops round	41
	1-894096-17-7	72	26 He's Got the Whole World	45
	1-894096-17-7	73	27 Peace is Flowing	46
	1-894096-17-7	76	29 Ah! Si mon moine voulait danser!	49
	1-894096-17-7	80	33 Green Sally Up	53
	1-894096-17-7	81	34 Ho Ho Watanay	55
	1-894096-17-7	89	39 Charley Marley	62
	1-894096-17-7	119	57 Tom Dooley	92
	1-894096-17-7	121	58 Cobbler	94
	1-894096-17-7	122	59 Rainbow Color	95
	1-894096-17-7	128	64 En Roulant	101
	1-894096-17-7	144	77 Old Woman	117
	1-894096-17-7	157	82 Hey Ho	130
	1-894096-17-7	172	91 Clementine (BW or guitar)	145
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	1-894096-17-7	61	19 Whistle Daughter	34
	1-894096-17-7	129	65 Chumbara (B/P or N/P)	102
	1-894096-17-7	132	66 Girl's Day	105
	1-894096-17-7	141	74 Haida (F anc C Boomwhackers)	114
	1-894096-17-7	143	75 Funga Alafia (Orff or N/P)	116
	1-894096-17-7		Environmental Composition Project	
	1-894096-17-7		Rain Soundscape	
	1-894096-17-7	158	83 Drunken Sailor	131
	1-894096-17-7	172	91 Clementine (guitar, uke, BW)	145
	(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas	1-894096-17-7	180	#96 Boll Weevil
1-894096-17-7			27. Sandy Land	189
1-894096-17-7			26. Marching Round the Fodder Stack	
1-894096-17-7			25. Blue Beads	
1-894096-17-7			28. Night Herding	190
(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of America	1-894096-17-7	29	#1 Mama Don't Allow	2
	1-894096-17-7	43	#9 Liza Jane	16
	1-894096-17-7	52	#15 Alabama Gal	25
	1-894096-17-7	61	#19 Whistle Daughter Whistle	34
	1-894096-17-7	62	#20 Skin and Bones	35
	1-894096-17-7	119	#57 Tom Dooley	92
	1-894096-17-7	152	#80 Drill Ye Tarriers	125
	1-894096-17-7	172	#91 Clementine	145
	1-894096-17-7	180	#96 Boll Weevil	153
1-894096-17-7	105	#48 Oh, When the Saints	78	

		PDF Page #		Binder Page #
(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	180	96. Boll Weevil 27. Sandy Land 26. Marching Round the Fodder Stack 25. Blue Beads 28. Night Herding	153 189 190
(A) perform a varied repertoire of songs, representative of diverse cultures such as historical folk songs of America	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	29 43 52 61 62 119 152 172 180 105	#1 Mama Don't Allow #9 Liza Jane #15 Alabama Gal #19 Whistle Daughter Whistle #20 Skin and Bones 57. Tom Dooley 80. Drill Ye Tarriers 91. Clementine #96 Boll Weevil #48 Oh, When the Saints	2 16 25 34 35 92 125 145 153 78
(A) perform a varied repertoire of songs, representative of diverse cultures	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	54 70 82 82 85 89 90 92 104 105 122 125 128 129 131 134 136 139 141 143 177 183	16 Linstead Market 25 El Torojil 34 Ho Ho Watanay 35 Ninaskamon 37 Hevenu Shalom 39 Charley Marley 40 C'est l'aviron 41 Campana Sobre 47 Follow the Drinkin' Gourd 48 When the Saints 59 Rainbow Color 62 Al Citron 64 En Roulant 65 Chumbara 66 Girl's Day 68 Click go the Shears 69 Brave Wolfe 73 Un Canadien Errant 74 Haida 75 Funga Alafia 94 Ball Go Round 97 La Bella Hortelana	27 43 55 55 58 62 63 65 77 78 95 98 101 102 105 107 109 113 114 116 150 156
(A) perform a varied repertoire of movement (folk songs) representative of diverse cultures	1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7 1-894096-17-7	52 89 137 150 141 143 158 174	#15 Alabama Gal #39 Charley Marley 71 Irish Jig 79. John Kanaka #74 Haida #75 Funga Alafia #83 Drunken Sailor 92 I Let Her Go	25 62 110 123 114 116 131 147

		PDF Page #		Binder Page #
