

# TEKS (Texas Standards) Music Grade K, correlation to Musicplay K

## (a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Note: If you are using the complete PDF file to check the correlations, use the page numbers marked PDF file. If you are using an actual Musicplay binder, use the binder page # or use the song numbers.

(b) Knowledge and skills.		PDF file Page #		Binder Page #
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:				
(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#7 This is My Speaking Voice 8. Cookie Jar Chant 30. Stop! Look and Listen 72. Old Mother Brown 79. Button Factory 97. Hey There Friend 115. Nanny Goats 139. Grandma Moses 149. Chickamy	8 10 40 91 99 119 143 177 187
(B) identify the timbre of adult and child singing voices;	1-894096-71-1		#13 Loud Voice - Quiet Voice 60. Curly Joe	17 80
(C) identify the timbre of instrument families;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#4 Listen as I Play #92 Listen to Me Play #92 Listen to Me Play #154 Move to the Instruments	4 111 111 192

(D) identify same/different in		PDF file Page #	Binder Page #	
beat/rhythm	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		4. Listen as I Play the Beat 23. Hey! Hey! Look at Me 29. I Get a Happy Feeling 50. Teddy Bear	4 31 38 66
higher/lower,	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		13. Loud Voice - Quiet Voice 48. Old King Glory 95. Kangaroo 98. Head and Shoulders	17 63 115 120
louder/softer			13. Loud Voice - Quiet Voice	17
faster/slower			13. Loud Voice - Quiet Voice	17
simple patterns in musical performances;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		61. S-A-N-T-A 76. Who Has the Pencil? 104. Dinosaurs 126. Easter Bunny Hops Along 146. Scie le bois CD6:4	81 96 128 159 185
(E) identify beat using iconic representation.	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		23. Hey! Hey! Look at Me #37 Pumpkin Fat 47 #37 Pumpkin Fat #50 Teddy Bear (pattern, phrase) #72 Old Mother Brown #102 Tisket a Tasket #109 Burnie Bee #124 Bubblegum	32 49 50 68 92 125 135 155
(E) identify rhythm, using iconic representation.	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		23. Hey! Hey! Look at Me #37 Pumpkin Fat #109 Burnie Bee #50 Teddy Bear (pattern, phrase) #72 Old Mother Brown #102 Tisket a Tasket #109 Burnie Bee #124 Bubblegum #138 Bluebird #159 See Saw	33 50 134 69 91 126 136 156 176 198
(E) identify simple two-tone or three-tone melodies using iconic representation.	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#23 Hey Hey (so-mi) #50 Teddy Bear (so-la-so-mi-do) #109 Burnie Bee (la - so-mi) #102 Tisket a Tasket #109 Burnie Bee #124 Bubblegum (so-mi-do) #138 Bluebird	31 69 134 126 136 156 176

		PDF file pg #	Binder Page #
2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:			
(A) sing or play classroom instruments independently or in groups;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#4 Listen as I Play 4 #18 Gingerbread Man 24 #17 Dr. Knickerbocker 22 #23 Hey! Hey! Pg 31 31 Musicplay for Kindergarten has 175 musical examples - singing, playing and listening are part of every lesson!
(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#136 Ame Ame (Japan) 173 #83 Arroz con leche (Spanish) 104 #142 Debajo del Boton (Spanish) 180 #168 Hotaru Koi (Japan) 56 #42 Kumbayah (African) 193 #155 Los Pollitos (Spanish) 55 #41 Sambalele (Brazil) 127 #103 San Severino (Spanish) 185 #146 Scie le bois (French) 149 #120 Tingalayo (West Indian)
(C) move alone or with others to a varied repertoire of music using gross locomotor movement;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#6b - Move and Stop 7 25-26. Air and Badinerie J.S. Bach 35 #11 Vivace, Handel 13 #117 Move to the Drum 173 #9 Follow Me 180 #15 Walk to School 185 #55 Put the Beat in Your Feet 210 133
(C) move alone or with others to a varied repertoire of music using gross non-locomotor movement;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#3 Count and Go 3 #5 Join Into the Game 5 #6 You've Got to Sing 6 #21 Autumn Leaves 28 25-26. Air and Badinerie J.S. Bach 35 #31 October is Here 41
(C) move alone or with others to a varied repertoire of music using fine locomotor movement;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		#23 Hey Hey 31 25-26. Air and Badinerie J.S. Bach 35 #40 Tommy Thumb 54 6a Open Shut 7 46a Slowly Slowly 60
(C) move alone or with others to a varied repertoire of music using fine non-locomotor movement;	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1		25-26. Air and Badinerie J.S. Bach 35 #79 Button Factory 99 #109a Here is a Beehive 135 #132 Five Green Men 166 #105a Five Enormous Dinosaurs 130 #148a Five Little Monkeys

## Additional Movement Activities

Movement is an integral part of the Musicplay for Kindergarten curriculum. There are too many movement activities to list them all!

### Additional Movement Activities:

6b. Move and Stop	7
8a. Step and Skip	10
9b. Explore Different Body Parts	11
45a. Walk, Jump, Stop!	58
48a. Walk, Gallop, Stop!	63
52a. Walk, Tiptoe, Stop!	71
57a. Jump, Slither, Stop!	77
63a. Bounce, Slither, Stop!	83
77a. Walk, Shake Stop!	97
84a. Crawl, Shake, Stop!	105
106a. Crawl, Dance, Stop!	132
117. Move to the Drum	145
121a. Walk, Dance, Stop!	150
127a. Move, Stop and Make a Shape!	160
154. Move to the Instruments	192

Movement activities are suggested for all the Listening Examples:

11 Vivace, Handel	13
25 Air, JS Bach	35
26 Badinerie, JS Bach	35
43 Gavotte, JS Bach	56
59 Parade of the Soldiers, Kessel	79
68 The Sewing Machine, Melanie Bonis	88
89 Musical Priest	109
107 The Proud Horseman, Robert Fuchs	133
108 Connaughtman's Rambles	133
128 German Dance, Beethoven	161
147 Great Gate of Kiev, Mussorgsky	185
148 Symphony No 4, Mendelssohn	185
171 Tambourin, JC Bach	

