

A Correlation of
**Silver Burdett
Making Music**
2008 Edition



to the
**Colorado
Model Content Standards
for Music**
Grades K-8

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INTRODUCTION

This document shows how *Silver Burdett Making Music* meets the Colorado Model Content Standards for Music. Page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile pages of the Student Edition.

Silver Burdett Making Music is an exciting elementary music program that provides students with memorable music experiences. *Making Music* represents diverse genres and styles including American music as well as music of other world cultures. A full music curriculum of elements, skills, and connections in every lesson that meets all learning styles makes *Making Music* the best program for meeting teaching goals.

Student Edition

The Student Edition presents a dynamic repertoire of song literature, and provides opportunities to sing, listen to music, play instruments, read music, write and create music, and connect to other disciplines. To expand students' knowledge of music and related content areas, the text includes listening maps, instrumental arrangements, and movement activities as well as information on performers, composers, and the arts.

Electronic Big Book CD-ROM

The Electronic Big Book CD-ROM is a **NEW** digital component that provides teaching options for the general music classroom. This electronic version of the print Big Book (Grades K-2) or Student Edition (Grades 1-6) allow teachers the ability to project student content on a monitor, large screen, or interactive whiteboard for large-group instruction. A special zoom feature highlights key lesson sections to increase teaching flexibility.

Big Book

Big Books, for Kindergarten, Grade 1 and Grade 2, present big, bold, colorfully illustrated lessons that provide many different musical experiences, and can be used for small group and classroom instruction.

Teacher's Editions

The Teacher's Editions for Kindergarten through Grade 6 offer a sequenced, step-by-step approach to teaching elements in Units 1-6 and theme-based instruction in Units 7-12. The lesson activities provide complete instruction for music elements, skills, and curriculum connections in all units. Strategies and background information are presented at point of use to support teaching instruction.

The Teacher's Editions in Grades 7-8 feature an easy-to-customize, modular organization that is designed around nine specific music topics. The lesson activities provide complete instruction for music elements, skills, and curriculum connections in all units. Strategies and background information are also presented at point of use to support teaching instruction.

Audio CD Package

Audio CDs feature a mix of children's voices for modeling and adult voices for demonstrating expression, style, and cultural authenticity. Songs and listening selections are performed by professional musicians and are presented in a context specific to the origin of the music.

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Colorado Model Content Standards for Music Grades K-4	Silver Burdett Making Music 2008 Edition
STANDARD 1: Students sing or play on instruments a varied repertoire of music, alone or with others	
<u>RATIONALE</u> <i>Music-making is one of our oldest, most intimate, and basic forms of communication and cultural expression. Singing, movement, or playing an instrument, provides students with the means of learning musical and developmental skills. Learning to make music enables students to attain individual and group goals, acquire self-discipline, exercise diverse problem solving skills, and opens avenues of success for all students. Growth in singing and playing music occurs by applying skills to increasingly challenging music literature.</i>	
<i>In grades K-4, what students know and are able to do includes</i>	
<ul style="list-style-type: none"> • singing or playing music, with appropriate technique, in rhythm, in tempo*, and on pitch; 	<p>Grade K TE: 4, 11, 43, 47, 125, 131, 139, 159</p> <p>Grade 1 TE: 9, 31, 60, 65, 104, 116, 144, 147</p> <p>Grade 2 EBB/BB/SE/TE: 7, 18, 27, 46, 57, 61, 66, 80, 145, 173, 191, 201</p> <p>Grade 3 EBB/SE/TE: 36, 48, 64, 68, 72, 76, 100, 106, 143, 179, 409, 413</p> <p>Grade 4 EBB/SE/TE: 6, 18, 20, 23, 49, 53, 93, 99, 118, 131</p>

