A Correlation of

Interactive Music
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To the

Mississippi College and Career Readiness
Arts Learning Standards for Music 2017
Grade 7
Introduction

This document shows how Interactive Music powered by Silver Burdett™ meets the Mississippi College and Career Readiness Arts Learning Standards for Music 2017. Correlation references are to the Teacher Notes and are cited by the title of the lesson or activity where the matching instruction is found. Teacher Notes have associated student-facing activities that are referenced at point of use.

Interactive Music powered by Silver Burdett™, a brand new all-digital program developed cooperatively with Alfred Music Publishing, Inc., provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content to customize lessons and meet the needs of students in grades Pre K-8.
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<td><strong>CREATING</strong></td>
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<tr>
<td><strong>MU: Cr1.1.7 Generate and conceptualize artistic ideas and work.</strong></td>
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<tr>
<td><em>Generate musical ideas for various purposes and contexts.</em></td>
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<td><strong>IMAGINE</strong></td>
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</table>
| a. Generate rhythmic, melodic, and harmonic **phrases** and variations over harmonic accompaniments within **AB, ABA**, or **theme and variation forms** that convey **expressive intent**. | Play-Along (Percussion): Alumot (Sheaves of Grain)  
Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)  
Song Notation (Projectable): La mariposa (The Butterfly)  
Song Teacher Notes: La mariposa (The Butterfly)  
Play-Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) |
|                                               |                                                               |
| **MU: Cr2.1.7 Organize and develop artistic ideas and work.** |                                                               |
| *Select and develop musical ideas for defined purposes and contexts.* |                                                               |
| **PLAN / MAKE**                              |                                                               |
| a. Select, organize, develop and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **AB, ABA**, or **theme and variation forms** that demonstrate **unity** and **variety** and convey **expressive intent**. | Play Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)  
Song Notation (Projectable): Riendo el río corre (Run, Run, River)  
Song Teacher Notes: Riendo el río corre (Run, Run, River)  
Instructional Activity (Projectable): By the Waters of Babylon  
Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon |
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b. Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and **harmonic sequences**.

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- **Song Notation (Projectable): Santa Mash-Up**
- **Song Teacher Notes: Santa Mash-Up**
- **Instructional Activity (Interactive): Santa Mash-Up**
- **Instructional Activity (Interactive) Teacher Notes: Santa Mash-Up**
- **Song Notation (Projectable): La mariposa (The Butterfly)**
- **Song Teacher Notes: La mariposa (The Butterfly)**
- **Play-Along (Ensemble): Mama Don't 'Low**
- **Play-Along (Ensemble) Teacher Notes: Mama Don't 'Low**

### MU: Cr3.1.7 Refine and complete artistic work.

**EVALUATE / REFINE**

| **a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.** |
| **Play-Along (Percussion): Corta la caña (Head for the Canefields)** |
| **Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)** |
| **Play-Along (Percussion): Riendo el río corre** |
| **Play-Along (Percussion) Teacher Notes: Riendo el río corre** |

