

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
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<b>SE ISBN:</b>		<b>TE ISBN:</b>	

### NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022  
Group III - Music  
Grade 3-5

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
			<b>1. INTER-ETHNIC</b> The <b>instructional</b> materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	
			<b>2. EQUAL OPPORTUNITY</b> The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).	
			<b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.	
			<b>4. BIAS</b> The instructional material is free of political bias.	

## GENERAL EVALUATION CRITERIA

**2016-2022  
Group III - Music  
Grade 3-5**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
	<i>In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop:</i>				
<b>21st Century Music Education Content Standards and Objections Policy 2520.10:</b>					
<b>Performing (Performing, Presenting, Producing)</b>					
<i>The instructional materials will:</i>					
	1. support student understanding through inquiry-based learning that builds on prior knowledge and experiences of singing along and/or with others.	I	A	M	N
	2. support student understanding through inquiry-based learning that builds on prior knowledge and experience of performing on instruments, along and with others.	I	A	M	N
	3. provide supplemental materials of a varied repertoire of music.	I	A	M	N
<b>Thinking and Problem-Solving Skills (Exploring)</b>					
<i>The instructional materials will:</i>					
	4. foster complex analysis of content that is presented in a variety of mediums; promote development of mental perspectives; develop life-long curiosity about the arts; and/or reference the historical influences of the arts.	I	A	M	N

	5. present standard rhythmic and melodic notation in a developmentally appropriate sequence.						
	6. use global connections to expand musical experiences.						
	7. support personalized learning through developmentally appropriate materials and content, including enrichment activities.						
	8. provide a music theory component.						
<b>Creating</b>							
<i>The instructional materials will:</i>							
	9. provide multiple and varied instructional materials for improvisation and composition to utilize different medium (i.e., instrumental, vocal, and electronic music) at all levels.						
	10. provide varied and multiple movement-based activities.						
<b>Developmentally Appropriate Instructional Resources and Strategies:</b>							
<i>For student mastery of content standards and objectives, the instructional materials will:</i>							
	11. offer interdisciplinary connections.						
	12. provide resources to connect the social, political, cultural and economic contexts of works of art while maintaining in-depth focus on each work.						
	13. provide multiple and varied resources for the study of art careers to increase arts literacy across disciplines.						
	14. provide multiple and varied resources to study works of art.						
<b>Assessment / Interpersonal and Self-Direction Skills</b>							
<i>The instructional materials will:</i>							
	15. provide tools for assessment to include diagnostic and formative and summative assessments. These assessments will be presented in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia						

	simulations).						
	16. provide opportunity for student self-assessments.						
	17. provide teachers with tools to develop student self-assessments.						
<b>Organization, Presentation, and Format</b>							
<i>The instructional materials will:</i>							
	18. offer a variety of visual aids including graphic organizers, graphs, charts, and listening guides.						
	19. provide interactive resource(s) (i.e., website, app, DVD, CD, interactive white boards).						
	20. support differentiated instruction.						
	21. present materials in developmental scope and sequence.						
	22. include text-based questions and performance tasks that address and support music terminology and music literacy.						
<b>Personal and Workplace Productivity Skills</b>							
<i>Instructional materials will provide students with opportunity to:</i>							
	23. conduct research, validate source and report ethically on findings.						
	24. identify, evaluate, and apply appropriate technology tools for a variety of purposes.						
	25. work collaboratively.						
	26. engage in self-directed inquiry.						
	27. practice time-management and project management skills.						

## **SPECIFIC EVALUATION CRITERIA**

### **2016-2022 Group III - Music Grade 3-5**

Grade 3-5 students develop further independence in the use of the singing voice. Terms are added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history and visual art.

#### **WV Standard 1: Performing**

Singing, playing, and moving are fundamental processes of musical expression. Basic performing skills in singing and in playing a variety of pitched and non-pitched instruments are developed in the K-8 general music area of study. Students who participate in the concentrated study of choral and/or instrumental music area of study will develop advanced musical skills and technical accuracy through a varied repertoire of musical literature. Piano and fold music areas of study may also be taught at the high school level.

