



Mississippi Music Correlations
Grades K–8



Kindergarten Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Kindergarten | | | |
| Standard: MU: Cr1.1.K | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.Ka | With guidance, explore and experience music concepts (such as beat and melodic contour). | KLP02-04 | Beat or No Beat Music |
| | | KLP08-10 | Fur-Cussion |
| | | KLP17-07 | Swan Lake Waltz |
| MU: Cr1.1.Kb | With guidance, generate musical ideas (such as movements or motives). | KLP05-09 | Whisper, Talk and Shout and Sing (Pattern Grid) |
| | | KLP09-09 | Sound and Rests (Groove Creator) |
| | | KLP12-02 | Sound Movers |
| Standard: MU: Cr2.1.K | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.Ka | With guidance, demonstrate and choose favorite musical ideas | KLP14-07 | Evaluate the Melody |
| | | KLP26-10 | Tempo Tryouts |
| | | KLP31-10 | A Big Journey For a Little Mouse |
| MU: Cr2.1.Kb | With guidance, organize personal musical ideas using iconic notation and/or recording technology. | KLP01-05 | Body Percussion Dance - Meter of 4 |
| | | KLP08-05 | Rhythm Selectah |
| | | KLP28-09 | Long or Short Patterns |
| Standard: MU: Cr3.1.K | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.Ka | With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. | KLP08-09 | The Rhythm Song |
| | | KLP09-11 | Rhythm Builder |
| | | KLP30-09 | My First Rhythms |
| Standard: MU: Cr3.2.K | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.Ka | With guidance, demonstrate a final version of personal musical ideas to peers. | KLP26-11 | She'll Be Comin' 'Round the Mountain (Lyrics) |
| | | KLP30-04 | My First Rhythms |
| | | KLP32-11 | The Muffin Man (Lyrics) |

Kindergarten Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: MU: Pr4.1.K | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.Ka | With guidance, demonstrate and state personal interest in varied musical selections. | KLP06-09 | My Favorite Song |
| | | KLP24-09 | Song Review |
| | | KLP35-18 | Year-End Instrumentals |
| Standard: MU: Pr4.2.K | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.Ka | With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. | KLP08-07 | Patterns Game |
| | | KLP10-08 | Higher or Lower!! |
| | | KLP23-06 | The Land of Lowdnsoff (Solfège) |
| Standard: MU: Pr4.3.K | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.Ka | With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. | KLP02-06 | Yes, I Can! (Lyrics) |
| | | KLP04-06 | Four Groups |
| | | KLP27-04 | The Fast and Slow Song (Lyrics) |
| Standard: MU: Pr5.1.K | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.Ka | With guidance, apply personal, teacher, and peer feedback to refine performances. | KLP06-05 | My First Performance |
| | | KLP17-05 | Waltzing Like Wallabies (Lyrics) |
| | | KLP35-04 | Family Day Rehearsal |
| MU: Pr5.1.Kb | With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. | KLP35-05 | 5 Green and Speckled Frogs (Lyrics) |
| | | KLP35-06 | Air Orchestra (Lyrics) |
| | | KLP35-07 | Bingo (Lyrics) |

Kindergarten Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|----------------|--|
| Standard: MU: Pr6.1.K | 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. | | |
| MU: Pr6.1.Ka | With guidance, perform music with expression. | KLP14-08 | If You're Happy and You Know It (Lyrics) |
| | | KLP15-09 | It's Thanksgiving Time (Lyrics) |
| | | KLP27-02 | Bingo (Animated Song) |
| MU: Pr6.1.Kb | Perform appropriately for the audience. | KLP12-04 | I'm a Superhero (Lyrics) |
| | | KLP36-10 | Long and Short Sounds (Lyrics) |
| | | KLP36-11 | Lunch Box Song (Lyrics) |
| Standard: MU: Re7.1.K | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.Ka | With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. | KLP02-05 | The Scoop on Beat |
| | | KLP24-09 | Song Review |
| | | KLP31-13 | Classical Connections - Listening |
| Standard: MU: Re7.2.K | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.Ka | With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. | KLP01-11 | March to the Beat |
| | | KLP03-06 | Scarves in the Wind |
| | | KLP07-11 | Classical Connections - Rhythm |
| Standard: MU: Re8.1.K | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.Ka | With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | KLP12-03 | Sliding Sounds |
| | | KLP13-08 | Express the Contour |
| | | KLP24-11 | Ear Detectives |
| Standard: MU: Re9.1.K | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.Ka | With guidance, apply personal and expressive preferences in the evaluation of music. | KLP19-17 | Classical Connections - Instruments |
| | | KLP26-04 | Sleepy Bingo |
| | | KLP32-04 | Magical Voices |

Kindergarten Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|---|-----------------|--|
| Standard: MU: Cn10.0.K | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.Ka | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers. • MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections. • MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. | KLP16-12 | Classical Connections - Meter |
| | | KLP25-12 | Classical Connections - Tempo |
| | | KLP35-18 | Year-End Instrumentals |
| Standard: MU: Cn11.0.K | 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. | | |
| MU: Cn11.0.Ka | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. • MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. • MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music. | KLP05-02 | My Voice This Week |
| | | KLP10-11 | Classical Connections - Pitch |
| | | KLP13-09 | Carnival of the Animals: Aquarium (Active Listening) |

First Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|--|
| 1st Grade | | | |
| Standard: MU: Cr1.1.1 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.1a | With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. | 1LP20-08 | Rhythm Critters |
| | | 1LP25-11 | The Mouse's House (Lyrics) |
| | | 1LP27-02 | Dynamic Percussion |
| MU: Cr1.1.1b | With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). | 1LP04-13 | Body Percussion Dance - Meter of 4 |
| | | 1LP06-10 | Body Percussion Dance - Meter of 3 |
| | | 1LP15-10 | Make a Melody |
| Standard: MU: Cr2.1.1 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.1a | With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. | 1LP10-09 | Goofy Pets |
| | | 1LP15-12 | Lunch Box Song (Lyrics) |
| | | 1LP20-06 | Fur-Cussion |
| MU: Cr2.1.1b | With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. | 1LP04-12 | Body Percussion Dance - Meter of 2 |
| | | 1LP17-07 | Lunch Box Song (Play Your Foods) |
| | | 1LP19-10 | Rhythm Selectah! |
| Standard: MU: Cr3.1.1 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.1a | With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. | 1LP08-05 | Jumpin' Jacks Rhythm Improvisation |
| | | 1LP15-11 | Bounce High (LEARN THE PARTS) |
| | | 1LP29-08 | Summer Chant |
| Standard: MU: Cr3.2.1 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.1a | With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. | 1LP07-09 | Creative Dance Teams |
| | | 1LP09-10 | My First Rhythms |
| | | 1LP18-11 | Our Own Melody |

First Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|----------------|--|
| Standard: MU: Pr4.1.1 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.1a | With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. | 1LP17-16 | Jazz Book (Basic) |
| | | 1LP28-02 | Air Orchestra (Lyrics) |
| | | 1LP28-06 | The Four Strings |
| Standard: MU: Pr4.2.1 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.1a | With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. | 1LP01-11 | 5 Green and Speckled Frogs (Lyrics) |
| | | 1LP05-11 | Waltzing Like Wallabies (Lyrics) |
| | | 1LP32-04 | Argentina (Lyrics) |
| MU: Pr4.2.1b | When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. | 1LP11-13 | Drag the Umbrellas |
| | | 1LP13-07 | Goofy Pets (Graphic Score) |
| | | 1LP14-05 | Jumpin' Jacks (Graphic Score) |
| Standard: MU: Pr4.3.1 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.1a | Demonstrate and describe music's expressive qualities (such as dynamics and tempo). | 1LP22-03 | Faster or Slower |
| | | 1LP22-06 | The Legend of Tim Po (Lyrics) |
| | | 1LP25-05 | Old MacDonald Had a Farm (Lyrics) |
| Standard: MU: Pr5.1.1 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.1a | With limited guidance, apply personal, teacher, and peer feedback to refine performances. | 1LP25-09 | Dynamic Boomwhackers |
| | | 1LP30-10 | Q Grooves - Latin Grooves |
| | | 1LP33-12 | Argentina (Dance Activity) |
| MU: Pr5.1.1b | With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. | 1LP05-05 | I Have a Dog with a Tail (Animated Song) |
| | | 1LP12-06 | Disco Sensation (Lyrics) |
| | | 1LP12-10 | It's Thanksgiving Time (Lyrics) |

First Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|--|
| Standard: MU: Pr6.1.1 | 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. | | |
| MU: Pr6.1.1a | With limited guidance, perform music for a specific purpose with expression. | 1LP10-11 | Who Stole the Cookies From the Cookie Jar? |
| | | 1LP18-12 | Celebration Song (Full Score) |
| | | 1LP28-12 | String Into Action (Performance) |
| MU: Pr6.1.1b | Perform appropriately for the audience and purpose. | 1LP36-12 | The La La Song (Lyrics) |
| | | 1LP36-13 | Goin' on a Bear Hunt (Lyrics) |
| | | 1LP36-14 | Sound and Rests (Animated Song) |
| Standard: MU: Re7.1.1 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.1a | With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. | 1LP01-04 | Welcome to Music (1st) (Lyrics) |
| | | 1LP11-07 | Introducing Sol and Mi |
| | | 1LP35-18 | Year-End Instrumentals |
| Standard: MU: Re7.2.1 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.1a | With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. | 1LP03-06 | Find That Beat |
| | | 1LP04-14 | Classical Connections - Meter |
| | | 1LP05-10 | Meter Matching |
| Standard: MU: Re8.1.1 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.1a | With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. | 1LP23-05 | Quaver Theme Song |
| | | 1LP24-06 | Choo-Choo Tempos |
| | | 1LP26-09 | Boom Chicka Boom |
| Standard: MU: Re9.1.1 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.1a | With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. | 1LP18-09 | Talk to Handel |
| | | 1LP24-12 | Tempo Toss |
| | | 1LP26-05 | The Key Game |

First Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|--|-----------------|---|
| Standard: MU: Cn10.0.1 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.1a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. • MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. • MU:Pr4.3.1a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo). • MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. | 1LP22-11 | Lullaby vs. March |
| | | 1LP28-05 | Strings Can Do It All (Epic Soundtrack) |
| | | 1LP30-04 | Percussion Wrangler |
| Standard: MU: Cn11.0.1 | 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. | | |
| MU: Cn11.0.1a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. • MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. • MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. • MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose. • MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes | 1LP04-07 | Conducting Stars and Stripes Forever |
| | | 1LP08-08 | Making Music Worldwide - Africa |
| | | 1LP12-09 | Fiddle Breaths |

Second Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| 2nd Grade | | | |
| Standard: MU: Cr1.1.2 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.2a | Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. | 2LP08-06 | Improvise a Rhythm |
| | | 2LP08-07 | Improvise to the Groove |
| | | 2LP14-06 | Great Big House in New Orleans Rhythms |
| MU: Cr1.1.2b | Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). | 2LP07-03 | Make a Rhythm Ostinato |
| | | 2LP09-09 | Fur-Cussion |
| | | 2LP21-09 | Clap a Rhythm |
| Standard: MU: Cr2.1.2 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.2a | Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. | 2LP12-11 | Melody Composer (Do-Mi-Sol-La Melodies) |
| | | 2LP23-03 | Crescendo and Decrescendo Definitions |
| | | 2LP23-05 | The Crescendonator |
| MU: Cr2.1.2b | Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. | 2LP07-07 | Rhythm Selectah! |
| | | 2LP13-11 | Create a Melody |
| | | 2LP19-08 | Middle C Half Notes |
| Standard: MU: Cr3.1.2 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.2a | Interpret and apply personal, peer, and teacher feedback to revise personal music. | 2LP22-09 | Spring Chant |
| | | 2LP28-04 | Composing Rhythms Level 1 |
| | | 2LP31-07 | QGrooves - AB Form |
| Standard: MU: Cr3.2.2 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.2a | Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. | 2LP29-05 | Play the Melody |
| | | 2LP30-09 | What's New? |
| | | 2LP36-05 | Improvise It! (Lyrics) |