<p>| <strong>b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</strong> |
| <strong>Song Notation (Projectable): There Is Love Somewhere</strong> |
| <strong>Song Teacher Notes: There Is Love Somewhere</strong> |
| <strong>Instructional Activity (Projectable): By the Waters of Babylon</strong> |
| <strong>Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</strong> |
| <strong>Play-Along (Percussion): Corta la caña (Head for the Canefields)</strong> |
| <strong>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</strong> |</p>
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<tr>
<td><strong>MU: Cr3.2.7</strong> Refine and complete artistic work.</td>
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<tr>
<td><em>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</em></td>
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<tr>
<td><strong>PRESENT</strong></td>
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</tbody>
</table>
| a. **Present** the final version of their documented personal *composition*, song, or *arrangement*, using *craftsmanship* and originality to demonstrate *unity* and *variety*, and convey *expressive intent*. | Song Notation (Projectable): There Is Love Somewhere  
Song Teacher Notes: There Is Love Somewhere  
Instructional Activity (Projectable): By the Waters of Babylon  
Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon |
| **PERFORMING** |  |
| **MU: Pr4.1.7** Select, analyze, and interpret artistic work for presentation. |  |
| *Select varied musical works to present based on interest, knowledge, technical skill, and context.* |  |
| **SELECT** |  |
| a. Apply *collaboratively-developed criteria* for selecting music of contrasting styles for a *program* with a specific *purpose* and/or *context* and, after discussion, identify *expressive qualities*, *technical challenges*, and reasons for choices. | Song Notation (Projectable): Born to Be Somebody  
Song Teacher Notes: Born to Be Somebody  
Song Notation (Projectable): Tom Dooley  
Song Teacher Notes: Tom Dooley  
Orff Arrangement: Dona nobis pacem (Grant Us Peace)  
Orff Arrangement Teacher Notes: Dona nobis pacem (Grant Us Peace) |
| **MU: Pr4.2.7** Select, analyze, and interpret artistic work for presentation. |  |
| *Analyze the structure and context of varied musical works and their implications for performance.* |  |
| **ANALYZE** |  |
| a. Explain and demonstrate the *structure* of contrasting pieces of music selected for *performance* and how *elements of music* are used. | Song Notation (Projectable): By the Waters of Babylon  
Song Teacher Notes: By the Waters of Babylon  
Song Notation (Projectable): Hey Ho! Nobody Home  
Song Teacher Notes: Hey Ho! Nobody Home |
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| b. When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch articulation**, **dynamics**, **tempo**, and **form**. | Song Notation (Projectable): Just a Snap-Happy Blues  
Song Teacher Notes: Just a Snap-Happy Blues  
Song Notation (Projectable): Blue Mountain Lake  
Song Teacher Notes: Blue Mountain Lake  
Song Notation (Projectable): La golondrina (The Swallow)  
Song Teacher Notes: La golondrina (The Swallow)  
Song Notation (Projectable): Texas in My Soul  
Song Teacher Notes: Texas in My Soul  
Song Notation (Projectable): The Marines' Hymn  
Song Teacher Notes: The Marines' Hymn  
Song Notation (Projectable): Jambo Bwana  
Song Teacher Notes: Jambo Bwana  
Instructional Activity (Projectable): Hit Me with a Hot Note and Watch Me Bounce  
Instructional Activity (Projectable) Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce  
Song Notation (Projectable): Scattin’ A-Round  
Song Teacher Notes: Scattin’ A-Round  
Music Reading Notation (Projectable): Blue Mountain Lake  
Music Reading Teacher Notes: Blue Mountain Lake |
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</table>
| c. Identify how **cultural** and **historical context** inform **performances** and result in different music **interpretations**. | **Song Notation (Projectable):** Canto del agua (Song of the Water)  
**Song Teacher Notes:** Canto del agua (Song of the Water)  
**Song Notation (Projectable):** Hit Me with a Hot Note and Watch Me Bounce  
**Song Teacher Notes:** Hit Me with a Hot Note and Watch Me Bounce  
**Song Notation (Projectable):** Play Ball!  
**Song Teacher Notes:** Play Ball!  
**Song Notation (Projectable):** Scarborough Fair  
**Song Teacher Notes:** Scarborough Fair  
**Song Notation (Projectable):** Stille Nacht (Silent Night)  
**Song Teacher Notes:** Stille Nacht (Silent Night) |
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<td><strong>MU: Pr4.3.7</strong> Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent.</td>
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<tr>
<td><strong>INTERPRET</strong></td>
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</tbody>
</table>
| a. **Perform** contrasting pieces of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**. | **Play-Along (Recorder): Ribbons in the Sky**  
**Play-Along (Recorder) Teacher Notes: Ribbons in the Sky**  
**Song Notation (Projectable): Peace Like a River**  
**Song Teacher Notes: Peace Like a River**  
**Song Notation (Projectable): Born to Be Somebody**  
**Song Teacher Notes: Born to Be Somebody**  
**Song Notation (Projectable): Don nobis pacem (Grant Us Peace)**  
**Song Teacher Notes: Don nobis pacem (Grant Us Peace)**  
**Song Notation (Projectable): Hooray for Hollywood**  
**Song Teacher Notes: Hooray for Hollywood**  
**Song Notation (Projectable): I Bought Me a Cat**  
**Song Teacher Notes: I Bought Me a Cat**  
**Song Notation (Projectable): Ribbons in the Sky**  
**Song Teacher Notes: Ribbons in the Sky**  
**Song Notation (Projectable): You Were on My Mind**  
**Song Teacher Notes: You Were on My Mind**  
**Instructional (Activity) Projectable: Sing In Harmony**  
**Instructional (Activity) Projectable Teacher Note: Sing In Harmony**  
**Orff Arrangement (Printable): St. Louis Blues**  
**Orff Arrangement Teacher Notes: St. Louis Blues** |
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<tr>
<td><strong>MU: Pr5.1.7</strong> Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</td>
<td></td>
</tr>
<tr>
<td><strong>REHEARSE / EVALUATE / REFINE</strong></td>
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</tr>
</tbody>
</table>
| a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform. | Orff Arrangement (Printable): Down in the Valley  
Orff Arrangement Teacher Notes: Down in the Valley  
Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu  
Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu  
Instructional Activity (Projectable): There is Love Somewhere  
Instructional Activity (Projectable) Teacher Notes: There is Love Somewhere  
Instructional Activity (Projectable): Born to Be Someone  
Instructional Activity (Projectable) Teacher Notes: Born to Be Someone |
## MU: Pr6.1.7 Convey meaning through the presentation of artistic work.