		PDF file pg #		Binder Page #
(D) perform simple partwork, including beat versus rhythm; and	1-894096-71-1		#23 Hey Hey	31
	1-894096-71-1		#37 Pumpkin Fat	47
	1-894096-71-1		#50 Teddy Bear	66
	1-894096-71-1		#102 A Tisket	124
	1-894096-71-1		#102 A Tisket (ostinato)	124
(E) perform music using louder/softer	1-894096-71-1		#13 Loud Voice - Quiet Voice	17
	1-894096-71-1		#14 Andy Pandy	20
	1-894096-71-1		#32 Grumpy Grizzly	51
	1-894096-71-1		#32 Grumpy Grizzly	51
	1-894096-71-1		#43 Gavotte, JS Bach	56
(E) perform music using faster/slower.	1-894096-71-1		#13 Loud Voice - Quiet Voice	17
	1-894096-71-1		#16 Andy Pandy	20
	1-894096-71-1		#44 Take my Little Car	57
	1-894096-71-1		46a Slowly Slowly	59
	1-894096-71-1		#119 Knees up Mother Brown	147

		PDF file pg #		Binder Page #
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:				
(i) sing songs, including rhymes	1-894096-71-1		6a Open Shut	6
	1-894096-71-1		9a Sitter Poem	9
	1-894096-71-1		11a Pussycat	13
	1-894096-71-1		11b One Two Three	13
	1-894096-71-1		13a Order in the Court	17
	1-894096-71-1		17a. Steady Beat Poem 23	23
	1-894096-71-1		19a. Color Poem 25	25
	1-894096-71-1		28a. Criss Cross Applesauce 37	37
	1-894096-71-1		29a. Jelly in the Bowl 39	39
	1-894096-71-1		29b. Autumn 39	39
	1-894096-71-1		31a. Hey Ho for Halloween 42	42
	1-894096-71-1		31b. Witch, Witch Where Do You Fly? 42	42
	1-894096-71-1		31c. Peter, Peter Pumpkin Eater 42	42
	1-894096-71-1		34a. I Had a Loose Tooth author unknown	
	1-894096-71-1		45	45
	1-894096-71-1		40a. Two Little Dicky Birds 54	54
	1-894096-71-1		41a. Lady Bugs 55	55
	1-894096-71-1		46a. Slowly Slowly 60	60
	1-894096-71-1		46b. Galloping Chant 60	60
	1-894096-71-1		55a. Once I Caught a Fish Alive 74	74
	1-894096-71-1		59a. Here is the Chimney 79	79
	1-894096-71-1		59b. Five Little Bells 79	79
	1-894096-71-1		61a. Bundles 81	81
	1-894096-71-1		62a. Chubby Little Snowman 82	82
	1-894096-71-1		73a. Winter 93	93
	1-894096-71-1		75a. The Train 95	95
	1-894096-71-1		79a. Snow 99	99
	1-894096-71-1		83a. Bate Bate Chocolate 104	104
	1-894096-71-1		86a. The Taxi 107	107
	1-894096-71-1		105a. Dinosaurs 130	130
	1-894096-71-1		109a. Here is a Beehive 135	135
	1-894096-71-1		132a. Zoom, Zoom, Zoom 166	166
	1-894096-71-1		133a. Clouds 169	169
	1-894096-71-1		133b. Rain 169	169
	1-894096-71-1		133c. Clouds 169	169
	1-894096-71-1		134a. Dr. Foster 170	170
	1-894096-71-1		140a. These are Grandma's Glasses 178	178
	1-894096-71-1		148a. Monkeys On the Bed 186	186
	1-894096-71-1		157a. Fishy Fishy 196	196
	1-894096-71-1		170a. Lady Bugs 213	213
	1-894096-71-1		170b. Flutterby 213	213
(ii) sing songs, including folk music	1-894096-71-1		#6 You've Got to Sing	6
	1-894096-71-1		#42 Kumbayah	56
	1-894096-71-1		#113 Michael Finnigan	141
	1-894096-71-1		#149 Chickamy	187
	1-894096-71-1			

		PDF file pg #	Binder Page #
(iii) sing songs, including seasonal music	1-894096-71-1	<b><u>Christmas:</u></b>	
	1-894096-71-1	Jolly Jolly Santa	85
	1-894096-71-1	Rock Around the Christmas Tree	82
	1-894096-71-1	Christmas is Here	83
	1-894096-71-1	S-A-N-T-A	81
	1-894096-71-1	He'll Be Comin' Down	86
	1-894096-71-1	<b><u>Easter:</u></b>	
	1-894096-71-1	Color the Eggs	162
	1-894096-71-1	Easter Bunny Hops Along	159
	1-894096-71-1	Easter is Here	160
	1-894096-71-1	Old Mr. Rabbit	163
	1-894096-71-1	<b><u>Earth Day:</u></b>	
	1-894096-71-1	We've Got the Whole World	174
	1-894096-71-1	<b><u>Graduation:</u></b>	
	1-894096-71-1	I'd Go Dancing	75
	1-894096-71-1	Let Your Light Shine	214
	1-894096-71-1	Kids are Cool	157
	1-894096-71-1	<b><u>Grandparents' Day:</u></b>	
	1-894096-71-1	Grandma and Grandpa	178
	1-894096-71-1	Grandma Moses	177
	1-894096-71-1	<b><u>Groundhog Day:</u></b>	
	1-894096-71-1	Groundhog	108
	1-894096-71-1	<b><u>Halloween:</u></b>	
	1-894096-71-1	Pumpkin Fat	47
	1-894096-71-1	Costume Fun	47
	1-894096-71-1	Halloween Looby Loo	46
	1-894096-71-1	Pumpkin Stew	43
1-894096-71-1	October is Here	41	
1-894096-71-1	<b><u>Hanukkah:</u></b>		
1-894096-71-1	One Little Candle	77	
	1-894096-71-1	<b><u>Mother's Day:</u></b>	
	1-894096-71-1	Moms are Special	181
	1-894096-71-1	Frog in My Pocket	182
	1-894096-71-1	<b><u>Peace - Getting Along:</u></b>	
	1-894096-71-1	We Don't Put Up	122
	1-894096-71-1	Hugs 'n Grugs	152
	1-894096-71-1	Wheat in the Wind (peace)	70
	1-894096-71-1	It Takes One to Know One	103
	1-894096-71-1	<b><u>Spring/Rain:</u></b>	
	1-894096-71-1	Ame Ame	173
	1-894096-71-1	Me and My Kite	146
	1-894096-71-1	Six Inch Boots	170
	1-894096-71-1	If All the Raindrops	171
	1-894096-71-1	Rain Rain	167
	1-894096-71-1	<b><u>St. Patrick's Day:</u></b>	
	1-894096-71-1	Leprechaun March	140
	1-894096-71-1	Michael Finnigan	141
	1-894096-71-1	<b><u>Thanksgiving:</u></b>	
	1-894096-71-1	I'm Glad I Have a Nose	36
	1-894096-71-1	We Cook Turkey	34
1-894096-71-1	<b><u>Valentines:</u></b>		
1-894096-71-1	I Like Valentines	112	
1-894096-71-1	Hey There Friend	119	