Second Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: MU: Pr4.1.2 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.2a | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. | 2LP04-05 | The Washington Post |
| | | 2LP12-12 | Connect with Music |
| | | 2LP13-10 | Beethoven Book (Basic) |
| Standard: MU: Pr4.2.2 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.2a | Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. | 2LP04-11 | Making Music Worldwide - Ganza |
| | | 2LP06-07 | Meter Medley |
| | | 2LP17-09 | Baroque or Not Baroque |
| MU: Pr4.2.2b | When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. | 2LP05-04 | The Blue Danube - Orff Parts |
| | | 2LP14-11 | Great Big House in New Orleans Orff Parts |
| | | 2LP24-04 | We're Zooming Into Space (Lyrics/Score) |
| Standard: MU: Pr4.3.2 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.2a | Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. | 2LP04-06 | Samba Time |
| | | 2LP23-04 | In the Hall of the Mountain King |
| | | 2LP24-07 | The Planets Song (Lyrics) |
| Standard: MU: Pr5.1.2 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.2a | Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. | 2LP05-09 | Around the Green Gravel (Lyrics) |
| | | 2LP09-08 | Improvise It! (Full Score) |
| | | 2LP21-04 | Rhythm Replay |
| MU: Pr5.1.2b | Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. | 2LP17-10 | The Harmonious Blacksmith (Movement Videos) |
| | | 2LP23-06 | Blast Off (Lyrics) |
| | | 2LP28-05 | Composing Creative Rhythms |

Second Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|--|
| Standard: MU: Pr6.1.2 | 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. | | |
| MU: Pr6.1.2a | Perform music for a specific purpose with expression and technical accuracy. | 2LP10-10 | Disco Sensation (Lyrics) |
| | | 2LP10-15 | Pop Goes the Weasel (Lyrics) |
| | | 2LP12-04 | Rocky Mountain/Walking Home (Lyrics) |
| MU: Pr6.1.2b | Perform appropriately for the audience and purpose. | 2LP16-05 | Makin' It Up (Lyrics) |
| | | 2LP32-09 | Create a Form Piece |
| | | 2LP36-03 | Favorite Songs Performance |
| Standard: MU: Re7.1.2 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.2a | Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. | 2LP16-02 | Baroque Music |
| | | 2LP17-03 | Fancy Sounds |
| | | 2LP27-04 | Same and Different |
| Standard: MU: Re7.2.2 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.2a | Describe how specific music concepts are used to support a specific purpose in music. | 2LP14-08 | Can You Hear the Phrases? |
| | | 2LP26-02 | Fabulous Fanfares |
| | | 2LP26-10 | Give it Up for the Brass Family |
| Standard: MU: Re8.1.2 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.2a | Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. | 2LP03-05 | Turn the Glasses Over (Lyrics) |
| | | 2LP04-12 | Find the Meter |
| | | 2LP13-03 | Joyful, Joyful (Lyrics) |
| Standard: MU: Re9.1.2 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.2a | Apply personal and expressive preferences in the evaluation of music for specific purposes. | 2LP05-03 | The Blue Danube |
| | | 2LP12-12 | Connect with Music |
| | | 2LP22-09 | Spring Chant |

Second Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|--|-----------------|---|
| Standard: MU: Cn10.0.2 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.2a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent. • MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. • MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. • MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. | 2LP04-09 | Sousa Book - Basic |
| | | 2LP08-03 | Move to the Feel of the Groove! |
| | | 2LP28-12 | Classical Connections - Composing |
| Standard: MU: Cn11.0.2 | 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. | | |
| MU: Cn11.0.2a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. • MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. • MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy. • MU:Re7.1.2a Describe how specific music concepts are used to support a specific purpose in music. • MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes. | 2LP01-04 | Concert Manners |
| | | 2LP06-08 | Johann Strauss II |
| | | 2LP16-08 | Talk to Vivaldi |

Third Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| 3rd Grade | | | |
| Standard: MU: Cr1.1.3 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.3a | Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). | 3LP09-11 | Tideo Improvisation |
| | | 3LP21-11 | Improvising on A and B |
| | | 3LP24-10 | The B-Lues (Animated Score) |
| MU: Cr1.1.3b | Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. | 3LP09-06 | Playing the Pentatonic |
| | | 3LP16-13 | Using Dynamics (Assignment) |
| | | 3LP24-11 | Compose Using B, A, and G (Assignment) |
| Standard: MU: Cr2.1.3 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.3a | Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. | 3LP03-06 | Create a Movement Ostinato |
| | | 3LP08-04 | The Star-Spangled Banner (Lyrics) |
| | | 3LP31-07 | Makin' It Up (Lyrics) |
| MU: Cr2.1.3b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. | 3LP02-04 | Meters of 4 |
| | | 3LP07-11 | My Scaley Melody |
| | | 3LP15-11 | Clap a Rhythm |
| Standard: MU: Cr3.1.3 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.3a | Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. | 3LP13-08 | QGrooves |
| | | 3LP31-10 | QGrooves - Latin Introductions |
| | | 3LP33-07 | QGrooves - Our ABA Piece |
| Standard: MU: Cr3.2.3 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.3a | Present the final version of personal created music to others, and describe connection to expressive intent. | 3LP05-08 | Make it Your Own |
| | | 3LP09-05 | Pentatonic Orff |
| | | 3LP33-04 | Create a Form Piece |

Third Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: MU: Pr4.1.3 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.3a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. | 3LP02-05 | Fife and Drum and Lonesome Cowboy |
| | | 3LP04-04 | Ain't Gonna Let Nobody Turn Me 'Round (Video Performance) |
| | | 3LP12-10 | Style Detectives |
| Standard: MU: Pr4.2.3 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.3a | Demonstrate understanding of the structure in music selected for performance. | 3LP22-10 | Listening to the Blues |
| | | 3LP23-05 | Hot Cross Buns (Full Score) |
| | | 3LP24-05 | Recorder Shuffle (Full Score) |
| MU: Pr4.2.3b | When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. | 3LP08-05 | The Star-Spangled Banner (Full Score) |
| | | 3LP20-07 | Walk Like A Mummy (Animated Score) |
| | | 3LP21-05 | Baba Oo La La (Animated Score) |
| MU: Pr4.2.3c | Describe how context (such as personal and social) can inform a performance. | 3LP06-05 | Robot Round (Lyrics) |
| | | 3LP24-06 | Recorder Shuffle (Animated Score) |
| | | 3LP35-04 | Family Day Rehearsal |
| Standard: MU: Pr4.3.3 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.3a | Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). | 3LP16-02 | Volcano! (Lyrics) |
| | | 3LP25-03 | Faster or Slower? |
| | | 3LP26-05 | Perry the Sheep (Changing Tempos) |
| Standard: MU: Pr5.1.3 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.3a | Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. | 3LP17-05 | Volcano! (Full Score) |
| | | 3LP20-12 | AAA (Animated Score) |
| | | 3LP31-14 | Classical Connections - Form |
| MU: Pr5.1.3b | Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. | 3LP20-13 | My Recorder (Full Score) |
| | | 3LP22-12 | Perry the Sheep (Animated Score) |
| | | 3LP25-08 | Level Up (Full Score) |