(A) perform a varied repertoire of musical games representative of diverse cultures such as folk songs of European cultures in America; African cultures in America;	1-894096-17-7	44	10 - Four White Horses (Caribbean)	17
	1-894096-17-7	57	17 Ronald MacDonald (African American)	30
	1-894096-17-7	74	28 Our Old Sow	47
	1-894096-17-7	80	33 Green Sally Up (African American)	53
	1-894096-17-7	102	46 Old Maid (Norwegian)	75
	1-894096-17-7	125	62 Al Citron (Spanish)	98
	1-894096-17-7	129	65. Chumbara (French Canadian)	102
	1-894096-17-7	177	94. Ball Go Round	150
(B) perform music representative of America, including “The Star Spangled Banner”;	1-894096-17-7	188	100 The Capitals of America	161
	1-894096-17-7	191	102 Star Spangled Banner	164
(C) identify and describe music from diverse genres, styles, periods, and cultures; and	1-894096-17-7		Identify the Culture	
	1-894096-17-7		Identify the Culture	
	1-894096-17-7	34	4 School Day Blues (Blues)	7
	1-894096-17-7	54	16 Linstead Market	27
	1-894096-17-7	105	48 When the Saints	78
	1-894096-17-7	117	56 Five Four Groove	91
(D) examine the relationships between music and interdisciplinary concepts. (Curriculum Connections)	1-894096-17-7	34	4 School Day Blues	7
	1-894096-17-7	38	7 When I Believe	12
	1-894096-17-7	45	11 Steel Drum	18
	1-894096-17-7	49	14 Jack was Every Inch a Sailor	22
	1-894096-17-7	52	15 Alabama Gal	25
	1-894096-17-7	61	19 Whistle Daughter Whistle	34
	1-894096-17-7	62	20 Skin and Bones	35
	1-894096-17-7	64	21 Lady in the Graveyard	37
	1-894096-17-7	67	23 Shalom	40
	1-894096-17-7	68	24 Raindrops Round	41
	1-894096-17-7	70	25 El Torojil	43
	1-894096-17-7	74	28 Our Old Sow	47
	1-894096-17-7	76	29 Ah! Si mon moine voulait danser!	49
	1-894096-17-7	82	34 Ho Ho Watanay	55
	1-894096-17-7	82	35 Ninaskamon	55
	1-894096-17-7	83	36 Banks of the Don	56
	1-894096-17-7	85	37 Hevenu Shalom	58
	1-894096-17-7	88	38 Winter is Here	61
	1-894096-17-7	89	39 Charley Marley	62
	1-894096-17-7	90	40 C'est l'aviron	63
	1-894096-17-7	92	41 Campana Sobre	65
	1-894096-17-7	99	44 Snowflakes	72
	1-894096-17-7	101	45 Early to Bed	74
	1-894096-17-7	104	47 Follow the Drinkin' Gourd	77
	1-894096-17-7	105	48 When the Saints	78
	1-894096-17-7	119	57 Tom Dooley	92
	1-894096-17-7	122	59 Rainbow Color	95
	1-894096-17-7	124	61 You Gotta Believe	98
	1-894096-17-7	126	63 Johnny Lost a Quarter	99
	1-894096-17-7	128	64 En Roulant	101
	1-894096-17-7	129	65 Chumbara	102
	1-894096-17-7	132	66 Girl's Day	105
	1-894096-17-7	133	67 Didgeridoo	106
1-894096-17-7	134	68 Click Go the Shears	107	
1-894096-17-7	136	69 Brave Wolfe	109	
1-894096-17-7	140	73 Un Canadien Errant	113	
1-894096-17-7	143	75 Funga Alafia	116	
1-894096-17-7	150	79 John Kanaka	123	
1-894096-17-7	152	80 Drill Ye Tarriers	125	
1-894096-17-7	153	81 Show You Care	126	
1-894096-17-7	157	82 Hey Ho	130	
1-894096-17-7	158	83 Drunken Sailor	131	

		PDF Page #		Binder Page #
(D) examine the relationships between music and interdisciplinary concepts.	1-894096-17-7	160	84 The Ship Titanic	133
	1-894096-17-7	163	85 Come Follow	136
	1-894096-17-7	164	86 Riel's Farewell	137
	1-894096-17-7	165	87 Neath the Lilacs	138
	1-894096-17-7	171	90 Come and Sing	144
	1-894096-17-7	172	91 Clementine	145
	1-894096-17-7	174	92 I Let Her Go	147
	1-894096-17-7	175	93 Take Me Out to the Ballgame	148
	1-894096-17-7	177	94 Ball Go Round	150
	1-894096-17-7	180	96 Boll Weevil	153
	1-894096-17-7	183	97 La Bella Hortelana	156
	1-894096-17-7	186	99 The Capitals of Canada	159
	1-894096-17-7	188	100 The Capitals of America	161
1-894096-17-7	190	101 O Canada	163	
1-894096-17-7	191	102 Star Spangled Banner	164	