		Song #		Song #
4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:				
A-i) identify and demonstrate appropriate audience behavior during live or recorded performances	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1	Song #66 Song #174 #25 #26	He'll be Comin' She'll be Comin' #25 Air, Bach p #26 Badinerie, Bach	
B-i) Identify steady beat in musical performances	1-894096-71-1 1-894096-71-1 1-894096-71-1 1-894096-71-1	#11 #25 #26 #128	Vivace, GF Handel Air, JS Bach Badinerie German Dance	
C-i) compare same/different in beat/rhythm in musical performances	1-894096-71-1	#128	German Dance	
C-ii) Compare same/different in higher/lower in musical performances	1-894096-71-1	#21 page 30	#21 Autumn Leaves Movement Activity 4	
C-iii) compare same/different in louder/softer in musical performances	1-894096-71-1 1-894096-71-1	#43 #38	#43. Gavotte, J.S. Bach #38 Grumpy Grizzly	
C-iv) compare same/different in faster/slower in musical performances	1-894096-71-1	#25 #26	#26 Badinerie #27 Air	
C-v) compare same/different in simple patterns in musical performances	1-894096-71-1		#50 Teddy Bear (pattern, phrase) #72 Old Mother Brown #138 Bluebird	

# TEKS (Texas Standards) Music Grade 1, correlation to Musicplay 1

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices. (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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

(b) Knowledge and skills.				
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:		PDF Page #		Binder Page #
(A) identify the known five voices and adult/children singing voices;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	31 52 169 106 106 169	#2 Mountaintop Monster #10 I Don't Know #78 Bee Bee Bumblebee #41 Hello Game #41 Hello Game #78 Bee Bee Bumblebee	5 26 142 79 79 142
(B) identify visually and aurally the instrument families;	1-894096-09-6 978-1-927062-49-4	122	#51 Bells on the Sleigh Instrument Families Generic Slides in Digital	95
(C) use basic music terminology in describing changes in tempo, including allegro/largo,	1-894096-60-6 1-894096-09-6  1-894096-09-6	45  123	#7 Grand Old Duke of York Listening Resource Kit 1 pg 9  Listening 1 Digital Resource, Track 6-19 Assessment #52 Love my Slippers	18 19 19 96
(C) use basic music terminology in describing changes in dynamics, including forte/piano; and	1-894096-09-6 1-894096-09-6 Listening Resource Kit 1 Listening 1 Digital Listening 1 Digital	47	#8 Wheels on the Bus #4 loud / quiet sounds pg 9 Track 1-5 pg 10 Track 1-5	21
D) Identify and label repetition and contrast and repetition in simple songs such as ab, aaba, or abac pattern	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6		#34 Bounce the Ball (ab) #37 Lucy Locket (abab) #60 Tommy Tiddlemouse (aabc) #74 We Are Dancing in the Forest	



(b) Knowledge and skills.				
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:		PDF Page #		Binder Page #
(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and	1-894096-09-6		How to label and assess beat and label sounds on a beat (ta, ti-ti)	9-12
	1-894096-09-6			22
	1-894096-09-6	49	#9 Choo Choo Train	28
	1-894096-09-6	55	#12 Counting Song	36
	1-894096-09-6	62	#17 Hop Old Squirrel Assessment #1, 2	64
			<b>Songs to read, write, reproduce ♪</b> ♪ ♪ †	
		34	4 Snail Snail	7
		49	9 Choo Choo Train	22
		62	17 Hop Old Squirrel	35
		67	20 Bye Low Baby Oh	40
		73	24 Hey Betty Martin	46
		90	34 Bounce the Ball	67
		94	36 Cuckoo	69
		96	37 Lucy Locket	79
		106	41 Hello Game	88
		115	47 Lemonade	101
		128	55 Strawberry Shortcake	107
		134	58 Icicles	109
		136	60 Tommy Tiddlemouse	122
		149	68 I like You	124
	151	69 Tick Tock	133	
	160	74 We are Dancing in the Forest	142	
	169	78 Bee Bee Bumblebee	148	
	175	82 Bingo	153	
	180	86 Bow Wow Wow	167	
	194	89 Bunny Hides a Basket	171	
	198	94 Apple Tree	177	
	204	96 Old Dog Full of Fleas		
		101 How Many Fingers		
(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and quarter rest	1-894096-09-6	34	4 Snail Snail	7
	1-894096-09-6	49	9 Choo Choo Train	22
	1-894096-09-6	90	4 Bounce the Ball	63
	1-894096-09-6	120	#50 Ho Ho Ho	93
		101	#55 Strawberry Shortcake	101
	149	#68 I Like You	123	
	149	#68 I Like You	123	
(A) write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and quarter rest	1-894096-09-6	139	61a. Rhythm Composition	112
	1-894096-09-6	150	Rhythm Writing using sticks, hearts	123
	1-894096-09-6	149	#68 I Like You	123
	1-894096-09-6	120	#50 Ho Ho Ho	93
	1-894096-09-6	180	#86 Bow Wow wow	153
	1-894096-09-6	101	#55 Strawberry Shortcake	101