Third Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|---|
| Standard: MU: Pr6.1.3 | 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. | | |
| MU: Pr6.1.3a | Perform music with expression and technical accuracy. | 3LP17-08 | Follow the Dynamic Leader! |
| | | 3LP21-06 | Baba Oo La La (Tempo Challenge) |
| | | 3LP22-13 | The Glue Blues (Recorder Olympics) |
| MU: Pr6.1.3b | Demonstrate performance decorum and audience etiquette appropriate for the context and venue. | 3LP20-11 | Walk Like A Mummy (Animated Score) |
| | | 3LP30-08 | Recorder Assessment 2 |
| | | 3LP36-03 | Favorite Songs Performance |
| Standard: MU: Re7.1.3 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.3a | Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. | 3LP01-04 | Concert Manners |
| | | 3LP08-07 | Francis Scott Key Book - Advanced |
| | | 3LP12-05 | Which Period Is It? |
| Standard: MU: Re7.2.3 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.3a | Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). | 3LP10-07 | Fast Tempo Classical Music |
| | | 3LP12-04 | Baroque vs. Classical Orchestras |
| | | 3LP22-14 | Classical Connections - Styles |
| Standard: MU: Re8.1.3 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.3a | Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. | 3LP16-11 | Dynamic Attack |
| | | 3LP16-12 | Classical Connections - Dynamics |
| | | 3LP18-05 | Dynamic Signs |
| Standard: MU: Re9.1.3 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.3a | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. | 3LP18-11 | Who's the Best Mixer? |
| | | 3LP19-10 | Classical Connections - Instruments |
| | | 3LP33-08 | Rhythm Selectah! |

Third Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|---|-----------------|---|
| Standard: MU: Cn10.0.3 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.3a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. • MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent. • MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. • MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). • MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. | 3LP03-11 | Instrument Accentuation |
| | | 3LP04-09 | Making Music Worldwide - Idiophones |
| | | 3LP04-10 | Kye Kye Kule (Lyrics) |
| Standard: MU: Cn11.0.3 | 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. | | |
| MU: Cn11.0.3a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). • MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance. • MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue. • MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). • MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. | 3LP06-09 | Solar System |
| | | 3LP10-09 | Talk to Beethoven |
| | | 3LP18-04 | Dynamics in My Life |

Fourth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| 4th Grade | | | |
| Standard: MU: Cr1.1.4 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.4a | Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). | 4LP03-06 | Sixteenth Note Samba - Improvising |
| | | 4LP13-12 | Pattern Play |
| | | 4LP30-08 | Reboot, Reload (Freestyle Rhymes) |
| MU: Cr1.1.4b | Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. | 4LP02-06 | Rhythm Selectah Triplets |
| | | 4LP08-02 | Name that Song |
| | | 4LP08-08 | Melody Major? or Melody Minor? |
| Standard: MU: Cr2.1.4 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.4a | Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. | 4LP03-12 | Sixteenth Note Grooves |
| | | 4LP14-05 | Rhythm Selectah! |
| | | 4LP14-12 | Create Your Own Ostinato |
| MU: Cr2.1.4b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. | 4LP09-09 | Write a Jazz Melody |
| | | 4LP11-12 | Is That All You've Got? |
| | | 4LP27-13 | Write an Opera Scene |
| Standard: MU: Cr3.1.4 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.4a | Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. | 4LP30-05 | QGrooves and Lyric Stations |
| | | 4LP31-10 | Finishing Stages |
| | | 4LP39-07 | Assessing Group Progress |
| Standard: MU: Cr3.2.4 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.4a | Present the final version of personal created music to others, and explain connection to expressive intent. | 4LP33-03 | Rap Performance |
| | | 4LP42-03 | Group Presentations |
| | | 4LP45-10 | My List Poem Performance |

Fourth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| Standard: MU: Pr4.1.4 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. | 4LP03-09 | Sixteenth Note Samba (Lyrics) |
| | | 4LP04-04 | Last Second Goal (Lyrics) |
| | | 4LP19-02 | America, the Beautiful (Lyrics) |
| Standard: MU: Pr4.2.4 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.4a | Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. | 4LP02-05 | The Triplet Song (Song Activity) |
| | | 4LP04-07 | Canon Vocalise |
| | | 4LP16-04 | Boogie-Woogie Holiday (Lyrics) |
| MU: Pr4.2.4b | When analyzing selected music, read and perform using iconic and/or standard notation. | 4LP03-03 | Sixteenth Note Patterns |
| | | 4LP03-10 | Meters of 4 Plus Sixteenth Notes |
| | | 4LP14-07 | A Heart Full of Thanks (Full Score) |
| MU: Pr4.2.4c | Explain how context (such as social and cultural) informs a performance. | 4LP09-02 | Sounds of India |
| | | 4LP09-05 | Bandar Mama (Full Score) |
| | | 4LP13-04 | A Heart Full of Thanks (Full Score) |
| Standard: MU: Pr4.3.4 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.4a | Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). | 4LP16-07 | Articulation Story |
| | | 4LP27-07 | Musical Periods (In the Hall of the Mountain King) |
| | | 4LP31-02 | Attendance Song (Verse Ideas) |
| Standard: MU: Pr5.1.4 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.4a | Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. | 4LP22-05 | Boomwhacker® Chord Bash |
| | | 4LP31-05 | Finishing Stages |
| | | 4LP32-05 | Dress Rehearsal |
| MU: Pr5.1.4b | Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. | 4LP35-05 | Sixteenth Note Samba (Lyrics) |
| | | 4LP35-06 | This is My Country |
| | | 4LP45-09 | Preparing to Perform |

