

PUBLISHER:			
SUBJECT:		SPECIFIC GRADE:	
COURSE:		TITLE	
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SE ISBN:		TE ISBN:	

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Music
Level I Choral Music (Beginning)

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	
			2. EQUAL OPPORTUNITY 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).	
			3. FORMAT This resource is available as an option for adoption in an interactive electronic format.	
			4. BIAS The instructional material is free of political bias.	

GENERAL EVALUATION CRITERIA

2016-2022 Group III - Music Level I Choral Music (Beginning)

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 21st Century which includes opportunities for students to develop:</i>				
21st Century Music Education Content Standards and Objections Policy 2520.10:					
Performing (Performing, Presenting, Producing)					
<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
Thinking and Problem-Solving Skills (Exploring)					
<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.						
Creating							
<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.						
Developmentally Appropriate Instructional Resources and Strategies:							
<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.						
Assessment / Interpersonal and Self-Direction Skills							
<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.						
Organization, Presentation, and Format							
<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.						
Personal and Workplace Productivity Skills							
<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

Level I Choral Music (Beginning)

The Beginning Choral Music objectives are written for students who have begun their study of voice. Typically, these students would be at the elementary or early middle school level, but due to delayed entry into choral programs or differences in scheduling, these students could also be at the late middle school or high school level. These students learn basic singing skills, performance criteria, and begin to explore relationships between music, and other disciplines.

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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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
Performing					
	1. sing unison and two-part music.				
	2. sing scales and vocal warm-ups within their vocal range.				
	3. sing rounds and partner songs.				
	4. sing music with various dynamic levels.				
	5. sing a variety of choral literature, e.g., regional, national, global.				
	6. sing using various singing styles, e.g., jazz, gospel, classical.				
	7. sing using correct attacks and releases.				
	8. sing with proper vocal technique, e.g., posture, breath support, pitch.				
	9. sing with metrical and textual accents.				
	10. echo rhythmic and melodic patterns.				
	11. sing using various articulations, e.g., legato and staccato.				
	12. match given pitches.				
	13. maintain a steady pulse while performing rhythms.				
	14. demonstrate proper ensemble singing characteristics, e.g., balance, blend, etc.				
	15. develops personal productivity through practice habits.				

Exploring						
	1. read and sing literature containing various rhythmic notations, e.g., whole, half, quarter, eighth, sixteenth, dotted notes and rests.					
	2. identify pitches on a staff.					
	3. sing music from a notated score.					
	4. sight sing melodies in appropriate clefs.					
	5. identify and notate various meters, dynamics, and tempo markings.					
	6. aurally identify major and minor tonalities.					
	7. identify musical phrases and various forms, e.g., AB or ABA .					
	8. identify voice classifications, e.g., Soprano, Alto, Tenor, Bass. .					
	9. identify breath marks and musical phrases.					
	10. identify syncopated rhythms.					
	11. listen to exemplary models of quality choral performances.					
	12. develop criteria for quality choral performances.					
	13. evaluate various types of choral literature.					
	14. identify intervals, e.g., steps, skips, leaps.					
	15. interpret musical symbols, e.g., bar lines, measures, ties, accidentals, fermata, repeat sign, D.C. al Fine, D.S. al Fine and multiple endings.					
	16. discuss the function of the accompaniment					

Creating						
	1. improvise a melodic or rhythmic response.					

	2. create new lyrics for a known melody.						
	3. collaborate to compose a vocal warm-up.						

Relating							
	1. identify physical characteristics and anatomical characteristics of vocal tone production.						
	2. explain how the text affects choral interpretation.						
	3. describe the stylistic differences of selected global choral literature.						
	4. discuss the role of the conductor and accompanist						
	5. discuss concert etiquette as a performer and audience member.						
	6. relate note values to fractions in mathematics.						
	7. discuss social responsibility through appropriate audience behavior.						