		PDF Page #		Binder Page #
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:				
(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	67 67 69 94	#20 Bye Low #20 Bye Low #22 High - Low #36 Cuckoo - play so-mi melodies	40 40 42 67
(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;		66  145  217 218 219  202  217  108 131 143 202  148  154  83 130 205 209	<b>African</b> #19 - Kye Kye Koolay, 39 <b>African American</b> #65 - Michael Row, 118 <b>American</b> #109 - My Country 'Tis of Thee #110 - Star Spangled Banner #111 - You're a Grand Old Flag  <b>Canadian</b> #100 - Savez vous planter les choux #108 - O Canada <b>French</b> #43 - Fais dodo #57 - Vive le Compagnie #64 - Un, Deux, Trois #100 - Savez vous planter les choux <b>Scottish</b> #67 - Aikendrum Sea Chanty #70 - Haul Away Joe <b>Spanish</b> #31 - Juanito #56 - Pimpon #102 - La Vibora #103 - El Coqui	39  118  190 191 192  175  190  81 104 116 175  121  127  56 103 178 182

		PDF Page #		Binder Page #
(C) move alone or with others to a varied repertoire of music using gross locomotor	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-60-6	40 62 73 49	#5 Sam the Robot Man #17 Hop Old Squirrel #24 Betty Martin #9 Choo Choo Train #6 Royal March of the Lions	13 55 62 47 22
(C) move alone or with others to a varied repertoire of music using gross non-locomotor movement;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-60-6 1-894096-60-6	29 45 86 63 64	#1 Dooby Doo #7 Grand Old Duke #32 Peace in My Heart #28 Balletmusik, Mozart #29 Contradance II, Mozart	2 18 59 36 37
(C) move alone or with others to a varied repertoire of music using fine non-locomotor movement;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	57 134 170 174 183	#13 Hickory Dickory #58 Icicles #79 Baby Bumblebee #81 Eensy Weensy #87 Little Rabbit Foo Foo	51 107 143 145 156
(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	 49 55 73 96	Beat - How to Label and Assess #9 Choo Choo Train (beat/rhythm) #12 Counting Song (beat/rhythm) #24 Hey Betty Martin #37 Lucy Locket	9-12 22 28 46 69
(D) perform simple part work, including vocal exploration; and	1-894096-09-6 1-894096-09-6 1-894096-09-6	186 188 194	#89 Bunny Hides the Basket (chant) #90 Hurry Easter Bunny (sung) #94 Apple Tree	159 161 168
(E) perform music using tempo, including allegro/largo,	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	45 123 139 166 166	Grand Old Duke Love my Slippers #61 Head and Shoulders #77 Old Gray Cat #77 Old Gray Cat	18 96 112 139 139
(E) perform music using dynamics, including forte/piano.	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	47  186 88 108	#8 Wheels on the Bus Mortimer (story book) #89 Bunny Hides the Basket #33 Just One Candle #43 Fais do do	20 21 158 61 81
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:				
(A) create short, rhythmic patterns using known rhythms;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	 169 186 194	Question / Answer #78 Bee Bee Bumblebee #89 Bunny Hides the Basket #94 Apple Tree Rhythm Composition	26 142 159 168 112
(B) create short, melodic patterns using known pitches; and	1-894096-09-6 1-894096-09-6	188 194	#90 Hurry Easter Bunny (sung) #94 Apple Tree	161 168
(C) explore new musical ideas using singing voice	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	44 31 47  69	Three Little Monkeys Melody the Elephant Wheels on Bus (vocal effects) question/answer melodic composition #22 High Low (explore high-low)	17 4 20 26 42

		PDF Page #		Binder Page #
(C) explore new musical ideas using classroom instruments.	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	47  57 62  74  76	#8 Wheels on the Bus (Instrument substitution, sound effects) #13 Hickory Dickory (explore beat) #17 Hop Old Squirrel (rhythm comes from language) #25 5 Fat Turkeys (create accompaniment for a song) #26 Today is Monday (substitute instruments for words in song)	20  30 35  46  49
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:				
(A) sing songs including rhymes	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	30 44 50 81	#1a Listen to the Rhythm #6a Three Little Monkeys #9a Grandma's Glasses #29a Deedle Deedle Dumpling Nine more rhymes given	3 17 23 54 194
(A) sing songs including patriotic events	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	217 218 219 217	#109 My Country 'Tis of Thee #110 Star Spangled Banner #111 You're a Grand Old Flag #108 O Canada	190 191 192 190
(A) sing songs and play musical games, including folk music	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	58 109 92 108	#14 Goin' to Kentucky #44 Punchinello (UK) #35 Thread and Needle #43 Fais do do	31 82 65 81
(A) sing songs and play musical games, including seasonal music;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	68 77, 78, 80, 55 113 188-124 170,171,183,184,	#21 I'm Thankful (#23, 25) Halloween songs #27, 28, 29, 30 Hanukkah Fun Christmas songs #48, 49, 50, 51, 52, 53 Spring/Easter songs #79,80,87,88,89,90,91,93	41 50, 51, 53, 55 86 91,92,93,95, 96, 97 pg 143, 35d
(A) play musical games, including rhymes	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	81 34 49 62 90	#29a Deedle Deedle Dumpling #4 Snail Snail #9 Choo Choo Train #17 Hop Old Squirrel #34 Bounce the Ball	54 7 22 35 63
(A) play musical games, including patriotic events	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	219 94 96 115 136	#111 Grand Old Flag - play passing game #36 Cuckoo #37 Lucy Locket #47 Lemonade #60 Little Tommy Tiddlemouse	192-3 67 69 88 109
(A) play musical games, including folk music	1-894096-09-6 1-894096-09-6 1-894096-09-6	58 109 92 156 212	#14 Goin' to Kentucky #44 Punchinello (UK) #35 Thread and Needle #72 Wishy Washy Wee #105 Charlie Over the Ocean	31 82 65 129 185
(A) play musical games, including seasonal music;	1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6 1-894096-09-6	62 70 74 78 120	#17 Hop Old Squirrel (fall) #23 I Like Turkey (Thanksgiving) #25 Five Fat Turkeys (Thanksgiving) #28 Witch's Cat (Halloween) #50 Ho Ho Ho (Christmas)	35 43 47 51 93