*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

### PRESENT

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</table>
| a. **Perform** the music with **technical accuracy** and stylistic **expression** to convey the **creator's intent**. | **Song Notation (Projectable): Alumot (Sheaves of Grain)**
**Song Teacher Notes: Alumot (Sheaves of Grain)**

**Song Notation (Projectable): Born to Be Somebody**
**Song Teacher Notes: Born to Be Somebody**

**Song Notation (Projectable): Down in the Valley**
**Song Teacher Notes: Down in the Valley**

**Song Notation (Projectable): Give a Little Love**
**Song Teacher Notes: Give a Little Love**

**Song Notation (Projectable): Sing in Harmony!**
**Song Teacher Notes: Sing in Harmony!**

**Music Reading Practice: Scarborough Fair**
**Music Reading Practice Teacher Notes: Scarborough Fair**

**Instructional Activity (Projectable): Sing in Harmony!**
**Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!**

**Instructional Activity (Projectable): Born to Be Somebody**
**Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody** |
### Responding

**MU: Re7.1.7 Perceive and analyze artistic work.**

Choose music appropriate for a specific purpose or context.

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</table>
| a. Select or choose contrasting music to listen to and compare the **connections** to specific interests or experiences for a specific **purpose.** | Song Notation (Projectable): I Shall Sing  
Song Teacher Notes: I Shall Sing  
Song Notation (Projectable): Another Op'nin', Another Show  
Song Teacher Notes: Another Op'nin', Another Show  
Instructional Activity (Projectable): A Gift to Share  
Instructional Activity (Projectable) Teacher Notes: A Gift to Share  
Instructional Activity (Projectable): Born to Be Somebody  
Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody |

**MU: Re7.2.7 Perceive and analyze artistic work.**

Analyze how the structure and context of varied musical works inform the response.

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<tr>
<th>ANALYZE</th>
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</table>
| a. Classify and explain how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces. | Song Notation (Projectable): St. Louis Blues  
Song Teacher Notes: St. Louis Blues  
Instructional Activity (Interactive): Jambo Bwana  
Instructional Activity (Interactive) Teacher Notes: Jambo Bwana |
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</table>
| b. Identify and compare the context of music from a variety of genres, cultures, and historical periods. | Song Notation (Projectable): Bát kim thang (Setting Up the Golden Ladder)  
Song Teacher Notes: Bát kim thang (Setting Up the Golden Ladder)  
Song Notation (Projectable): La borinqueña (Beloved Island Home)  
Song Teacher Notes: La borinqueña (Beloved Island Home) |
| MU: Re8.1.7 Interpret intent and meaning in artistic work. | **Support interpretations of musical works that reflect creators/performers' expressive intent.**  
**INTERPRET**  

a. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.  
Song Notation (Projectable): The Beat Goes On  
Song Teacher Notes: The Beat Goes On  
Song Notation (Projectable): Stille Nacht (Silent Night)  
Song Teacher Notes: Stille Nacht (Silent Night)  
Song Notation (Projectable): Good King Wenceslas  
Song Teacher Notes: Good King Wenceslas |
| MU: Re9.1.7 Apply criteria to evaluate artistic work. | **Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**  
**EVALUATE**  
a. Select from teacher-provided criteria to evaluate musical works or performances.  
Song Notation (Projectable): Peace Like a River  
Song Teacher Notes: Peace Like a River  
Song Notation (Projectable): Corta la caña (Head for the Canefields)  
Song Teacher Notes: Corta la caña (Head for the Canefields)  
Song Notation (Projectable): A Gift to Share  
Song Teacher Notes: A Gift to Share  
Music Reading Practice: La mariposa (The Butterfly)  
Music Reading Practice Teacher Notes: La mariposa (The Butterfly) |
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| **CONNECTING** | **MU: Cn10.0.7 Synthesize and relate knowledge and personal experiences to make art.**  
*Synthesize and relate knowledge and personal experiences to make music.* |
| **CONNECT** | **a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**  
*Embedded within:* |
| | Song Notation (Projectable): Loigratong  
Song Teacher Notes: Loigratong |
| | Song Notation (Projectable): Riendo el río corre (Run, Run, River)  
Song Teacher Notes: Riendo el río corre (Run, Run, River) |
| | Song Notation (Projectable): Tom Dooley  
Song Teacher Notes: Tom Dooley |
| | Instructional Activity (Projectable): By the Waters of Babylon  
Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon |
| | Play-Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) |
| **MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.** | Play Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) |
| | Song Notation (Projectable): Riendo el río corre (Run, Run, River)  
Song Teacher Notes: Riendo el río corre (Run, Run, River) |
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<td><strong>MU:Cr3.2.7a</strong> Present the final version of their documented personal <strong>composition</strong>, song, or <strong>arrangement</strong>, using <strong>craftsmanship</strong> and originality to demonstrate <strong>unity</strong> and <strong>variety</strong>, and convey <strong>expressive intent</strong>.</td>
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<td><strong>Song Notation (Projectable):</strong> There Is Love Somewhere</td>
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<tr>
<td><strong>Song Teacher Notes:</strong> There Is Love Somewhere</td>
<td><strong>Song Teacher Notes:</strong> There Is Love Somewhere</td>
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<tr>
<td><strong>Instructional Activity (Projectable):</strong> By the Waters of Babylon</td>
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<tr>
<td><strong>Instructional Activity (Projectable) Teacher Notes:</strong> By the Waters of Babylon</td>
<td><strong>Instructional Activity (Projectable) Teacher Notes:</strong> By the Waters of Babylon</td>
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<tr>
<td><strong>MU:Pr4.1.7a</strong> Apply <strong>collaboratively-developed criteria</strong> for selecting music of contrasting styles for a <strong>program</strong> with a specific <strong>purpose</strong> and/or <strong>context</strong> and, after discussion, identify <strong>expressive qualities</strong>, <strong>technical challenges</strong>, and reasons for choices.</td>
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<td><strong>Song Notation (Projectable):</strong> Born to Be Somebody</td>
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<td><strong>Song Teacher Notes:</strong> Born to Be Somebody</td>
<td><strong>Song Teacher Notes:</strong> Born to Be Somebody</td>
</tr>
<tr>
<td><strong>Song Notation (Projectable):</strong> Tom Dooley</td>
<td><strong>Song Notation (Projectable):</strong> Tom Dooley</td>
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<tr>
<td><strong>Song Teacher Notes:</strong> Tom Dooley</td>
<td><strong>Song Teacher Notes:</strong> Tom Dooley</td>
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<tr>
<td><strong>Orff Arrangement:</strong> Dona nobis pacem (Grant Us Peace)</td>
<td><strong>Orff Arrangement:</strong> Dona nobis pacem (Grant Us Peace)</td>
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<tr>
<td><strong>Orff Arrangement Teacher Notes:</strong> Dona nobis pacem (Grant Us Peace)</td>
<td><strong>Orff Arrangement Teacher Notes:</strong> Dona nobis pacem (Grant Us Peace)</td>
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| MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. | Play-Along (Recorder): Ribbons in the Sky  
Play-Along (Recorder) Teacher Notes: Ribbons in the Sky  
Song Notation (Projectable): Peace Like a River  
Song Teacher Notes: Peace Like a River  
Song Notation (Projectable): Born to Be Somebody  
Song Teacher Notes: Born to Be Somebody  
Song Notation (Projectable): Don nobis pacem (Grant Us Peace)  
Song Teacher Notes: Don nobis pacem (Grant Us Peace)  
Song Notation (Projectable): Hooray for Hollywood  
Song Teacher Notes: Hooray for Hollywood  
Song Notation (Projectable): I Bought Me a Cat  
Song Teacher Notes: I Bought Me a Cat  
Song Notation (Projectable): Ribbons in the Sky  
Song Teacher Notes: Ribbons in the Sky  
Song Notation (Projectable): You Were on My Mind  
Song Teacher Notes: You Were on My Mind  
Instructional (Activity) Projectable: Sing In Harmony  
Instructional (Activity) Projectable Teacher Note: Sing In Harmony  
Orff Arrangement (Printable): St. Louis Blues  
Orff Arrangement Teacher Notes: St. Louis Blues |
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</table>
| MU:Re7.1.7a Select or choose contrasting music to listen to and compare the **connection** to specific interests or experiences for a specific **purpose**. | Song Notation (Projectable): Glory, Glory, Hallelujah  
Song Teacher Notes: Glory, Glory, Hallelujah  
Song Notation (Projectable): I Bought Me a Cat  
Song Teacher Notes: I Bought Me a Cat  
Song Notation (Projectable): The Marines’ Hymn  
Song Teacher Notes: The Marines’ Hymn |
| **MU: Cn11.0.7** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | Relate musical ideas and works with varied context to deepen understanding.  
**CONNECT** |
| a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Embedded within:** | Song Notation (Projectable): Cowboys’ Christmas Ball  
Song Teacher Notes: Cowboys’ Christmas Ball  
Song Notation (Projectable): Las mañanitas  
Song Teacher Notes: Las mañanitas  
Song Notation (Projectable): Play Ball!  
Song Teacher Notes: Play Ball!  
Song Notation (Projectable): Siyahamba  
Song Teacher Notes: Siyahamba |
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| MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic **phrases** and variations over harmonic accompaniments within **AB, ABA**, or **theme** and **variation forms** that convey **expressive intent**. | Play-Along (Percussion): Alumot (Sheaves of Grain)  
Play-Along (Percussion) Teacher Notes: Alumot (Sheaves of Grain)  
Song Notation (Projectable): La mariposa (The Butterfly)  
Song Teacher Notes: La mariposa (The Butterfly)  
Play-Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields) |
| MU:Pr4.2.7c Identify how **cultural** and **historical context** inform **performance** and results in different music **interpretations**. | Song Notation (Projectable): Canto del agua (Song of the Water)  
Song Teacher Notes: Canto del agua (Song of the Water)  
Song Notation (Projectable): Hit Me with a Hot Note and Watch Me Bounce  
Song Teacher Notes: Hit Me with a Hot Note and Watch Me Bounce  
Song Notation (Projectable): Play Ball!  
Song Teacher Notes: Play Ball!  
Song Notation (Projectable): Scarborough Fair  
Song Teacher Notes: Scarborough Fair  
Song Notation (Projectable): Stille Nacht (Silent Night)  
Song Teacher Notes: Stille Nacht (Silent Night) |
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**MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

