



| STANDARDS | PAGE REFERENCES |
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| Standard 1: Historical and Cultural Contexts | |
| Goal 1.1: Discuss the historical and cultural contexts of music. | |
| <p>K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned.</p> | <p>Big Book: <i>Jojo Asi Me Nsa</i> 33a <i>Car Song</i> 28a <i>Juhtgarak</i> 22a <i>History and Culture</i> 47c <i>Hop, Hop, Hop</i> 41c <i>Las horas</i> 13d-e <i>Pimpon</i> 2b <i>Teacher to Teacher</i> 30a <i>They Were Tall</i> 9a-b <i>Unit 5 Lesson 2</i> 34-34c</p> <p>Teacher's Edition: CL T164; D T115; HC T23, T27, T53, T108, T114, T130, T135, T143, T159, T189, T197; M T163</p> |

Student Big Book pages that were unnumbered have been given letter designations following the closest numbered page. For example, the second page after page 59 becomes 59b. Teacher's Edition pages were not numbered in the same way as Student Edition pages.

| STANDARDS | PAGE REFERENCES |
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| <p>K-3.Mu.1.1.2 Identify the country or region of musical selections learned.</p> | <p>Big Book:</p> <p><i>)bo) Asi Me Nsa</i> 33a <i>El picaflor</i> 29c <i>El tambor</i> 26c <i>Feher liliomszal</i> 29a <i>Maria Blanca</i> 19e <i>Mi chakra</i> 44a <i>Na Bahia Tem</i> 34a <i>Nampaya omame</i> 26b <i>Toodala</i> 6e <i>Wavvuuvuumira</i> 34c</p> <p>Teacher's Edition:</p> <p>AC T128, T165, T220; D T139; HC T17, T40, T108; M T163</p> |
| <p>K-3.Mu.1.1.3 Recognize characteristics of suitable music for various occasions and traditions.</p> | <p>Big Book:</p> <p><i>Celebrate Our Country</i> 65-65a <i>Hanukkah Is Here</i> 67d <i>Happy Birthday</i> 69e <i>Kwanzaa Time</i> 67n <i>Must Be Santa</i> 67f-g <i>Nochebuena</i> 67m <i>Peter Cottontail</i> 68b <i>Seneca Stomp Dance</i> 69c <i>Things I'm Thankful For</i> 66d <i>Town Hall Halloween Ball</i> 66b</p> <p>Teacher's Edition:</p> <p>A T303; GE T345; HC T314, T323, T324, T339, T347; HIH T315; MBTJ T319; MOTT T317; N T323; TITF T309</p> |

| STANDARDS | PAGE REFERENCES |
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| Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture. | |
| K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. | <p>Big Book: <i>Buffalo Dusk</i> 47a <i>Santa Clara Corn Grinding Song</i> 34b <i>Unit 2 Lesson 5</i> 13 <i>Unit 3 Lesson 8</i> 24 <i>Unit 5 Lesson 6</i> 38</p> <p>Teacher's Edition: A 117; AC T116, T164; CL T66, T139; D T219; HC T178; M T115; Mo T115; S T13</p> |
| K-3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style. | <p>Big Book: <i>Unit 2 Lesson 5</i> 13 <i>Unit 4 Lesson 4</i> 28 <i>Unit 4 Lesson 5</i> 29 <i>Unit 5 Lesson 3</i> 35 <i>Unit 6 Lesson 7</i> 47</p> <p>Teacher's Edition: AC T117; CL T134, T139, T167, T218; D T167; M T67; Mo T139</p> |
| Standard 2: Critical Thinking | |
| Goal 2.1: Conduct analyses in music. | |
| K-3.Mu.2.1.1 Examine music as a way to communicate emotions. | <p>Big Book: <i>Grizzly Bear</i> 56a <i>Listening</i> 47d <i>Unit 5 Lesson 6</i> 38</p> <p>Teacher's Edition: AC T148, T209; D T115; GB T252; HC T178, T222; Mo T195</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. | <p>Big Book: <i>Listening</i> 35a <i>Little Blue Truck</i> 28b <i>Mbombela</i> 32b <i>The Old Gray Cat</i> 8a <i>Unit 1 Lesson 2</i> <i>Unit 1 Lesson 3</i> <i>Unit 4 Lesson 6</i> 30</p> <p>Teacher's Edition: AC T20, T21, T25, T76, T116, T128-T129, T136, T152-T153, T175; D T43, T115, T143, T167; M T67</p> |
| K-3.Mu.2.1.3 Identify sounds of different instrument families and voices. | <p>Big Book: <i>El tambor</i> 26c <i>Instrument Game</i> 6b <i>Teacher to Teacher</i> 39c <i>Unit 3 Lesson 5</i> 21 <i>Unit 3 Lesson 8</i> 24 <i>Unit 5 Lesson 4</i> 36 <i>Unit 5 Lesson 5</i> 37</p> <p>Teacher's Edition: AC T36-T37, T89, T108; CL T55, T171; D T103, T115, T171; M T175; MS T162</p> |
| K-3.Mu.2.1.4 Differentiate among musical forms when they are heard. | <p>Big Book: <i>Listening</i> 10c-d, 22b <i>Teacher to Teacher</i> 31c, 37b-c</p> <p>Teacher's Edition: AC T21, T109, T117, T149, T176-T177; NWB T305</p> |
| Goal 2.2: Formulate and express opinions about musical performances. | |
| K-3.Mu.2.2.1 Discuss the importance of music in one's own life. | <p>Big Book: <i>Unit 5 Review</i> 40d</p> <p>Teacher's Edition: A T303; WU T85</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. | Big Book: <i>Unit 1 Review</i> 8e <i>Unit 5 Review</i> 40d <i>Unit 6 Review</i> 48c Teacher's Edition: AC T 148, T176; PA T47, T227 |
| K-3.Mu.2.2.4 Draw conclusions about the meaning of the term "classical music." | Big Book: <i>Teacher to Teacher</i> 37b-c Teacher's Edition: AC T176-T177; HC T166, T176; M T175 |
| Standard 3: Creative Expression/Performance/Presentation | |
| Goal 3.1: Utilize concepts essential to music. | |
| K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch. | Teacher's Edition: A T85; AC T81, T105; CP T83; D T39, T103; MS T39, T41, T212; RAL T110 |
| K-3.Mu.3.1.2 Identify symbols and notation in music. (906.01.a3) | Big Book: <i>Animal Rhythms</i> 10a <i>Deedle, Deedle, Dumpling</i> 16h <i>If Things Grew Down</i> 62a <i>Music Skills</i> 24a <i>Name Game</i> 10b <i>Neighborhood Rhythms</i> 25 <i>Unit 2 Lesson 2</i> 10 <i>Unit 2 Review</i> 16c <i>Unit 3 Review</i> 24b <i>Unit 5 Review</i> 40c Teacher's Edition: AC T56-T57, T108, T125, T144, T217; D T55-T56; R T293 |