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<ul style="list-style-type: none"> • singing or playing music, with appropriate technique, representing musically and culturally diverse* literature; 	<p>Grade K TE: 13, 14, 24, 40, 67, 78, 89, 96, 186</p> <p>Grade 1 TE: 29, 48, 58, 64, 88, 112, 138, 144 EBB/BB/SE: 28-29</p> <p>Grade 2 EBB/BB/SE/TE: 14, 16, 54, 64, 70, 90, 92, 116, 125, 135, 142</p> <p>Grade 3 EBB/SE/TE: 18, 28, 40, 56, 102, 132, 134, 138, 182, 208</p> <p>Grade 4 EBB/SE/TE: 14, 25, 34, 38, 63, 68, 96, 114, 134, 231</p>
<ul style="list-style-type: none"> • responding to the conductor's cues of rhythm and tempo while singing or playing music; and 	<p>Grade K TE: 122, 183, 178, 179, 291, 299, 319</p> <p>Grade 1 TE: 24, 25, 113, 177, 275, 276, 282, 283 EBB/BB/SE: 82-83</p> <p>Grade 2 EBB/BB/SE/TE: 21, 80, 117, 204, 298, 377</p> <p>Grade 3 EBB/SE/TE: 193, 2101, 206, 215, 415</p> <p>Grade 4 EBB/SE/TE: 11, 38, 53, 55, 69, 93, 179, 181, 217, 374</p>

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<p style="text-align: center;">Colorado Model Content Standards for Music Grades K-4</p>	<p style="text-align: center;">Silver Burdett Making Music 2008 Edition</p>
<ul style="list-style-type: none"> • responding to music through movement*. 	<p>Grade K TE: 19, 33, 45, 61, 63, 73, 89, 231 EBB/BB: 11, 13, 16</p> <p>Grade 1 TE: 4, 44, 51, 84, 124, 166, 178, 206 EBB/BB/SE: 2-3, 14-15, 26-27, 38-39, 50-51, 62-63</p> <p>Grade 2 EBB/BB/SE/TE: 8, 18, 42, 50, 78, 86, 126, 152, 166, 194</p> <p>Grade 3 EBB/SE/TE: 6, 20, 58, 60, 124, 134, 170, 174, 260, 294</p> <p>Grade 4 EBB/SE/TE: 12, 14, 48, 56, 58, 98, 100, 130, 140, 172, 184, 214</p>

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Colorado Model Content Standards for Music Grades K-4	Silver Burdett Making Music 2008 Edition
STANDARD 2: Students will read and notate music.	
<u>RATIONALE</u> <i>Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation is essential to music literacy.</i>	
<i>In grades K-4, what students know and are able to do includes</i>	
<ul style="list-style-type: none"> • identifying whole, half, dotted half, quarter, eighth notes, and equivalent rests; 	<p>Grade K TE: 65, 92, 108, 118, 146, 150, 178, 270 EBB/BB: 17, 20, 22, 27, 28, 32, 50</p> <p>Grade 1 TE: 53, 90, 95, 99, 128, 135, 169, 214 EBB/BB/SE: 16-17, 29, 31, 40-41, 52-53, 64-65</p> <p>Grade 2 EBB/BB/SE/TE: 12, 14, 16, 44, 46, 82, 120, 158, 163, 192</p> <p>Grade 3 EBB/SE/TE: 12, 14, 52, 95, 129, 131, 133, 167, 416</p> <p>Grade 4 EBB/SE/TE: 10, 52, 54, 93, 136, 139, 177, 181</p>