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:				
(A) exhibit audience etiquette during live and recorded performances;	1-894096-17-7	52	15 Alabama Gal	25
	1-894096-17-7		Listening	
	1-894096-17-7	169	89 Play That Rhythm	142
	1-894096-68-1		Concert Manners	
(B) identify known rhythmic elements in aural examples using appropriate vocabulary;	1-894096-68-1		Listening Log	192
	1-894096-17-7	48	13 Button	21
	1-894096-17-7	68	24 Raindrops Round	41
	1-894096-17-7	111	52 Hot Potato	84
	1-894096-17-7	114	54 I've a Car	87
	1-894096-17-7	119	57 Tom Dooley	92
	1-894096-17-7	150	79 John Kanaka	123
	1-894096-17-7	141	74 Haida	114
	1-894096-17-7	158	83 Drunken Sailor	131
1-894096-17-7				
(B) identify known melodic elements in aural examples using appropriate vocabulary;	1-894096-68-1	9 Listen	Listening Log (major/minor)	192
	1-894096-17-7	40	8 Ickle Ockle	13
	1-894096-17-7	43	9 Liza Jane	16
	1-894096-17-7	48	13 Button	21
	1-894096-17-7	52	15 Alabama Gal	25
	1-894096-17-7	62	20 Skin and Bones	35
	1-894096-17-7	64	21 Lady in the Graveyard	37
	1-894096-17-7	68	24 Raindrops Round	41
	1-894096-17-7	114	54 I've a Car	87
	1-894096-17-7	121	58 Cobbler	94
	1-894096-17-7	129	65 Chumbara	102
	1-894096-17-7			

		PDF Page #		Binder Page #
(C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;	1-894096-68-1		Listening Log	192
	1-894096-17-7	62	20 Skin and Bones	35
	1-894096-17-7	64	21 Lady in the Graveyard	37
	1-894096-17-7	68	24 Raindrops Round	41
	1-894096-17-7	114	54 I've a Car	87
		121	58 Cobbler	94
(D) respond verbally to short musical examples;	1-894096-17-7	38	7 When I Believe	11
	1-894096-17-7	69	24a Thunderstorm Soundscape - discuss performances	42
	1-894096-17-7			
	1-894096-17-7	76	29 Ah! Si mon moine voulait danser!	49
	1-894096-17-7	92	41 Campana -	65
	1-894096-17-7	99	44 Snowflakes	72
	1-894096-17-7	105	48 When the Saints	78
	1-894096-17-7	129	65 Chumbara	103
	1-894096-17-7	155	Rain Soundscape	128
		1-894096-68-1		Listening Log
(D) respond through movement to short musical examples;	1-894096-68-1		#7 The Joust	11
	1-894096-68-1		#16 Contradance	27
	1-894096-68-1	70	#25 El Torojil	43
	1-894096-17-7	171	#90 Come and Sing	144
	1-894096-17-7	44	#10 Four White Horses (create clap patterns)	17
	1-894096-17-7	52	#15 Alabama Gal (create dance)	25
	1-894096-17-7	76	#29 Ah! Si mon moine voulait danser!	49
	1-894096-17-7	85	#37 Hevenu Shalom	58
	1-894096-17-7	101	#45 Early to Bed	74
	1-894096-17-7	110	#51 Five Foot Two	83
	1-894096-17-7	117	#56 Five Four Groove (move to show 5/4 time)	90
	1-894096-17-7	122	#59 Rainbow Color (ribbon dance)	
	1-894096-17-7	124	#61 You Gotta Believe	95
	1-894096-17-7	137	#71 Irish Jig (create dance)	97
	1-894096-17-7	158	#83 Drunken Sailor (create movement)	110
	1-894096-17-7	162	#85 Come Follow (create Maypole Dance)	131
1-894096-17-7	171	#90 Come and Sing (create movement)	136	
				144
(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and	1-894096-17-7	122	#60 Chinese Temple	95
	1-894096-17-7		Assess performance	
	1-894096-17-7		Play That Rhythm	
	1-894096-68-1		Listening Log	9
(F) justify personal preferences for specific music works and styles using music vocabulary.	1-894096-68-1	9 Listen	Listening Log	192
	1-894096-68-1		Concert Review	
	1-894096-17-7		#16 Linstead Market	27
	1-894096-17-7	54	#29 Ah! Si mon moine voulait danser!	49
	1-894096-17-7	92	#41 Campana Sobre	65
	1-894096-17-7	105	#48 When the Saints	78
	1-894096-17-7	129	#65 Chumbara	102
	1-894096-17-7	150	#79 John Kanaka	123