A Correlation of

Interactive Music
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To the

National Core Music Standards
Grade 6
Introduction

This document shows how Interactive Music powered by Silver Burdett™ with Alfred, meets the National Core Music Standards. 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 new online all-digital program developed jointly by Pearson and Alfred Music Publishing provides a rich array of assets and engaging activities for any general music curriculum. Teachers can select from a wide variety of content on the Interactive Music to customize lessons and meet the needs of students in grades Pre-K – 8.
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### CREATING

**Imagining**

*Generate musical ideas for various purposes and contexts.*

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Common Anchor #1**

**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic *phrases* within AB and ABA *forms* that convey *expressive intent*.

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<td>Song Notation (Projectable): La mariposa (The Butterfly)</td>
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<td>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</td>
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### Plan and Make

**Select and develop musical ideas for defined purposes and contexts**

**Enduring Understanding:** Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Common Anchor #2**

**MU:Cr2.1.6a** Select, organize, construct, and document personal *musical ideas for arrangements and compositions* within AB or ABA *form* that demonstrate an effective beginning, middle, and ending, and convey *expressive intent*.

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<td>Play Along (Percussion): Corta la caña (Head for the Canefields)</td>
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<td>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</td>
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<td>Song Notation (Projectable): Riendo el río corre (Run, Run, River)</td>
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<td>Song Teacher Notes: Riendo el río corre (Run, Run, River)</td>
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<td>Instructional Activity (Projectable): By the Waters of Babylon</td>
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</table>
| **MU:Cr2.1.6b** Use standard and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic **phrases**, and **two-chord harmonic musical ideas**. | 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 |

**Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Common Anchor #3**

**MU:Cr3.1.6a** Evaluate their own work, applying **teacher-provided criteria** such as **application of selected elements of music**, 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

**MU:Cr3.1.6b** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher.

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  
Play-Along (Percussion): Corta la caña (Head for the Canefields)  
Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)
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<td><strong>Present</strong></td>
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<tr>
<td>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td>When is creative work ready to share?</td>
</tr>
<tr>
<td>MU:Cr3.2.6a Present the final version of their documented personal composition, or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle and ending and convey expressive intent.</td>
<td>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</td>
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<tr>
<td><strong>PERFORMING</strong></td>
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<tr>
<td><strong>Select</strong></td>
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<tr>
<td>Select varied musical works to present based on interest, knowledge, technical skill, and context.</td>
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</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td>How do performers select repertoire?</td>
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<tr>
<td>Common Anchor #4</td>
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<tr>
<td>MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</td>
<td>Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu 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)</td>
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</table>
### National Core Music Standards

- **Analyze**
  - Analyze the structure and context of varied musical works and their implications for performance.

### Enduring Understanding:

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

### Essential Question:

How does understanding the structure and context of musical works inform performance?

**MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.**

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| **Analyze**                  | 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  
                                 Song Notation (Projectable): Red River Valley  
                                 Song Teacher Notes: Red River Valley  
                                 Song Notation (Projectable): Dona nobis pacem (Grant Us Peace)  
                                 Song Teacher Notes: Dona nobis pacem (Grant Us Peace) |
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| **MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for **rhythm, pitch, articulation**, and **dynamics**. | 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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| MU: Pr4.2.6c Identify how cultural and historical context inform performances. | Song Notation (Projectable): Canto del agua (Song of the Water)  
Song Teacher Notes: Canto del agua (Song of the Water)  
Song Notation (Projectable): Dona nobis pacem (Grant Us Peace)  
Song Teacher Notes: Dona nobis pacem (Grant Us Peace)  
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>Interpret</strong></td>
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<tr>
<td><em>Develop personal interpretations that consider creators’ intent.</em></td>
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<tr>
<td><strong>Enduring Understanding:</strong> Performers make interpretive decisions based on their understanding of context and expressive intent.</td>
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<tr>
<td><strong>Essential Question:</strong> How do performers interpret musical works?</td>
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</table>
| **MU:Pr4.3.6a Perform** a selected piece of music demonstrating how their interpretations of the elements of music and the 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): Ribbons in the Sky  
Song Teacher Notes: Ribbons in the Sky  
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): 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>Rehearse, Evaluate and Refine</strong></td>
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<tr>
<td><em>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</em></td>
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<tr>
<td><strong>Enduring Understanding:</strong> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</td>
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<tr>
<td><strong>Essential Question:</strong> How do musicians improve the quality of their performance?</td>
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<tr>
<td><strong>Common Anchor #5</strong></td>
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<tr>
<td><strong>MU:Pr5.1.6a</strong> Identify and apply <em>teacher-provided criteria</em> (such as correct interpretation of notation, <em>technical accuracy</em>, originality, and interest) to rehearse, <em>refine</em>, and determine when a piece is ready to <em>perform</em>.</td>
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Song Notation (Projectable): Peace Like a River  
Song Teacher Notes: Peace Like a River  
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
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<tr>
<td><strong>Present</strong></td>
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<tr>
<td><em>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</em></td>
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<tr>
<td><strong>Enduring Understanding:</strong> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</td>
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<tr>
<td><strong>Essential Question:</strong> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</td>
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<tr>
<td><strong>Common Anchor #6</strong></td>
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<tr>
<td><strong>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator’s intent.</strong></td>
<td><strong>Song Notation (Projectable): Alumot (Sheaves of Grain)</strong>&lt;br&gt;<strong>Song Teacher Notes: Alumot (Sheaves of Grain)</strong>&lt;br&gt;<strong>Song Notation (Projectable): Born to Be Somebody</strong>&lt;br&gt;<strong>Song Teacher Notes: Born to Be Somebody</strong>&lt;br&gt;<strong>Song Notation (Projectable): Down in the Valley</strong>&lt;br&gt;<strong>Song Teacher Notes: Down in the Valley</strong>&lt;br&gt;<strong>Song Notation (Projectable): Give a Little Love</strong>&lt;br&gt;<strong>Song Teacher Notes: Give a Little Love</strong>&lt;br&gt;<strong>Song Notation (Projectable): Sing in Harmony!</strong>&lt;br&gt;<strong>Song Teacher Notes: Sing in Harmony!</strong>&lt;br&gt;<strong>Music Reading Practice: Scarborough Fair</strong>&lt;br&gt;<strong>Music Reading Practice Teacher Notes: Scarborough Fair</strong>&lt;br&gt;<strong>Instructional Activity (Projectable): Sing in Harmony!</strong>&lt;br&gt;<strong>Instructional Activity (Projectable) Teacher Notes: Sing in Harmony!</strong>&lt;br&gt;<strong>Instructional Activity (Projectable): Born to Be Somebody</strong>&lt;br&gt;<strong>Instructional Activity (Projectable) Teacher Notes: Born to Be Somebody</strong></td>
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</table>
| **MU:Pr6.1.6b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and 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 |
# National Core Music Standards

## RESPONDING

### Select

*Choose music appropriate for a specific purpose or context.*

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

**Common Anchor #7**

**MU:Re7.1.6a** Select or choose music to listen to and explain the connections 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 |

## Analyze

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

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of music inform a response?

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

| Song Notation (Projectable): St. Louis Blues  
| Song Teacher Notes: St. Louis Blues  
| Instructional Activity (Interactive): Jambo Bwana  
<p>| Instructional Activity (Interactive) Teacher Notes: Jambo Bwana |</p>
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</table>
| **MU:Re7.2.6b** Identify 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): Blue Mountain Lake  
Song Teacher Notes: Blue Mountain Lake  
Song Notation (Projectable): La borinqueña (Beloved Island Home)  
Song Teacher Notes: La borinqueña (Beloved Island Home)  
Song Notation (Projectable): Mama Don’t ‘Low  
Song Teacher Notes: Mama Don’t ‘Low  
Song Notation (Projectable): Siyahamba  
Song Teacher Notes: Siyahamba |

**Interpret**

Support interpretations of musical works that reflect creators'/performers’ expressive intent.

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators’ and performers’ expressive intent?

Common Anchor #8

**MU:Re8.1.6a** Describe a personal interpretation of how creators’ and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