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<ul style="list-style-type: none"> • reading simple melodic* and rhythmic notation; 	<p>Grade K TE: 75, 77, 104, 105, 130, 133, 161, 324 EBB/BB: 14, 19, 24, 29, 60</p> <p>Grade 1 TE: 66, 106, 110, 150, 184, 188, 224, 239 EBB/BB/SE: 20-21, 34-35, 46-47, 58-59, 68-69, 70-71</p> <p>Grade 2 EBB/BB/SE/TE: 17, 26, 45, 47, 56, 58, 83, 120, 159</p> <p>Grade 3: EBB/SE/TE: 31, 69, 71, 103, 107, 109, 141, 179, 181, 183, 417</p> <p>Grade 4 EBB/SE/TE: 24, 52, 54, 62, 64, 92, 104, 106, 136, 144, 148, 176, 442, 443</p>
<ul style="list-style-type: none"> • identifying symbols and traditional terms referring to dynamics* and tempo; and 	<p>Grade K TE: 7, 25, 32, 60, 88, 116, 144, 222 EBB/BB: 6, 11, 16, 21, 26</p> <p>Grade 1 TE: 4, 44, 84, 124, 164, 206 EBB/BB/SE: 2, 14-15, 26-27, 38-39, 50-51, 62-63</p> <p>Grade 2 EBB/BB/SE/TE: 6, 42, 65, 116, 190, 243, 253, 287</p> <p>Grade 3 EBB/SE/TE: 6, 50, 51, 87, 135, 200, 201, 255</p> <p>Grade 4 EBB/SE/TE: 7, 49, 88, 131, 133, 170, 210, 377</p>

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<ul style="list-style-type: none"> • notating simple melodies and rhythms. 	<p>Grade K TE: 65, 73, 139, 151</p> <p>Grade 1 TE: 50, 53, 55, 135, 214, 346, 353</p> <p>Grade 2 EBB/BB/SE/TE: 13, 15, 27, 28, 56, 59, 121, 162, 193</p> <p>Grade 3 EBB/SE/TE: 13, 51, 91, 93, 129, 130, 131, 179, 206</p> <p>Grade 4 EBB/SE/TE: 11, 55, 57, 64, 94, 99, 138, 180, 199, 357, 376</p>

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Colorado Model Content Standards for Music Grades K-4	Silver Burdett Making Music 2008 Edition
STANDARD 3: Students will create music.	
<u>RATIONALE</u> <i>Creativity is one of the most important fundamental thought processes of humankind. Through creative activities, such as composing and improvising, students will learn to explore and connect ideas with symbols, sound patterns, and musical elements.</i>	
<i>In grades K-4, what students know and are able to do includes</i>	
<ul style="list-style-type: none"> • creating simple rhythmic and melodic patterns; and 	<p>Grade K TE: 51, 88, 131, 137, 139, 155, 163, 189 EBB/BB: 15</p> <p>Grade 1 TE: 105, 117, 124, 152, 187, 263, 332, 338, 361 EBB/BB/SE: 38-39</p> <p>Grade 2 EBB/BB/SE/TE: 45, 62, 82, 107, 123, 132, 133, 172, 195</p> <p>Grade 3 EBB/SE/TE: 17, 31, 57, 69, 93, 95, 127, 130, 139, 167, 319</p> <p>Grade 4: EBB/SE/TE: 35, 37, 57, 70, 76, 81, 99, 102</p>

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<ul style="list-style-type: none"> • creating short selections, using a variety of sound sources (for example, classroom instruments*, vocal sounds, electronic technology, or other sound-producing objects). 	<p>Grade K TE: 22, 55, 107, 109, 111, 145, 193, 194, 261 EBB/BB: 10, 26, 35, 48</p> <p>Grade 1 TE: 6, 73, 109, 185, 227 EBB/BB/SE: 22-23</p> <p>Grade 2 EBB/BB/SE/TE: 22, 33, 59, 89, 231, 237, 261, 353, 369</p> <p>Grade 3 EBB/SE/TE: 13, 53, 93, 111, 133, 148, 181, 211, 222, 253</p> <p>Grade 4 EBB/SE/TE: 19, 40, 61, 90, 121, 132, 143, 182, 212</p>