		PDF Page #		Binder Page #
(B) identify steady beat in short musical excerpts from various periods or times in history	1-894096-60-6	63	#6 Royal March of the Lions	22
	1-894096-60-6	63	Balletmusik (Mozart, Classical)	36
	1-894096-60-6	64	Contradance II (Classical)	37
	1-894096-60-6	70	#36 Gigue (Handel, Baroque)	43
	1-894096-60-6	69	#35 Winter (Vivaldi, Baroque)	42
(B) identify steady beat in short musical excerpts from diverse cultures; and	1-894096-09-6	34	#4 Snail Snail	7
	1-894096-09-6	83	#31 Juanito (Spanish)	56
	1-894096-60-6	175	#100 Savez vous (French)	175
	1-894096-60-6	69	#35 Winter (Vivaldi, Baroque)	42
	1-894096-09-6	156	#72 Wishy Washy Wee	129
(C) identify simple interdisciplinary concepts relating to music.	1-894096-09-6	29	#1 Dooby Doo - make a class book	3
	1-894096-60-6	31	#2 Mountaintop Monster - illustrate	5
	1-894096-60-6	33	song	6
	1-894096-60-6	34	#3 Little Red Wagon - make class book	8
	1-894096-60-6	41	#4 Snail - illustrate song, take home page #5 Sam Robot - (art) make a robot picture	14
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:				
(A) identify and demonstrate appropriate audience behavior during live or recorded performances;	1-894096-60-6	46	Discuss concert Manners	19 (MP Guide)
	1-894096-09-6		Rhythm Composition	112
	1-894096-09-6		Listening Kit #32, instruction in guide	83
	1-894096-09-6	97	Listening Kit 33, 34, instruction in guide	90
	1-894096-09-6		#53 Mary Had a Baby	98
(B) recognize known rhythmic elements in simple aural examples using known terminology;	1-894096-09-6	34	#4 Snail Snail	9
	1-894096-09-6	49	#9 Choo Choo Train	22
	1-894096-09-6	55	#12 Counting Song	28
	1-894096-09-6	62	#17 Hop Old Squirrel	35
	1-894096-09-6		#23, 20, 34, 36, 37, 41, 47, 50, 55, 60, 64, 68, 69, 74, 78, 86, 89, 90, 94, 96, 101	43
(B) recognize known melodic elements in simple aural examples using known terminology;	1-894096-09-6	94	#36 Cuckoo	68
	1-894096-09-6	34	#4 Snail Snail	9
	1-894096-09-6	49	#9 Choo Choo Train	22
	1-894096-09-6	55	#12 Counting Song	28
	1-894096-09-6	67	#20 Bye Low	40
C) distinguish same/different between beat/ rhythm,	1-894096-09-6	34	#4 Snail Snail	9
	1-894096-09-6	49	#9 Choo Choo Train	22
	1-894096-09-6	55	#12 Counting Song	28
	1-894096-09-6	90	#34 Bounce the Ball	63
	1-894096-09-6	96	#37 Lucy Locket	69
C) distinguish same/different between higher/ lower,	1-894096-09-6	69	#22 High Low	42
	1-894096-09-6	94	#36 Cuckoo	67
	1-894096-09-6	115	#47 Lemonade	88
	1-894096-09-6	128	#55 Strawberry Shortcake	101
	1-894096-09-6	198	#96 Old Dog	171
C) distinguish same/different between louder/ softer	1-894096-09-6	47	#8 Wheels on the Bus	21
	1-894096-09-6	185	#89Bunny Hides a Basket	158
	Listening Resource Kit 1		#4 loud / quiet sounds	
	Listening 1 Digital Listening 1 Digital		pg 9 Track 1-5 pg 10 Track 1-5	

		PDF Page #		Binder Page #
C) distinguish same/different between faster/ slower	1-894096-09-6	18	#7 Grand Old Duke of York	18
	Listening Resource Kit 1	30	Fast/Slow	3
	1-894096-09-6	123	#8, 9 Wild Donkeys, Tairtoises	23
	1-894096-09-6	166	#52 Love my Slippers	96
	1-894096-09-6		#77 Old Gray Cat, #77a	139
C) distinguish same/different between simple pat- terns in musical performances; and	1-894096-09-6	143	#64 Un Deux Trois	116
	1-894096-09-6	136	#60 Little Tommy Tiddlemouse	109
	1-894096-09-6	151	#69 Tick Tock	125
	1-894096-09-6	160	#74 We are dancing	133
	1-894096-09-6	204	#101 How Many Fingers	177
(D) respond verbally or through movement to short musical examples.	1-894096-60-6		#6 Royal March of Lions	22
	1-894096-60-6		Listening Log	15

# TEKS (Texas Standards) Music Grade 2, correlation to Musicplay 2

## (a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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

(b) Knowledge and skills.				
		PDF Page #		Binder Page #
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:				
(A) identify choral voices, including unison versus ensemble;				
(B) identify instruments visually;	1-894096-11-8 1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2	37 38 39 40	#98a,b,c,d Woodwind Brass Percussion Strings	12 13 14 15
(B) identify instruments aurally;	1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2		#3 Gigue, Handel - strings (+6 more) #21 Scherzo - woodwind (+3 more) #5 Galliard Bataglia - brass (+2 more) #10 - hand drum #11 xylophone	23 42 25 30 32
(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante	1-894096-11-8 1-894096-62-2 1-894096-62-2 1-894096-11-8 1-894096-11-8	58   42 79 99	#14 Tony Chestnut (uses presto) Tempo - Is it fast or slow? #3 Gigue (Presto), Handel #6 Poor Little Bug #26 Grand Old Duke, #38 Do Your Ears?	33 9 23
(C) use known music terminology to explain musical examples of dynamics, including fortissimo and pianissimo; and	1-894096-11-8 1-894096-11-8	52 162	#11 John Jacob Jingleheimer Schmidt #75 Find the Easter Basket	27 137