**Song Notation (Projectable):** I Shall Sing  
**Song Teacher Notes:** I Shall Sing

**Song Notation (Projectable):** Another Op'nin', Another Show  
**Song Teacher Notes:** Another Op'nin', Another Show

**Instructional Activity (Projectable):** A Gift to Share  
**Instructional Activity (Projectable) Teacher Notes:** A Gift to Share

**Instructional Activity (Projectable):** Born to Be Somebody  
**Instructional Activity (Projectable) Teacher Notes:** Born to Be Somebody

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**Song Notation (Projectable):** Bát kim thang (Setting Up the Golden Ladder)  
**Song Teacher Notes:** Bát kim thang (Setting Up the Golden Ladder)

**Song Notation (Projectable):** La borinqueña (Beloved Island Home)  
**Song Teacher Notes:** La borinqueña (Beloved Island Home)

**MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

**Song Notation (Projectable):** Bát kim thang (Setting Up the Golden Ladder)  
**Song Teacher Notes:** Bát kim thang (Setting Up the Golden Ladder)

**Song Notation (Projectable):** La borinqueña (Beloved Island Home)  
**Song Teacher Notes:** La borinqueña (Beloved Island Home)
<table>
<thead>
<tr>
<th>Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017</th>
<th>Interactive Music powered by Silver Burdett™ ©2016, Grade 7</th>
</tr>
</thead>
</table>
| MU:Re9.1.7a Select from **teacher-provided criteria** to evaluate **musical works** or **performances**. | Song Notation (Projectable): Peace Like a River  
Song Teacher Notes: Peace Like a River  
Song Notation (Projectable): Corta la caña (Head for the Canefields)  
Song Teacher Notes: Corta la caña (Head for the Canefields)  
Song Notation (Projectable): A Gift to Share  
Song Teacher Notes: A Gift to Share  
Music Reading Practice: La mariposa (The Butterfly)  
Music Reading Practice Teacher Notes: La mariposa (The Butterfly) |