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STANDARD 4: Students will listen to, analyze, evaluate, and describe music.	
<u>RATIONALE</u>	
<i>Music is a part of daily life. Students become educated consumers of music by learning to critically listen, describe, analyze, and evaluate music as an expressive art form. Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.</i>	
In grades K-4, what students know and are able to do includes	
<ul style="list-style-type: none"> • listening to and identifying simple forms*; 	<p>Grade K TE: 43, 69, 99, 127, 155, 203, 211, 217 EBB/BB: 18, 37</p> <p>Grade 1 TE: 33, 61, 101, 105, 137, 143, 145, 181, 183, 220 EBB/BB/SE: 42-43, 44-45, 56-57</p> <p>Grade 2 EBB/BB/SE/TE: 19, 53, 91, 127, 165, 167, 201, 203, 247</p> <p>Grade 3 EBB/SE/TE: 18, 20, 58, 60, 96, 100, 134, 139, 175, 211, 280</p> <p>Grade 4 EBB/SE/TE: 16, 103, 142, 143, 185, 224, 299, 304, 305</p>

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<ul style="list-style-type: none"> • identifying contrasts of timbre* in sound; and 	<p>Grade K TE: 27, 55, 82, 124, 189, 193, 257 EBB/BB: 5, 10, 35, 41, 47</p> <p>Grade 1 TE: 35, 72, 114, 154, 157, 194, 235, 237, 255, 257, 295 EBB/BB/SE: 12-13, 22-23, 36-37, 48-49, 60-61, 72-43, 76-77, 98-99</p> <p>Grade 2 EBB/BB/SE/TE: 33, 67, 102, 105, 116, 138, 178, 180, 212, 238, 276, 340, 349</p> <p>Grade 3 EBB/SE/TE: 33, 72, 110, 148, 164, 184, 186, 222, 246</p> <p>Grade 4 EBB/SE/TE: 30, 70, 72, 110, 154, 190, 192, 232, 267, 296, 310, 312, 342, 347</p>
<ul style="list-style-type: none"> • identifying elements and/or expressive qualities in music. 	<p>Grade K TE: 5, 25, 32, 61, 63, 89, 117, 145, 165, 298 EBB/BB: 6, 11, 16, 21, 26</p> <p>Grade 1 TE: 6, 46, 87, 125, 127, 165, 167, 205, 271, 309, 369 EBB/BB/SE: 2-3, 14-15, 26-27, 38-39, 50-51</p> <p>Grade 2 EBB/BB/SE/TE: 7, 23, 63, 119, 150, 162, 253, 279</p> <p>Grade 3 EBB/SE/TE: 19, 27, 51, 88, 127, 200, 255</p> <p>Grade 4: EBB/SE/TE: 7, 23, 50, 89, 132, 151, 171, 213, 309</p>

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STANDARD 5: Students will relate music to various historical and cultural traditions.	
<u>RATIONALE</u> <i>Music is an important element of the historical and cultural record of humankind. Students, through the study of music, will develop an understanding and appreciation of various cultures and histories.</i>	
<i>In grades K-4, what students know and are able to do includes</i>	
<ul style="list-style-type: none"> • identifying how elements of music are used in examples from various cultures (<i>for example: rhythms found in the music of Africa and rap music from America show commonalities</i>); and 	<p>Grade K TE: 10, 13, 67, 78, 89, 91, 96, 158 EBB/BB: 12, 16</p> <p>Grade 1 TE: 8, 20, 38, 57, 76, 88, 112, 136, 142, 154 EBB/BB/SE: 18-19, 24-25, 28-29, 42, 44-45, 48-49</p> <p>Grade 2 EBB/BB/SE/TE: 12, 16, 19, 51, 54, 65, 68, 86, 108, 121, 134, 194</p> <p>Grade 3 EBB/SE/TE: 12, 40, 58, 165, 180, 184, 227, 252, 287, 305</p> <p>Grade 4 EBB/SE/TE: 30, 38, 41, 56, 62, 78, 110, 114, 134, 136</p>