		PDF Page #		Binder Page #
(D) identify and label simple small forms such as aaba and abac.	1-894096-11-8 1-894096-11-8 1-894096-11-8 Musicplay Digital 1-894096-11-8	45 75 106 135 100	#7 Okkitokiunga (AABA) #24 Witch's Stew (rondo) #44 Rocks for Christmas (verse-chorus) #60 Circle Round the Zero (phrase form) #39 Pease Porridge Hot (phrase form aab)	20 50 81 110 75
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:				
(A) read rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	31 44 54 64 204	#4 Engine #9 (label beat, rhythm, ta, ti-ti) #7 Okkitokiunga (half note) #12 Obwisana (tie) #18 Falling Leaves (half note) #13 Bell Horses (rest)	6 19 29 39 179
(A) write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	31 33 60  88	#4 Engine #9 (label beat, rhythm, ta, ti-ti) Pg 8, rhythm writing #16 Time to Play - pg 36 writing #18 Hula Hoop Rhythm Writing #25 Create rhythm ostinato #32 Rhythm Erase	6 8 35  63
(A) reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;	1-894096-11-8 1-894096-11-8	88	#32 Rhythm Erase Dec. week 1, rhythm erase Doggie Doggie	63
(B) read pentatonic melodic patterns using standard staff notation; and	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	15 31 76 134 56	How to label so and mi (#4 Engine #9 and song #5 Hill Hill) label la - song #13 Bell Horses label do #39 Pease Porridge Hot label 43 #73 Hot Cross Buns assess sm, ls m	15 31 76 134 56
(B) write, and reproduce pentatonic melodic patterns using standard staff notation; and	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	91 98 133 145 148 177- 179	write smd in C write smd in C write mrd in G melodic dictation ideas write smd in C write, create melodies	91 98 133 145 148 177- 179
(B) reproduce pentatonic melodic patterns using standard staff notation; and	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	19 24 26 76 91 128 91 98 134	reading and dictation s-m , clap and sing Music reading and writing Music reading and writing Music reading and writing #49 Mouse Mousie reproduce missing notes in Rain Rain Go Away (ls m) reproduce smd patterns in C reproduce smd patterns in C melodic dictation using mrd	19 24 26 76 91 128 91 98 134
(C) read, write, and reproduce basic music terminology, including allegro/largo	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	33 17 54 74	#14 Tony Chestnut (uses presto) #6 Poor Little Bug #26 Grand Old Duke, #38 Do Your Ears?	33 17 54 74
(C) read, write, and reproduce basic music terminology, including forte/piano.	1-894096-11-8 1-894096-11-8	27 137	#11 John Jacob Jingleheimer Schmidt #75 Find the Easter Basket	27 137



		PDF Page #		Binder Page #
(C) move alone or with others to a varied repertoire of music using gross locomotor movement;	1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2	37 51  57 75	#4 Grave #7 Wild Horsemen (gallop) #8 Hungarian Dance no. 8 (cat, mouse) #12 Fossils (skeleton) #28 Butterfiles	12 26 28 32 50
(C) move alone or with others to a varied repertoire of music using gross non-locomotor movement;	1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-11-8	37 51 63 75 90	#3 Gigue (copycat) #7 Wild Horsemen (copycat) #9 Autumn (scarves) #28 Butterfiles #33 Napoleon	12 26 30 50 65
(C) move alone or with others to a varied repertoire of music using gross and fine non-locomotor movement;	1-894096-62-2 1-894096-62-2 1-894096-62-2 1-894096-62-2	75 51 63 75	#28 Butterfiles #7 Wild Horsemen (copycat) #9 Autumn (scarves) #28 Butterfiles	50 26 30 50
(D) perform simple part work, including rhythmic ostinato	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	202 31 47  50 55	#5 Hill Hill (ostinato) #4 Engine #9 (rhythm ostinato) #8 I Can Sing a High Note (rhythm ostinato) #10 Bounce High (ostinato) #13 Bell Horses (ostinato)	16 6 22 25 30
(D) perform simple part work, including vocal exploration such as singing, speaking, and chanting; and	1-894096-11-8	75	#24 Witch's Stew	50
(E) perform music using tempo, including presto, moderato, and andante	1-894096-11-8	58 79	#14 Tony Chestnut #26 Grand Old Duke of York	33 54
(E) perform music using dynamics, including fortissimo and pianissimo.	1-894096-11-8	52 162	#11 John Jacob Jingleheimer Schmidt 75 Find the Easter Basket	27 137
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:				
(A) create rhythmic phrases using known rhythms;	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	204 60  68 68 75	#13 Bell Horses - create rhythm ostinato #16 Time to Play - create rhythm composition Composing with Rhythm #20 Icka Backa - create ostinato #24 Witch's Stew	30 35 36 43 50
(B) create melodic phrases using known pitches; and	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	77 87 95 100  77	Creating Melodic Ostinato #32 Doggie (melodic ostinato) #37 Johnny Flea (melodic ostinato) #39 Pease Porridge Hot (melodic ostinato) Creating Melodic Ostinato	52 62 70 75 148
(C) explore new musical ideas in phrases using singing voice	1-894096-11-8	100	#39 Pease Porridge - students explore phrase length, same/different	75
(C) explore new musical ideas in phrases using classroom instruments.	1-894096-11-8	105	#43 Ring the Bells (students play phrases on instruments)	80



		PDF Page #		Binder Page #
(iii) sing songs, including seasonal music (continued)		149	<b><u>St. Patrick's Day</u></b> #68 - St. Patrick's Day Jig	124
		175	<b><u>Mother's Day</u></b> #83 - Mom, You're the Best	150
		180	<b><u>Summer</u></b> #87 - Row, Row, Row Your Boat	155
		188	#93 - Swimming	163
		189	#94 - Goin' on a Picnic	164
		191	#95 - Here Comes a Bluebird	166
		195	#98 - Christopher McCracken	170
(iv) play musical games, including patriotic music				
(v) play musical games, including folk music	1-894096-11-8	202	#5 Hill Hill	13
	1-894096-11-8	203	# Bounce High	25
	1-894096-11-8	54	#12 Obwisana	29
	1-894096-11-8	62	#17 I'm the Fastest Turkey	37
	1-894096-11-8	68	#20 Icka Backa	43
		76	#25 Old Mother Witch	51
		84	#30 This Way Thataway	59
		87	#32 Doggie Doggie	62
		95	#37 Johnny Caught a Flea	70
		103	#41 Who's That	78
		112	#46 - Apples, Peaches, Pears and Plums	87
		116	#49 Mouse Mousie	91
		120	# 52 Oliver Twist	95
		123	# 54 Pass the Stick	98
		130	# 56 Gitsigakomim	105
		135	#60 Circle Round the Zero	110
		140	#63 I'se the B'y	115
		143	65 A Sailor Went to Sea, Sea, Sea	118
		149	68 St. Patrick's Day Jig	124
		158	73 Hot Cross Buns	133
		162	75 Find the Easter Basket	137
		176	84 Jugemos en el bosque	151
		178	86 Frog in the Middle	153
		191	95 Here Comes a Bluebird	166
		192	96 Down Came Johnny	167
		194	97 Let Us Chase the Squirrel	169
(vi) play musical games, including seasonal music	1-894096-11-8		<b><u>Thanksgiving / Christmas</u></b>	
	1-894096-11-8	62	#17 I'm the Fastest Turkey	37
	1-894096-11-8		<b><u>Halloween</u></b>	
	1-894096-11-8	73	#23 Pass the Witch's Broom	51
	1-894096-11-8	76	#25 Old Mother Witch (Halloween)	87
			<b><u>New Years</u></b>	
		112	#46 Apples, Peaches (New Years)	105
			<b><u>Valentine's Day</u></b>	
		130	#56 Gitsigakomim (Valentines)	106
		131	#57 I Sent a Valentine	106
		135	#60 - Circle 'Round the Zero,	110