Fourth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|--|
| Standard: MU: Pr6.1.4 | 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. | | |
| MU: Pr6.1.4a | Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. | 4LP06-08 | Hey, Mr. Beat Boy! (Lyrics) |
| | | 4LP06-09 | Rocky Mountain/Walking Home (Lyrics) |
| | | 4LP07-06 | Down in the Valley (Full Score) |
| MU: Pr6.1.4b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. | 4LP18-05 | Christmas Medley (3-5 Lyrics) |
| | | 4LP33-03 | Rap Performance |
| | | 4LP42-03 | Group Presentations |
| Standard: MU: Re7.1.4 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.4a | Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | 4LP07-10 | Connect with Music |
| | | 4LP13-10 | Major or Minor! |
| | | 4LP20-05 | Why is the Bass Important? |
| Standard: MU: Re7.2.4 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.4a | Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). | 4LP07-04 | Identify the Melody |
| | | 4LP19-05 | What's Missing? |
| | | 4LP22-07 | Chord Colors |
| Standard: MU: Re8.1.4 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.4a | Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. | 4LP18-04 | Timbre Matching Game |
| | | 4LP18-09 | Woodwind Jingle |
| | | 4LP26-04 | Flight of the Bumblebee |
| Standard: MU: Re9.1.4 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.4a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. | 4LP15-08 | Same and Different Patterns |
| | | 4LP41-08 | Feedback Sandwich |
| | | 4LP42-07 | Video Reflections |

Fourth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|--|-----------------|---|
| Standard: MU: Cn10.0.4 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.4a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. • MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive intent. • MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. • MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). • MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | 4LP13-06 | A Heart Full of Thanks (Full Score) |
| | | 4LP13-08 | Thankful for You (Full Score) |
| | | 4LP35-04 | Family Day Rehearsal |
| Standard: MU: Cn11.0.4 | 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. | | |
| MU: Cn11.0.4a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). • MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance. • MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. • MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). • MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. | 4LP04-11 | Sousa Book - Advanced |
| | | 4LP04-12 | Stars and Strips Forever |
| | | 4LP37-07 | Instruments in Slow Motion |

Fifth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| 5th Grade | | | |
| Standard: MU: Cr1.1.5 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.5a | Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). | 5LP12-02 | Rhythmic Improvisation |
| | | 5LP12-05 | G Major Scale Song |
| | | 5LP12-09 | A Minor Improv Song - Improvisation |
| MU: Cr1.1.5b | Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. | 5LP03-05 | 6/8 Grooves |
| | | 5LP04-07 | Be What You Want to Be (Lyrics) |
| | | 5LP05-10 | Syncopated Drum Parts |
| Standard: MU: Cr2.1.5 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.5a | Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. | 5LP16-10 | Quaver's Evaluation Station |
| | | 5LP22-07 | Sonic Postcard |
| | | 5LP30-05 | My Backing Music |
| MU: Cr2.1.5b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. | 5LP10-08 | My Random Composition |
| | | 5LP10-10 | Create a C Major Melody |
| | | 5LP25-08 | QGrooves - QDo |
| Standard: MU: Cr3.1.5 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.5a | Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively- developed criteria and feedback, and explain rationale for changes. | 5LP22-06 | Making an Impression |
| | | 5LP23-08 | Whole Tone Composition |
| | | 5LP30-05 | My Backing Music |
| Standard: MU: Cr3.2.5 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.5a | Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent. | 5LP16-09 | My Very Own TV Show |
| | | 5LP16-10 | Quaver's Evaluation Station |
| | | 5LP33-04 | Commercial Performance |

Fifth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| Standard: MU: Pr4.1.5 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.5a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill. | 5LP02-04 | America (My Country, 'Tis of Thee) (Lyrics) |
| | | 5LP02-05 | You're a Grand Old Flag (Lyrics) |
| | | 5LP07-05 | The Star-Spangled Banner (Lyrics) |
| Standard: MU: Pr4.2.5 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.5a | Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. | 5LP03-03 | Classical 6/8 |
| | | 5LP13-12 | Groovy Bass Clef |
| | | 5LP14-07 | He Had a Dream (He Had a Dream - Play the Parts) |
| MU: Pr4.2.5b | When analyzing selected music, read and perform using standard notation. | 5LP04-02 | Rhythmic Syllables |
| | | 5LP06-04 | Dotted Note Practice |
| | | 5LP06-05 | Be What You Want to Be (Score) |
| MU: Pr4.2.5c | Explain how context (such as social, cultural, and historical) informs performances. | 5LP14-07 | He Had a Dream (He Had a Dream - Play the Parts) |
| | | 5LP21-03 | Strings are Everywhere! |
| | | 5LP48-07 | Our Banjo Song Performance |
| Standard: MU: Pr4.3.5 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.5a | Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). | 5LP05-02 | Play Off the Beat |
| | | 5LP05-12 | Create the Accompaniment |
| | | 5LP28-07 | The Hook Game |
| Standard: MU: Pr5.1.5 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.5a | Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. | 5LP06-09 | Magic Dot |
| | | 5LP33-06 | Evaluation Time |
| | | 5LP45-07 | Evaluation |
| MU: Pr5.1.5b | Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. | 5LP14-08 | He Had a Dream (Orff) |
| | | 5LP32-05 | Commercial Project Dress Rehearsal |
| | | 5LP44-06 | Practice and Evaluation |

Fifth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|----------------|--|
| Standard: MU: Pr6.1.5 | 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. | | |
| MU: Pr6.1.5a | Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. | 5LP01-02 | Let's Get Started (Lyrics) |
| | | 5LP20-12 | Strings Can Do It All (String Quartet Playalong) |
| | | 5LP34-07 | Zhao Peng You (Lyrics) |
| MU: Pr6.1.5b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. | 5LP16-07 | Quaver's Evaluation Station |
| | | 5LP36-04 | St. Patrick's Day Parade (Lyrics) |
| | | 5LP45-03 | Performance |
| Standard: MU: Re7.1.5 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.5a | Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | 5LP01-10 | Meter Matching |
| | | 5LP16-06 | Christmas Medley (3-5 Lyrics) |
| | | 5LP18-10 | My Favorite |
| Standard: MU: Re7.2.5 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.5a | Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). | 5LP01-09 | Around the Green Gravel (Lyrics) |
| | | 5LP07-04 | S, A, T, or B? |
| | | 5LP09-04 | Pipa and Erhu Video |
| Standard: MU: Re8.1.5 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.5a | Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. | 5LP10-12 | Moody Compositions |
| | | 5LP15-04 | Dynamic Choices |
| | | 5LP15-06 | Dynamic Signs |
| Standard: MU: Re9.1.5 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.5a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. | 5LP16-05 | Santa's Secret Helpers |
| | | 5LP19-11 | Give It Up! for the Brass Family |
| | | 5LP20-10 | Analysis and Impressions |