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<ul style="list-style-type: none"> • identifying the roles of musicians in history and various cultures (<i>for example: Scott Joplin and Billie Holiday were representatives of the early jazz movement in America</i>); and 	<p>Grade K TE: 54, 65, 108, 126, 237 EBB/BB: 10, 20, 43, 43</p> <p>Grade 1 TE: 34, 46, 77, 182, 207, 275 EEB/BB/SE: 25, 63, 82-83</p> <p>Grade 2 EBB/BB/SE/TE: 11, 53, 65, 69, 84, 89, 141, 154, 179, 203, 212</p> <p>Grade 3 EBB/SE/TE: 8, 9, 26, 33, 34, 36, 38, 50, 66, 67, 74, 75, 104, 117, 144, 145, 172, 173</p> <p>Grade 4 EBB/SE/TE: 9, 17, 29, 73, 74, 80, 91, 110, 123, 132, 142, 175</p>
<ul style="list-style-type: none"> • demonstrating audience behavior appropriate for the context and style of music performed (<i>for example: It is not appropriate to talk during an orchestra concert in contrast to its permissibility during a rock concert</i>). 	<p>Grade K TE: 157, 165, 187, 237</p> <p>Grade 1 TE: 37, 71, 103, 125, 175, 207, 225, 289, 328, 429</p> <p>Grade 2 EBB/BB/SE/TE: 84, 139, 175, 219, 230, 265, 312, 339, 369, 387</p> <p>Grade 3 EBB/SE/TE: 15, 51, 97, 147, 169, 229, 259, 281, 316, 346, 352, 407</p> <p>Grade 4 EBB/SE/TE: 74, 111, 185, 194, 295, 339, 374</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
STANDARD 1: Students sing or play on instruments a varied repertoire of music, alone or with others	
RATIONALE <i>Music-making is one of our oldest, most intimate, and basic forms of communication and cultural expression. Singing, movement, or playing an instrument, provides students with the means of learning musical and developmental skills. Learning to make music enables students to attain individual and group goals, acquire self-discipline, exercise diverse problem solving skills, and opens avenues of success for all students. Growth in singing and playing music occurs by applying skills to increasingly challenging music literature.</i>	
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> • singing or playing, with appropriate technique, music written in two or more parts, in rhythm and in tempo, blending voices or instruments, and matching dynamic levels*; 	<p>Grade 5 EBB/SE/TE: 34, 36, 68, 72, 76, 94, 114, 116, 140, 148, 158, 161, 242</p> <p>Grade 6 EBB/SE/TE: 26, 28, 104, 124, 160, 172, 176, 180, 212, 316, 392-497</p> <p>Grade 7 SE/TE: A12, A15, C41, E22, F30, G9, G17, G20, G27, G30, G33, G39, I4, I13, I32, I36, I58, I66, I70</p> <p>Grade 8 SE/TE: G15, G21, G25, G27, G31, G37, G40, I3, I5, I6, I18, I42, I62, I68</p>
<ul style="list-style-type: none"> • singing or playing an expanding repertoire of music representing musically and culturally diverse literature; and 	<p>Grade 5 EBB/SE/TE: 10, 14, 18, 58, 60, 90, 108, 128, 132, 150, 194, 232, 460, 464</p> <p>Grade 6 EBB/SE/TE: 12, 16, 46, 50, 60, 140, 152, 172, 228, 284, 288, 298, 402</p> <p>Grade 7 SE/TE: B18, B27, D8, D10, D12, D21, E2, E14, F28, G13, G15, I6, I16, I20, I25, I44, I54</p> <p>Grade 8 SSE/TE: G8, G13, I10, I14, I20, I22, I28, I32, I36, I46, I50</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
<ul style="list-style-type: none"> • responding to the conductor's cues of dynamic levels while singing or playing music. 	<p>Related content:</p> <p>Grade 5 EBB/SE/TE: 13, 29, 31, 69, 86, 88, 95, 123, 137, 140, 165, 217, 223</p> <p>Grade 6 EBB/SE/TE: 11, 13, 21, 43, 45, 118, 133, 167, 199, 394</p> <p>Grade 7 SE/TE: C27, H10, H12, H16, I3, I41</p> <p>Grade 8 SE/TE: G42, G43, H3, H4, H11, H12, H13, H15, I5, I27</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
STANDARD 2: Students will read and notate music.	
<u>RATIONALE</u> <i>Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation is essential to music literacy.</i>	
<i>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</i>	
<ul style="list-style-type: none"> • identifying and reading rhythmic patterns using whole, half, dotted half, quarter, eighth, sixteenth notes, and equivalent rests in the context of a meter signature*; 	<p>Grade 5 EBB/SE/TE: 10, 52, 54, 90, 94, 96, 136, 138, 174, 178, 180, 490</p> <p>Grade 6 EBB/SE/TE: 10, 12, 42, 44, 82, 118, 120, 194, 196, 198, 396, 402, 432</p> <p>Grade 7 SE/TE: A25, D19, H4, H10, H11, H12, H13, H18, H19, H20</p> <p>Grade 8 SE/TE: G2, G15, G26, H2, H3, H4, H5, H11, H14, H15, H17, I3</p>
<ul style="list-style-type: none"> • reading melodic and rhythmic patterns; 	<p>Grade 5 EBB/SE/TE: 24, 26, 104, 106, 146, 177, 189, 230, 232, 298, 491, 493</p> <p>Grade 6 EBB/SE/TE: 18, 57, 59, 94, 96, 130, 132, 157, 164, 166, 204, 206, 401, 498</p> <p>Grade 7 SE/TE: B35, H2, H3, H5, H7, H8, H11, H14, H15, H16</p> <p>Grade 8 SE/TE: G2, G24, H6, H7, H8, H9, H10, H11, H12, H14, H15, H16</p>