| STANDARDS | PAGE REFERENCES |
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| <p>K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters.</p> | <p>Big Book: <i>Animal Rhythms</i> 10a <i>Furry Bear</i> 43c <i>Monkey, Monkey</i> 46a <i>Music</i> 32g <i>Music Skills</i> 24a <i>Popalong hopcorn!</i> 33b <i>The Fox, The Hen, and the Drum</i> 63a-b <i>The Frog and the Snake</i> 64a-b <i>Three Little Muffins</i> 26a <i>Unit 3 Review</i> 24b <i>Unit 4 Lesson 3</i> 27</p> <p>Teacher’s Edition: A T157; AC T57, T160, T205, T213; D T56, T215; Mo T87; R T295, T298-T299; S T157; TT T69</p> |
| <p>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</p> | |
| <p>K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres.</p> | <p>Big Book: <i>Bohm Dong Sahn, Gohd Dong Sahn</i> 68a <i>Fehér lilomszal</i> 29a <i>Ifetayo</i> 67o <i>Los pollitos</i> 61e <i>Mbombela</i> 32b <i>Mi chakra</i> 44a <i>Que bonito es</i> 50a <i>Wavvuuvuumira</i> 34c <i>Y ahora vamos a cantar</i> 68d-e</p> <p>Teacher’s Edition: AC T152, T165; BDSGDS T337; D T139, T207; I T288; KT T325; QBE T234; TAVAC T341</p> |
| <p>K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues.</p> | <p>Teacher’s Edition: AC T116; CP T227; D T131; MS T215; TT T69</p> |

| STANDARDS | PAGE REFERENCES |
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| K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately. | <p>Big Book: <i>Echo</i> 21b <i>Little Sir Echo</i> 21a <i>Mbombela</i> 32b <i>Ride The Train</i> 30h <i>Tengo, Tengo, Tengo</i> 45b</p> <p>Teacher's Edition: AC T76, T104, T108, T125, T144, T152, T212, T225; CL T102; D T103, T107, T215; M T103; Mo T103; MS T212, T242</p> |
| K-3.Mu.3.2.4 Evaluate and demonstrate proper behavior for different types of music performances. | <p>Teacher's Edition: AC T177; AE T181; CL T343; M T175; PA T47; RAL T177</p> |
| Goal 3.3: Communicate through music with creative expression. | |
| K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases. | <p>Teacher's Edition: AC T65, T81; I T249; MS T221</p> |
| K-3.Mu.3.3.2 Move to the beat of music in a prescribed manner. | <p>Big Book: <i>Snail's Pace</i> 4a <i>Toodala</i> 6e <i>Unit 1 Lesson 7</i> <i>Unit 2 Lesson 8</i> 16 <i>Unit 4 Lesson 3</i> 27</p> <p>Teacher's Edition: A T29, T190; AC T24, T29, T40, T80; CP T191; D T39, T79; M T15, T79, T131; P T12; WU T13</p> |

| STANDARDS | PAGE REFERENCES |
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| <p>K-3.Mu.3.3.3 Impvise movement that is stylistically appropriate to music.</p> | <p>Big Book: <i>Movement 23b</i> <i>See the Pony Galloping 8b-c</i> <i>Unit 1 Lesson 3 3</i> <i>Unit 2 Lesson 5 13</i> <i>Unit 2 Lesson 7 15</i></p> <p>Teacher's Edition: A T25; AC T25, T28, T45, T77, T140; CL T3, T42; D T15, T20, T115; M T67, T77; P T12; RAL T15; S T13</p> |