		PDF Page #		Binder Page #
(vi) play musical games, including seasonal music (continued)		149	<b><u>St Patrick's Day</u></b> #68 - St. Patrick's Day Jig	124
		158	<b><u>Easter</u></b> #73 - Hot Cross Bun	133
		162	#75 - Find the Easter Basket	137
		164	#76 - I Can Do the Bunny Hop Too!	139
		169	#79 - Hide the Easter Eggs	144
(B) examine short musical excerpts from various diverse and local cultures; and	1-894096-11-8		<b><u>African</u></b>	
	1-894096-11-8	54	#12 - Obwisana	29
	1-894096-11-8		<b><u>American</u></b>	
	1-894096-11-8	29	#2a - My Country 'tis of Thee	4
	1-894096-11-8		<b><u>Canadian</u></b>	
	1-894096-11-8	28	#2 - O Canada	3
	1-894096-11-8	91	#34 - Lukey's Boat	66
	1-894096-11-8	187	#92 - Canada in my Pocket	162
	1-894096-11-8		<b><u>French</u></b>	
		90	#33 - Napoléon	65
		182	#89 - Sur le pont	157
			<b><u>Hungarian</u></b>	
		116	#49 - Mouse Mousie	91
			<b><u>Japanese</u></b>	
		114	#48 - Japanese New Year's Song	89
		178	#85 - Japanese Frog Song	153
		185	#91 - Kagome	160
			<b><u>Native American</u></b>	
		130	#56 - Gitsigakomim	105
		169	#80 - Salish Hand Game	144
			<b><u>Sea Chantys</u></b>	
		91	#34 - Lukey's Boat	66
		122	#53 - Haul on the Bowlin'	97
		140	#63 - I'se the B'y	115
			<b><u>Spanish</u></b>	
		176	#84 - Juguemos en el bosque	151
			<b><u>Spirituals</u></b>	
		113	#47 - Trampin'	88
(B) examine short musical excerpts from various periods or times in history			<b><u>Listening Resource Kit 2</u></b> 3 Gigue (Presto), Handel 4 Grave, Johann Rosenmuller 5 Galliard, Samuel Scheidt 6 No. 8: Personages with Long Ears 7 Wild Horseman, Schumann 8 Hungarian Dance No 5 g minor, Brahms 9 III Adagio molto, Autumn, Vivaldi 10 La Bassa Castiglia, Gulielmus 11 Fossils, Saint Saens 12 Fireworks, Debussy 13 Fig Leaf Rag, Joplin 14 III German Dance, "Sleighride", Mozart 15 Miniature Overture, Tchaikovsky 16 Dance of the Mirlitons (Reed Flutes) 17 Allegro Assai, Bach 18 Variation #5, Bach 19 Variation #6, Bach	

		PDF Page #		Binder Page #
(B) examine short musical excerpts from various periods or times in history (continued)			20 Minuet in G, Bach 21 Scherzo, Andre Caplet 22 Claire de la lune, Debussy 23 Rondeau, Mion 24 Hornpipe, Handel 25 Allegro, Vivaldi 26 Presto, Vivaldi 27 Overture, Handel 28 Butterfly, Op. 43/1, Grieg 29 No. 6: Kangaroos, Saint-Saëns 30 Aquarium, Saint-Saëns 31 Contradance I, Mozart K. 609 32 The Bluebird, Tchaikovsky 33 XI Pantomime, Mozart	
(C) identify simple interdisciplinary concepts relating to music.	1-894096-11-8 1-894096-11-8	143 138 138	Compare color, background, content and repetition in music and in art #62 Cat Came Back - make a class book of the song  Many Curriculum Connections are included in the teacher's guide	118 113

## Drama Connections - Musicplay 2

Selection	Dramatic Connection	Page
#7 - Okkitokiunga	act out the Inuit boy hunting the seal	20
#22 - Birds and Bats	create sound effects	47
#44 - Rocks For Christmas	create actions to dramatize the song	82
#34 - Lukey's Boat #53 - Haul on the Bowlin' #59 - I See the Moon #63 - I'se the B'y #65 - A Sailor Went to Sea, Sea, Sea	use music, art, drama and dance to create a sea story	119
Mmm, Cookies! ( <i>March Week 2</i> )	Mmm, Cookies!	123
#66 - It's Raining #70 - Ain't Gonna Rain #71 - Rain on the Green Grass Dr. Foster poem ( <i>March Week 4</i> )	create a "rain" program using all the rain songs	129, 131