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<ul style="list-style-type: none"> notating rhythmic, melodic, and expressive* musical ideas; and 	<p>Grade 5 EBB/SE/TE: 11, 17, 55, 60, 66, 93, 95, 99, 106, 147, 148, 177, 217</p> <p>Grade 6 EBB/SE/TE: 13, 81, 82, 83, 119, 121, 132, 167, 289, 290</p> <p>Grade 7 SE/TE: A8, A25, B36, C26, D30, H5, H6, H15, H19, H21, H24, H25, H28</p> <p>Grade 8 SE/TE: C30, H3, H7, H8, H10, H12, H16, H17, H18, H20, H23, I13, I45</p>
<ul style="list-style-type: none"> identifying appropriate key signatures. 	<p>Grade 5 EBB/SE/TE: 189, 192, 193, 195, 201, 205, 215, 227, 229, 231, 245</p> <p>Grade 6 EBB/SE/TE: 57, 95, 131, 159, 165, 167, 207</p> <p>Grade 7 SE/TE: E3, H9, H17, H28</p> <p>Grade 8 SE/TE: H6, H7, H8, H9, H14, H19, H20, H21, H22, H24</p>

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STANDARD 3: Students will create music.	
<u>RATIONALE</u> <i>Creativity is one of the most important fundamental thought processes of humankind. Through creative activities, such as composing and improvising, students will learn to explore and connect ideas with symbols, sound patterns, and musical elements.</i>	
<i>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</i>	
<ul style="list-style-type: none"> • creating rhythmic, melodic, and/or harmonic* patterns; 	<p>Grade 5 EBB/SE/TE: 11, 21, 33, 112, 113, 149, 205, 338</p> <p>Grade 6 EBB/SE/TE: 29, 31, 64, 94, 123, 142, 167, 169, 175, 197, 199, 290</p> <p>Grade 7 SE/TE: B2, B15, C26, C39, D30, G18, H2, H5, H19, H21, I10, I25, I33</p> <p>Grade 8 SE/TE: B4, B17, C3, C29, F6, H3, H6, H13, H14, H17, H24</p>
<ul style="list-style-type: none"> • creating short compositions; and 	<p>Grade 5 EBB/SE/TE: 19, 33, 35, 53, 73, 153, 205, 226</p> <p>Grade 6 EBB/SE/TE: 43, 51, 79, 123, 154, 203, 283, 290, 329, 464</p> <p>Grade 7 SE/TE: A8, A23, B34, C35, C36, C44, E33, H3, H17, H19, I45</p> <p>Grade 8 SE/TE: C5, C12, C22, C36, C47, H7, H13, H16, H17, H18, H19, I37</p>