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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
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<tr>
<td><strong>Evaluate</strong></td>
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<tr>
<td>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</td>
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<tr>
<td><strong>Enduring Understanding:</strong> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
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<tr>
<td><strong>Essential Question:</strong> How do we judge the quality of musical work(s) and performance(s)?</td>
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<tr>
<td><strong>Common Anchor #9</strong></td>
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</table>
| **MU:Re9.1.6a** Apply *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) | **Song Notation (Projectable): Peace Like a River**  
Song Teacher Notes: Peace Like a River |
| **Song Notation (Projectable): Corta la caña (Head for the Canefields)**  
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| **Music Reading Practice: La mariposa (The Butterfly)**  
Music Reading Practice Teacher Notes: La mariposa (The Butterfly) | **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 |
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Song Teacher Notes: Peace Like a River |
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Song Teacher Notes: A Gift to Share |
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Music Reading Practice Teacher Notes: La mariposa (The Butterfly) | **Song Notation (Projectable): Peace Like a River**  
Song Teacher Notes: Peace Like a River |
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<tr>
<td><em>Synthesize and relate knowledge and personal experiences to make music.</em></td>
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<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td>How do musicians make meaningful connections to creating, performing, and responding?</td>
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<td><strong>Common Anchor #10</strong></td>
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<tr>
<td><strong>MU:Cn10.0.6a</strong></td>
<td>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</td>
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<td><strong>Song Teacher Notes: Riendo el río corre (Run, Run, River)</strong></td>
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<td><strong>Song Notation (Projectable): Tom Dooley</strong></td>
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<td><strong>Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</strong></td>
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<tr>
<td><strong>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</strong></td>
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<td><strong>MU:Cr2.1.6a</strong></td>
<td>Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</td>
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<td><strong>Play Along (Percussion): Corta la caña (Head for the Canefields)</strong></td>
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<td><strong>Play-Along (Percussion) Teacher Notes: Corta la caña (Head for the Canefields)</strong></td>
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<td><strong>Song Notation (Projectable): Riendo el río corre (Run, Run, River)</strong></td>
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<td><strong>Song Teacher Notes: Riendo el río corre (Run, Run, River)</strong></td>
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<td><strong>Instructional Activity (Projectable): By the Waters of Babylon</strong></td>
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<td><strong>Instructional Activity (Projectable) Teacher Notes: By the Waters of Babylon</strong></td>
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| **MU:Cr3.2.6a Present** the final version of their documented personal **composition or arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, 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 |
| **MU:Pr4.1.6a** Apply **teacher-provided criteria** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen. | Song Notation (Projectable): Rockin' Pneumonia and the Boogie Woogie Flu  
Song Teacher Notes: Rockin' Pneumonia and the Boogie Woogie Flu  
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) |
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<td><strong>MU:Pr4.3.6a Perform</strong> a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and <em>phrasing</em>) convey intent.</td>
<td><strong>Play-Along (Recorder): Ribbons in the Sky</strong>&lt;br&gt;Play-Along (Recorder) Teacher Notes: Ribbons in the Sky&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): Ribbons in the Sky</strong>&lt;br&gt;Song Teacher Notes: Ribbons in the Sky&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): Hooray for Hollywood</strong>&lt;br&gt;Song Teacher Notes: Hooray for Hollywood&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): I Bought Me a Cat</strong>&lt;br&gt;Song Teacher Notes: I Bought Me a Cat&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): You Were on My Mind</strong>&lt;br&gt;Song Teacher Notes: You Were on My Mind&lt;br&gt;&lt;br&gt;<strong>Instructional (Activity) Projectable: Sing In Harmony</strong>&lt;br&gt;Instructional (Activity) Projectable Teacher Note: Sing In Harmony&lt;br&gt;&lt;br&gt;<strong>Orff Arrangement (Printable): St. Louis Blues</strong>&lt;br&gt;Orff Arrangement Teacher Notes: St. Louis Blues</td>
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<td><strong>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</strong></td>
<td><strong>Song Notation (Projectable): Glory, Glory, Hallelujah</strong>&lt;br&gt;Song Teacher Notes: Glory, Glory, Hallelujah&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): I Bought Me a Cat</strong>&lt;br&gt;Song Teacher Notes: I Bought Me a Cat&lt;br&gt;&lt;br&gt;<strong>Song Notation (Projectable): The Marines’ Hymn</strong>&lt;br&gt;Song Teacher Notes: The Marines’ Hymn</td>
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### Connect #11

Relate musical ideas and works with varied context to deepen understanding.

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### Common Anchor #11

**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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| **MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | 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 |

**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic *phrases* within AB and ABA forms that convey expressive intent.

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| **MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic *phrases* within AB and ABA 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) |
### National Core Music Standards

**MU:Pr4.2.6c** Identify how **cultural and historical context** inform the performances.

**MU:Pr6.1.6b** Demonstrate performance decorum *(such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **purpose**.

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| Identify how cultural and historical context inform the performances. | Song Notation (Projectable): Canto del agua (Song of the Water)  
Song Teacher Notes: Canto del agua (Song of the Water)  
Song Notation (Projectable): Don nobis pacem (Grant Us Peace)  
Song Teacher Notes: Don nobis pacem (Grant Us Peace)  
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) |
| Demonstrate performance decorum *(such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **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 |
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| **MU:Re7.2.6b** Identify 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): Blue Mountain Lake  
Song Teacher Notes: Blue Mountain Lake  
Song Notation (Projectable): La borinqueña (Beloved Island Home)  
Song Teacher Notes: La borinqueña (Beloved Island Home)  
Song Notation (Projectable): Mama Don’t ‘Low  
Song Teacher Notes: Mama Don’t ‘Low  
Song Notation (Projectable): Siyahamba  
Song Teacher Notes: Siyahamba |
| **MU:Re9.1.6a** Apply 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) |