Fifth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|---|-----------------|---|
| Standard: MU: Cn10.0.5 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.5a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. • MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent. • MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill. • MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). • MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts. | 5LP18-03 | Solo Instrument Ear Candy |
| | | 5LP18-05 | Name that Style |
| | | 5LP27-04 | Ti Fi Anro (Chords and Lyrics) |
| Standard: MU: Cn11.0.5 | 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. | | |
| MU: Cn11.0.5a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). • MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances. • MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. • MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). • MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. | 5LP02-08 | Song Detectives: America (My Country, 'Tis of Thee) |
| | | 5LP04-06 | Reggae Book - Advanced |
| | | 5LP09-02 | Zhao Peng You (Connections) |

Sixth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|---|
| 6th Grade | | | |
| Standard: MU: Cr1.1.6 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.6a | Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. | 6LP07-12 | Busking Starter |
| | | 6LP26-08 | World Percussion Africa Project Preparation |
| | | 6LP28-04 | My New B Section |
| Standard: MU: Cr2.1.6 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| 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. | 6LP28-05 | Creating an Ending |
| | | 6LP02-09 | Raving Rhythm Waterways (Full Score) |
| | | 6LP09-03 | Arranging Ostinatos |
| 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. | 6LP01-10 | Percussion Grids Level 2 |
| | | 6LP24-07 | Strings Can Do It All (Epic Soundtrack) |
| | | 6LP05-05 | Combining Melody and Chords |
| Standard: MU: Cr3.1.6 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| 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. | 6LP17-02 | Group Time |
| | | 6LP21-04 | Recapping the Story |
| | | 6LP05-08 | Student Compositions |
| MU: Cr3.1.6b | Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. | 6LP23-03 | Dress Rehearsal Checklist |
| | | 6LP21-02 | The Story of Us Practice |
| | | 6LP17-04 | Project Checklist |
| Standard: MU: Cr3.2.6 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| 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. | 6LP36-03 | The Three Animations |
| | | 6LP30-05 | Group Performances |
| | | 6LP06-07 | Student Compositions |

Sixth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: MU: Pr4.1.6 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| 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. | 6LP20-04 | Reviewing Our Plot |
| | | 6LP09-08 | Improvisation Practice |
| | | 6LP21-08 | Enhancing The Story of Us |
| Standard: MU: Pr4.2.6 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance | | |
| MU: Pr4.2.6a | Explain how understanding the structure and the elements of music are used in music selected for performance. | 6LP04-07 | Agent V7 (Reading Chord Charts) |
| | | 6LP20-11 | Enhancing We Need Someone |
| | | 6LP04-11 | Singing Chords |
| MU: Pr4.2.6b | When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. | 6LP05-03 | Scales |
| | | 6LP08-05 | Analyzing Busking Scores |
| | | 6LP25-07 | Jabu Na Simba (Full Score) |
| MU: Pr4.2.6c | Identify how cultural and historical context inform performances. | 6LP08-03 | The History of Busking |
| | | 6LP29-11 | African Dance Example |
| | | 6LP10-08 | Making Music Worldwide - Rasping Stick |
| Standard: MU: Pr4.3.6 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| 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. | 6LP12-04 | Busking Performance |
| | | 6LP18-06 | Presentation and Project Book Q & A |
| | | 6LP22-02 | Pop Opera Songs |
| Standard: MU: Pr5.1.6 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.6a | Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. | 6LP11-03 | Finishing Touches Checklist |
| | | 6LP23-05 | Practice Makes Perfect |
| | | 6LP28-12 | Sections A, B, and Ending |

Sixth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|----------------|---|
| Standard: MU: Pr6.1.6 | 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. | | |
| MU: Pr6.1.6a | Perform the music with technical accuracy to convey the creator's intent. | 6LP08-02 | Getting Warmed Up |
| | | 6LP09-09 | The Busking Song (Reading Scores) |
| | | 6LP24-03 | The Pop Opera |
| MU: Pr6.1.6b | Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose. | 6LP18-02 | Explaining Goals to the Audience |
| | | 6LP24-02 | Welcome to Our Pop Opera |
| | | 6LP11-05 | Busking Project Dress Rehearsal |
| Standard: MU: Re7.1.6 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.6a | Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. | 6LP02-02 | Fixing Quaver Radio |
| | | 6LP07-15 | Busking Video Routines |
| | | 6LP32-03 | What is Underscore Music? |
| Standard: MU: Re7.2.6 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.6a | Describe how the elements of music and expressive qualities relate to the structure of the pieces. | 6LP03-03 | Pitch in My Favorite Song |
| | | 6LP20-02 | Libretto and Recitative |
| | | 6LP22-03 | Start With the Overture |
| MU: Re7.2.6b | Identify the context of music from a variety of genres, cultures, and historical periods. | 6LP04-10 | Blues Book - Advanced |
| | | 6LP06-03 | Other Elements of Genre |
| | | 6LP13-12 | Making Music Worldwide |
| Standard: MU: Re8.1.6 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| 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. | 6LP02-03 | Analyzing Rhythms by Genre |
| | | 6LP07-08 | Found Sounds Busking Parts |
| | | 6LP16-03 | Identifying Studio Effects |

Sixth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|--|-----------------|--|
| Standard: MU: Re9.1.6 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.6a | Apply teacher-provided criteria to evaluate musical works or performances. | 6LP26-06 | Talking Drums |
| | | 6LP31-08 | Creating Foley Sounds |
| | | 6LP17-08 | Feedback Sandwich |
| Standard: MU: Cn10.0.6 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.6a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. | 6LP04-03 | Form in My Favorite Song |
| | | 6LP19-06 | Understanding the Five Songs |
| | | 6LP31-10 | QSoundFX QTorial |
| Standard: MU: Cn11.0.6 | 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. | | |
| MU: Cn11.0.6a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. • 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. • MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. • MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances. | 6LP31-03 | What Is Animation? |
| | | 6LP33-06 | Monsters and Fairies |
| | | 6LP14-02 | Sound Analyzer |