#### **WV Standard 2: Exploring**

Skills in the analysis of music enables students to listen to a wide variety of music with discernment and enjoyment. Broad experiences with a variety of music assist students in evaluating musical works and performances. The ability to read and notate music is the foundation for independent study and performance. Exploring musical notation is a key to lifelong learning and participation in music. Music reading experiences begin in kindergarten and are stressed through all levels of study.

#### **WV Standard 3: Creating**

Creating music by improvisation and composition is encouraged and developed through experiences in music. Students at the secondary level may further develop improvisation and composition skills through participation in small ensembles and classes in music theory or composition.

#### **WV Standard 4: Relating**

Students will be encouraged to explore the commonalities and relationship between music and other disciplines. As it becomes easier to maneuver around our world, students must become more diverse in their knowledge of history, other cultures and the importance of music as it pertains to these. In an increasingly independent world, students must develop awareness of diversity in cultures and the uniqueness of music to cultures.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

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<b>Performing</b>						
	1. expand singing songs in major and minor keys.					
	2. sing or perform an ostinato.					
	3. sing two part round and partner songs.					
	4. perform syncopated patterns.					
	5. perform rhythmic patterns from notation.					
	6. play melodic patterns from notation.					
	7. play chords to harmonize melody.					
	8. accompany singing on a variety of classroom instruments.					
	9. perform rhythmic and melodic patterns to add special effects to songs.					
	10. demonstrate presto, moderato, andante, and largo through movement.					
	11. demonstrate ritardando and accelerando and a tempo through movement.					
	12. perform music containing crescendo and diminuendo.					
	13. communicate ABA form through movement.					
	14. communicate rondo form through movement.					
	15. sing or play instruments, following the cues of a conductor.					

Exploring						
	1. identify aurally and visually orchestra, band and folk instruments.					
	2. distinguish between an orchestra and a band.					
	3. expand previously learned notation to include single eighth notes and rests and beamed sixteenth notes.					
	4. expand previously learned notation to include whole notes and rests and dotted half notes.					
	5. read notation for songs.					
	6. read rhythmic notation in 3/4 meter.					
	7. identify a treble clef.					
	8. identify bass clef.					
	9. identify notes on the treble clef staff by letter name.					
	10. identify use of sharps and flats.					
	11. manipulate/notate notes for the major scale.					
	12. identify pp, p, mp, mf, f, ff dynamics.					
	13. recognize the symbols for crescendo and diminuendo.					
	14. identify the four vocal parts: soprano, alto, tenor, bass.					
	15. identify and demonstrate staccato and legato.					
	16. identify and demonstrate fermata.					
	17. identify <i>ritardando</i> , <i>accelerando</i> and <i>a tempo</i> .					
	18. identify and demonstrate first and second endings.					

	19. identify and demonstrate D.C. al Fine and D.S.						
	20. identify ABA form.						
	21. evaluate their own musical performances.						

<b>Creating</b>							
	1. improvise music questions and answers.						
	2. compose a piece using different dynamic levels.						
	3. given a theme, create variations on that theme.						
	4. compose a song in ABA form.						
	5. compose a piece using rondo form.						

<b>Relating</b>							
	1. collaborate with others in a musical play.						
	2. create a visual artwork for a piece of music or create music for visual art.						
	3. compare and contrast works of art and music that are based upon the same event, subject, or mood.						
	4. relate ABA forms in related arts.						
	5. sing and interpret foreign language songs from global cultures.						
	6. refine the use of Italian in music terminology.						
	7. develop civic literacy by singing West Virginia and patriotic songs.						
	8. sing spirituals, gospel songs, and work songs and recognize their roles in American history.						



	9. identify and discuss tone production for instruments and voices.						
	10. explore musical careers, e.g., conductor, composer, accompanist, etc.						
	11. explore 21 <sup>st</sup> century life skills relevant to musical careers, e.g., leadership, ethics, accountability, etc.						
	12. discuss and demonstrate social responsibility through appropriate audience behavior.						