## Curriculum Links - Musicplay 2

Language Arts	Drama	Math	Social Studies	Science
<p><b>Writing:</b>                      #24 - Witch's Stew (<i>create verses</i>)                      #36 - Bluebells (<i>write word chains</i>)                      #48 - Japanese New Year song (<i>write haiku</i>)                      #94 - Goin' on a Picnic (<i>write verses</i>)</p>	<p>#21 - What's That Creature?                      #22 - Birds and Bats                      #44 - Rocks For Christmas  <b>Sea Scene:</b>                      #53 - Haul on the Bowlin'                      #65 - A Sailor Went To Sea Sea  <b>Rain Scene:</b>                      #65 - A Sailor Went To Sea Sea                      #67 - Lollipop Tree                      #70 - Ain't Gonna Rain No More                      #71 - Rain On the Green Grass                      #72a. - Rain Poems, Soundscape</p>	<p><b>Months:</b>                      #46 - Apples, Peaches, Pears and Plums</p>	<p>#2 - O Canada                      #2a - My Country 'tis of Thee  <b>Multicultural:</b>                      #12 - Obwisana (<i>Ghana</i>)                      #31 - Peace Like A River (<i>Spiritual</i>)                      #33 - Napoléon (<i>French</i>)                      #34 - Lukey's Boat (<i>Canadian sea chanty</i>)                      #40 - O Hanukkah (<i>Hebrew</i>)                      #42 - Holiday Round                      #47 - Trampin'                      #48 - Japanese New Year song                      #53 - Haul on the Bowlin' (<i>Canadian folk</i>)                      #56 - Gitsigakomim (<i>Blackfoot</i>)                      #60 - Circle 'Round Zero (<i>African American street game</i>)                      #63 - I'se the B'y (<i>Canadian folk</i>)                      #80 - Salish Hand Game (<i>Salish</i>)                      #84 - Juguemos en el bosque                      #85 - Japanese Frog Song                      #89 - Sur le pont (<i>French</i>)                      #90 - Chinese Fan                      #91 - Kagome (<i>Japanese</i>)                      #92 - Canada in my Pocket  <b>Transportation:</b>                      #3 - Ridin' That New River Train                      #4 - Engine Engine #9                      #9 - I've Been Working On The Railroad  <b>Inuit:</b>                      #7 - Okkitokiunga</p>	<p><b>Insects:</b>                      #6 - Poor Little Bug  <b>Five Senses:</b>                      #15 - Thanks A Lot!  <b>Seasons:</b>                      #18 - Falling Leaves  <b>Environment:</b>                      #74 - Garbage                      #77 - Recycle  <b>Animals:</b>                      #78 - Rabbits                      #88 - Bought Me A Cat</p>

Daily PE	Dance	Health	Social Skills
<p>#4 - Engine Engine #9                      #5 - Hill Hill                      #10 - Bounce High                      #13 - Bell Horses                      #17 - I'm The Fastest Turkey                      #25 - Old Mother Witch                      #26 - Grand Old Duke Of York                      #30 - This Way Thataway                      #49 - Mouse Mousie                      #52 - Oliver Twist                      #57 - I Sent a Valentine                      #64 - Cut The Cake                      #72 - Father Abraham                      #81 - Oh My Aunt Came Back                      #86 - Frog In the Middle                      #97 - Let Us Chase The Squirrel</p>	<p>#30 - This Way Thataway                      #60 - Circle 'Round the Zero                      #63 - I'se the B'y                      #68 - St. Patrick's Day Jig                      #95 - Here Comes a Bluebird                      #89 - Sur le pont</p>	<p><b>Careers:</b>                      #19 - I Am A Fine Musician  <b>Healthy Eating:</b>                      #69 - A Pizza Hut                      #73 - Hot Cross Buns</p>	<p>#28 - Sing For Peace                      #29 - Make a Difference</p>

Reproducible Little Books (songs) in Musicplay 2	BigClass Books (email for the pdf templates)
<p>Oh My Aunt Came Back                      Lukey's Boat                      Grand Old Duke</p>	<p>Bought Me a Cat</p>



(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:		PDF Page #		Binder Page #
(A) begin to practice appropriate audience behavior during live or recorded performances;	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8		Identify strengths and weaknesses as audience members Listen to and evaluate performances Listen to and evaluate performances Reflect on performance	
(B) recognize known rhythmic elements in simple aural examples using known terminology;	1-894096-11-8		Assessing rhythm reading	
(B) recognize known melodic elements in simple aural examples using known terminology;	1-894096-11-8 1-894096-11-8 1-894096-11-8	68 76	#20 Icka Backa - read solfa #25 Old Mother Witch - read solfa Checkup- choose pattern teacher plays	43 51
(C) distinguish between rhythms in musical performances; and	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	64 68 76 87 93	#18 Falling Leaves, read rhythms of each phrase #20 Icka Backa - read the rhythm of each phrase of the song #25 Old Mother Witch - read rhythm of each phrase #32 Doggie - read rhythms #36 Bluebells	39 43 51 62 68
(C) distinguish between higher/lower pitches, in musical performances; and	1-894096-11-8 1-894096-11-8 1-894096-11-8	202 47 50	#5 Hill Hill - show high low notes #8 I Can Sing a High Note #10 Bounce High - show high, middle, low	177 22 25
(C) distinguish between louder/softer dynamics, in musical performances	1-894096-11-8 1-894096-11-8 1-894096-11-8	52 64 76	#11 John Jacob Jingleheimer -different dynamic levels are used and defined. Students distinguish between the different dynamics used in the song. #18 Falling Leaves - discuss dynamics #25 Old Mother Witch - discuss dynamic levels	27 39 51
(C) distinguish between faster/slower tempos, in musical performances	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	58 79 99 136	#14 Tony Chestnut #26 Grand Old Duke of York #38 Do Your Ears Hang Low #61 Ham and Eggs - tempo	33 54 74 111
(C) distinguish between simple patterns in musical performances	1-894096-11-8 1-894096-11-8 1-894096-11-8 1-894096-11-8	45 64 68 76	#7 Okkitokiunga - AABA form (patterns) #18 Falling Leaves - same/different phrases (patterns) #20 Icka Backa - same different phrases (patterns) #25 Old Mother Witch - same/different phrases	20 39 43 51
(D) respond through movement to short musical examples.	1-894096-11-8	84	#30 This Way Thattaway - create movement #3 Gigue - students lead movement #5 Galliard Battaglia - create movement #6 Personages #7 Wild Horseman	59
(D) respond verbally to short musical examples.			8: Hungarian Dance no. 5 9: Adagio molto 11: No. 12: Fossils 13: Fig Leaf Rag 15: Overture 16: Dance of the Mirlitons 22: Claire de la lune 24: Hornpipe 33: XI Pantomime	