Seventh Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|-----------------|---|
| 7th Grade | | | |
| Standard: MU: Cr1.1.7 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| 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. | 7LP06-02 | Clap the Clave |
| | | 7LP15-05 | A New Bolero |
| | | 7LP23-03 | Minor Chords Can Make Melodies |
| Standard: MU: Cr2.1.7 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| 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. | 7LP25-07 | Stopwatch & Countdown Timer |
| | | 7LP32-11 | Open C and G |
| | | 7LP34-11 | QGrooves |
| MU: Cr2.1.7b | Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. | 7LP01-10 | Latin Rhythms |
| | | 7LP21-06 | QBackBeat |
| | | 7LP21-08 | QComposer |
| Standard: MU: Cr3.1.7 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.7a | Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. | 7LP24-06 | Music, Media, and Technology Evaluation |
| | | 7LP27-09 | Journal and Self Assessment |
| | | 7LP29-02 | Preparing My Ringtone Presentation |
| MU: Cr3.1.7b | Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers). | 7LP24-09 | Feedback Sandwich |
| | | 7LP36-10 | QGrooves - Uke Track |
| | | 7LP07-10 | Merengue Rhythms |
| Standard: MU: Cr3.2.7 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.7a | 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. | 7LP20-03 | Our News Performance |
| | | 7LP24-05 | Cell Phone Ringtones, Here We Go |
| | | 7LP30-04 | Presentation Time |

Seventh Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: 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. | | |
| MU: Pr4.1.7a | 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. | 7LP14-12 | Opera Arias |
| | | 7LP16-03 | Review the Pieces of the Day |
| | | 7LP29-03 | Preparing My Presentation |
| Standard: 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. | | |
| MU: Pr4.2.7a | Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. | 7LP01-04 | Latin American Music |
| | | 7LP06-07 | Salsa City (Modified Full Score) |
| | | 7LP37-06 | Hip-a-Iele (Animated Score) |
| MU: Pr4.2.7b | When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. | 7LP04-07 | Samba Celebration (Modified Full Score) |
| | | 7LP32-08 | Ukulele Breakdown (Animated Score) |
| | | 7LP36-07 | Fly-ee to Hawaii (Animated Score) |
| MU: Pr4.2.7c | Identify how cultural and historical context inform performances and result in different music interpretations. | 7LP05-03 | About the Salsa |
| | | 7LP14-03 | The Romantic Period |
| | | 7LP11-14 | Orchestra Seating Chart |
| Standard: MU: Pr4.3.7 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.7a | 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. | 7LP04-06 | Samba Celebration (Original Full Score) |
| | | 7LP09-03 | Samba, Salsa, and Merengue |
| | | 7LP08-06 | Merengue Madness (Original Full Score) |
| Standard: MU: Pr5.1.7 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.7a | 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. | 7LP09-02 | Latin Percussion Project Goals |
| | | 7LP37-07 | How to Practice |
| | | 7LP38-05 | Practice and Evaluation |

Seventh Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|---|----------------|--|
| Standard: 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. | | |
| MU: Pr6.1.7a | Perform the music with technical accuracy and stylistic expression to convey the creator's intent. | 7LP10-06 | Salsa City (Original Full Score) |
| | | 7LP39-04 | Bluegrass (Animated Score) |
| | | 7LP35-04 | Layers (Animated Score) |
| MU: Pr6.1.7b | Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context. | 7LP12-08 | Bach's Brain (Bach) |
| | | 7LP16-06 | Bach's Brain Example |
| | | 7LP39-03 | Performance |
| Standard: MU: Re7.1.7 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.7a | Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. | 7LP05-05 | Salsa Instruments |
| | | 7LP11-13 | Which Period Is It? |
| | | 7LP21-04 | Music in The Media |
| Standard: MU: Re7.2.7 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.7a | Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. | 7LP06-05 | The Form of Salsa City |
| | | 7LP08-05 | The Form of the Merengue |
| | | 7LP12-06 | Tocatta and Fugue Listening Map |
| MU: Re7.2.7b | Identify and compare the context of music from a variety of genres, cultures, and historical periods. | 7LP01-05 | Latin American Instruments |
| | | 7LP13-07 | Composer Facts and Critical Thinking |
| | | 7LP14-05 | Well-Known Motifs |
| Standard: MU: Re8.1.7 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.7a | 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. | 7LP12-14 | Famous Baroque Composers |
| | | 7LP13-10 | Talk to Mozart |
| | | 7LP15-10 | Talk to Debussy |

Seventh Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|---|-----------------|--|
| Standard: MU: Re9.1.7 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.7a | Select from teacher-provided criteria to evaluate musical works or performances. | 7LP03-05 | Samba Instruments |
| | | 7LP13-05 | Talk to Beethoven |
| | | 7LP16-03 | Review the Pieces of the Day |
| Standard: MU: Cn10.0.7 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.7a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <ul style="list-style-type: none"> • 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. • MU:Cr3.2.7a 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. • MU:Pr4.1.7a 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. • 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. • 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. | 7LP01-08 | Journal Page |
| | | 7LP21-03 | Music, Technology, and Communication |
| | | 7LP25-11 | Create a Ringtone - SongBrush |
| Standard: 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. | | |
| MU: Cn11.0.7a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Embedded within: <ul style="list-style-type: none"> • 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. • MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations. • MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context. • MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods. • MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances. | 7LP04-10 | Latin Book - Advanced |
| | | 7LP15-03 | Sound Pictures |
| | | 7LP33-12 | More Facts About Hawaii |