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<ul style="list-style-type: none"> • expressing musical ideas using a variety of sound sources (for example, classroom instruments, vocal sounds, electronic technology, or other sound-producing objects). 	<p>Grade 5 EBB/SE/TE: 9, 24, 61, 64, 93, 128, 182, 219, 316, 353, 375</p> <p>Grade 6 EBB/SE/TE: 16, 27, 40, 41, 119, 127, 162, 208, 209, 243, 283, 293</p> <p>Grade 7 SE/TE: A3, B10, B13, B42, C6, D5, D26, H21, H29</p> <p>Grade 8 SE/TE: A2, A4, A9, C16, C21, C27, C37, H23, H25, I9, I13, I49</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
STANDARD 4: Students will listen to, analyze, evaluate, and describe music.	
<u>RATIONALE</u> <i>Music is a part of daily life. Students become educated consumers of music by learning to critically listen, describe, analyze, and evaluate music as an expressive art form. Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.</i>	
<i>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</i>	
<ul style="list-style-type: none"> • identifying and describing simple forms; 	<p>Grade 5 EBB/SE/TE: 20, 56, 65, 89, 100, 142, 153, 186, 224, 264, 276, 313, 381</p> <p>Grade 6 EBB/SE/TE: 17, 47, 49, 87, 129, 161, 163, 325, 473</p> <p>Grade 7 SE/TE: C25, D3, D26, F15, G3, I50-I53, I62-I65</p> <p>Grade 8 C9, C11, C12, C23, C42, I7, I25, I31</p>
<ul style="list-style-type: none"> • identifying contrasts in meter*, rhythm, melody and timbre; and 	<p>Grade 5 EBB/SE/TE: 20, 29, 35, 55, 65, 67, 111, 112, 113, 152, 173, 186, 268, 333, 398</p> <p>Grade 6 EBB/SE/TE: 31, 61, 69, 102, 179, 217, 219, 253, 297, 357</p> <p>Grade 7 SE/TE: A11, A23, B3, B5, B9, B15, B25, B27, B31, B35, B38, C5, C9, C33, C43</p> <p>Grade 8 SE/TE: A13-15, A17-19, B2, B6-9, B13-15, B16-19, B30-33, C7, C19, C31, C41</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
<ul style="list-style-type: none"> • identifying and examining criteria for evaluating music performances and compositions. 	<p>Grade 5 EBB/SE/TE: 33, 71, 145, 157, 183, 245, 275, 307, 317, 385, 423, 459</p> <p>Grade 6 EBB/SE/TE: 117, 179, 193, 197, 203, 215, 235, 253, 259, 261, 279, 283, 287</p> <p>Grade 7 SE/TE: A13, B13, B25, B39, B43, C19, C23, C38, D5, D9, D17, D21, D33</p> <p>Grade 8 SE/TE: A25, G9, G17, I9, I19, I27, I31, I32, I35, I36, I49, I51, I63, I71</p>

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Colorado Model Content Standards for Music Grades 5-8	Silver Burdett Making Music 2008 Edition
STANDARD 5: Students will relate music to various historical and cultural traditions.	
<u>RATIONALE</u> <i>Music is an important element of the historical and cultural record of humankind. Students, through the study of music, will develop an understanding and appreciation of various cultures and histories.</i>	
<i>As students in grades 5-8 extend their knowledge, what they know and are able to do includes</i>	
<ul style="list-style-type: none"> describing how distinguishing elements of music are used in examples from various cultures (for example: The rhythms present in many examples of Latin American music are derived from dance rhythms. Dance is an integral part of that culture); and 	<p>Grade 5 EBB/SE/TE: 13, 26, 110, 132, 134, 198, 200, 225, 299, 302, 304, 310, 324</p> <p>Grade 6 EBB/SE/TE: 12, 24, 50, 60, 101, 102, 143, 170, 175, 191, 199, 234, 262</p> <p>Grade 7 SE/TE: B7, B9, B10, B14, B20, B28, B30, B34, B36, C4, C7, C8, C18, C24, C36, C40</p> <p>Grade 8 SE/TE: B3, B7, C4, G13, I6, I20, I21, I23, I29, I42, I64, I69</p>
<ul style="list-style-type: none"> describing the roles of musicians throughout history and in various cultures (for example: the Medieval European Minstrel served as a storyteller and a news broadcaster, as well as a musician. The American folk singer serves much the same function). 	<p>Grade 5 EBB/SE/TE: 8, 9, 21, 39, 49, 67, 74, 79, 105, 111, 113, 159, 176, 229, 239, 303</p> <p>Grade 6 EBB/SE/TE: 9, 23, 30, 65, 76, 83, 98, 99, 139, 143, 154, 162, 169, 178, 234, 254</p> <p>Grade 7 SE/TE: B8, B25, B33, B39, B40, B41, C4, C9, C15, C21, C37, C40, C42</p> <p>Grade 8 SE/TE: B35, C9, C10, C35, C36, C40, C43, D8, D29, D32, D33, E21, F6, F14, F19</p>

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GLOSSARY

Classroom instrument - Instruments typically used in the general music classroom, including recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Cultures - A style of social and artistic expression unique to a particular community of people.

Dynamic levels, dynamics - Degrees of loudness.

Elements of music - Pitch, rhythm, harmony, dynamics, timbre, texture, and form.

Expression, expressive - With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.

Form - The overall structural organization of a music composition (for example, AB, ABA, call and response, rondo, theme and variations, sonata allegro) and the interrelationships of musical events within the overall structure.

Harmony/Harmonic - The simultaneous combination of notes in a chord.

Historical and cultural traditions - styles of social and artistic expression unique to a particular community of people that have been inherited or established and serve as a vehicle to promote cultural continuity.

Improvise or Create - To compose, recite, play, or sing extemporaneously.

Instrument - In the broadest sense, a device used to produce music. More specifically used here to indicate the typical band instruments (flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba and percussion instruments), or orchestral instruments (violin, viola, violoncello and bass) and keyboard instruments traditionally found in instrumental music classrooms.

Melody/Melodic - A rhythmically organized sequence of single tones so related to one another as to make up a particular musical phrase or idea.

Meter - The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of the work.

Meter signature - Numbers placed at the beginning of a musical composition which indicate the division of rhythmic pulses.

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Movement - To move rhythmically, usually to music, using prescribed or improvised steps and gestures. Movement can be dance (i.e., folk, ballroom, ethnic or improvised) or it can be a kinesthetic gesture indicating pitch, phrasing, form, dynamics, or other musical elements.

Musical Diversity - Music literature drawn from a variety of historical periods, world cultures, musical styles and forms.

Notation - A system of figures or symbols used to represent numbers, qualities, or other facts or values as in musical notation.

Phrase/Phrasing - A segment of a composition, usually consisting of four or eight measures.

Repertoire - A comprehensive list of compositions, songs, pieces, or parts of pieces that a person is prepared to perform or recite.

Style - The distinctive or characteristic manner in which elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland, the style of Bach), periods (Baroque style, Romantic style), media (keyboard style, vocal style), nations (French style, Russian style), form or type of composition (fugal style, contrapuntal style) or genre (operatic style, bluegrass style).

Tempo - The relative speed at which a composition is played.

Timbre - The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.