Eighth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| 8th Grade | | | |
| Standard: MU: Cr1.1.8 | Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts. | | |
| MU: Cr1.1.8 a | Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. | 8LP13-10 | Qaiko Taiko (Full Score) |
| | | 8LP35-06 | Say it Play it...Creating Drum Rhythms |
| | | 8LP22-07 | Improvising A Jazz Piece |
| Standard: MU: Cr2.1.8 | Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts. | | |
| MU: Cr2.1.8a | Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. | 8LP24-03 | Create a Rock Piece |
| | | 8LP14-06 | Start Composing |
| | | 8LP25-06 | Rap Board |
| MU: Cr2.1.8b | Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. | 8LP15-06 | Composing- Part Two |
| | | 8LP34-07 | Jamming Loop Bank |
| | | 8LP39-05 | Jamming Grid |
| Standard: MU: Cr3.1.8 | Refine and complete artistic work. Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. | | |
| MU: Cr3.1.8a | Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. | 8LP19-06 | Evaluation |
| | | 8LP27-06 | Hip-Hop Option: Parts & Pieces |
| | | 8LP19-04 | Dress Rehearsal |
| MU: Cr3.1.8b | Describe the rationale for refining works by explaining the choices, based on evaluation criteria. | 8LP15-08 | Putting Things Together |
| | | 8LP16-03 | Composing - Part Three |
| | | 8LP39-07 | Project Book Journal Time |
| Standard: MU: Cr3.2.8 | Refine and complete artistic work. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. | | |
| MU: Cr3.2.8a | Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent. | 8LP25-08 | My Hip-Hop Performance |
| | | 8LP20-03 | Showtime! |
| | | 8LP40-05 | Jamming Board |

Eighth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|---|
| Standard: MU: Pr4.1.8 | Select, analyze, and interpret artistic work for presentation. Select varied musical works to present based on interest, knowledge, technical skill, and context. | | |
| MU: Pr4.1.8a | Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. | 8LP06-07 | Beethoven's 9th Symphony (Full Score) |
| | | 8LP29-03 | Jazz Presentation Screens and App |
| | | 8LP28-04 | Jazz, Rock, or Rap |
| Standard: MU: Pr4.2.8 | Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance. | | |
| MU: Pr4.2.8a | Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. | 8LP06-10 | Blues Road (Full Score) |
| | | 8LP28-07 | Hip-Hop Form, Score and App |
| | | 8LP25-07 | Hip-Hop |
| MU: Pr4.2.8b | When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. | 8LP13-05 | Taiko Drumming Practice |
| | | 8LP03-07 | Crazy Dog (C to F Treble/Bass) |
| | | 8LP04-07 | I Love My Fridge (Full Score) |
| MU: Pr4.2.8c | Identify how cultural and historical context inform performances and result in different musical effects. | 8LP12-04 | Middle Eastern Percussion |
| | | 8LP13-06 | Basic Taiko Drumming |
| | | 8LP26-02 | Beatboxing |
| Standard: MU: Pr4.3.8 | Select, analyze, and interpret artistic work for presentation. Develop personal interpretations that consider creators' intent. | | |
| MU: Pr4.3.8a | Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). | 8LP28-02 | Rock, Jazz, and Rap Attack |
| | | 8LP07-05 | The Surf Song (Full Score) |
| | | 8LP05-07 | The Cell Phone Waving Song (Chord G) |
| Standard: MU: Pr5.1.8 | Develop and refine artistic techniques and work for presentation. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | | |
| MU: Pr5.1.8a | Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform. | 8LP10-08 | Feedback Sandwich |
| | | 8LP29-07 | Evaluation |
| | | 8LP09-03 | Disco Frisco (Full Score) |

Eighth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|----------------------------------|--|-----------------|--|
| Standard: MU: Pr6.1.8 | 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. | | |
| MU: Pr6.1.8a | Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. | 8LP02-08 | Time to Go (Full Score) |
| | | 8LP12-05 | Middle Eastern Welcome Song (Full Score) |
| | | 8LP23-07 | Play Along With Mosh Rock |
| MU: Pr6.1.8b | Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style. | 8LP18-04 | Planning Our Entrance and Exits |
| | | 8LP20-02 | Konnichiwa! Welcome to the Show! |
| | | 8LP08-06 | How to Deal With Nerves |
| Standard: MU: Re7.1.8 | Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context. | | |
| MU: Re7.1.8a | Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose. | 8LP21-04 | Music Styles |
| | | 8LP32-04 | Analyzing the Foundations |
| | | 8LP27-03 | Musical Styles Project Goals |
| Standard: MU: Re7.2.8 | Perceive and analyze artistic work. Analyze how the structure and context of varied musical works inform the response. | | |
| MU: Re7.2.8a | Compare how the elements of music and expressive qualities relate to the structure within programs of music. | 8LP35-02 | Rhythm Echo |
| | | 8LP35-04 | Analyzing the Drums and Other Loops |
| | | 8LP36-06 | Analyze the Giant Jam Example |
| MU: Re7.2.8b | Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. | 8LP21-03 | What Do You Know About Styles? |
| | | 8LP23-04 | Rock Advanced Venue Book |
| | | 8LP07-10 | Journal Time |
| Standard: MU: Re8.1.8 | Interpret intent and meaning in artistic work. Support interpretations of musical works that reflect creators'/performers' expressive intent. | | |
| MU: Re8.1.8a | Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent. | 8LP13-04 | Kuchi Showa and Onomatopoeia |
| | | 8LP24-09 | Analyze Examples |
| | | 8LP08-08 | Journal Time |

Eighth Grade Music Correlations



| Standard | Description | Lesson Address | Screen Title (with URL) |
|-----------------------------------|---|-----------------|--|
| Standard: MU: Re9.1.8 | Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | |
| MU: Re9.1.8a | Apply appropriate personally-developed criteria to evaluate musical works or performances. | 8LP15-02 | Taiko Drumming - Video 1 |
| | | 8LP27-10 | Listen to the Professionals |
| | | 8LP22-04 | Analyzing a Jazz Piece |
| Standard: MU: Cn10.0.8 | Synthesize and relate knowledge and personal experiences to make art. Synthesize and relate knowledge and personal experiences to make music. | | |
| MU: Cn10.0.8a | <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:</p> <ul style="list-style-type: none"> • MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent. • MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent. • MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. • MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). • MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose. | 8LP17-04 | Program Notes |
| | | 8LP02-09 | Journal Time |
| | | 8LP26-11 | Beatboxing Backing Tracks |
| Standard: MU: Cn11.0.8 | 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. | | |
| MU: Cn11.0.8a | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Embedded within:</p> <ul style="list-style-type: none"> • MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. • MU:Pr4.2.8c Identify how cultural and historical context inform performance and results in different musical effects. • MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style. • MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. • MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances. | 8LP10-09 | Critical Thinking |
| | | 8LP03-02 | Cristofori Book - Advanced |
| | | 8LP20-06 | World Percussion Asia Assessment |



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