

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

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Music
Level III Band (Advanced)

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 III Band (Advanced)

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.							
	2. support student understanding through inquiry-based learning that builds on prior knowledge and experience of performing on instruments, along and with others.							
	3. provide supplemental materials of a varied repertoire of music.							
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.							

	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

The instructional materials will:

	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:

For student mastery of content standards and objectives, the instructional materials will:

	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

The instructional materials will:

	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						
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	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 III Band (Advanced)

The Advanced Band objectives are written for the student who has progressed through the intermediate study of a band instrument. Typically, this student is at the high school level, but may also be an advanced middle school or junior high student. The student at the advanced level will continue to refine playing skills and study various composers, compositions, and styles. He/she learns to play in more keys, use ornamentation, and perform with more precision. The advanced level student will study the formal structures and elements of music and learn how these are used by composers. He/she will learn about the historical context of the music performed, especially American music. The student plays music from the West Virginia Bandmasters Association Graded Music List. This list can be obtained from the West Virginia State Arts Coordinator.

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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Performing								
	1. perform in a large ensemble, e.g., concert band, wind ensemble, marching band.							
	2. refine characteristics of good ensemble playing.							
	3. perform graded music.							
	4. play triplets and swing eighth notes.							
	5. play melodies with changing meters.							
	6. play <i>rubato</i> passages.							
	7. play conduct tempo and dynamic changes.							
	8. play ornaments, e.g., grace notes, trills, and turns.							
	9. play <i>staccato</i> , <i>marcato</i> , and <i>legato</i> .							
	10. demonstrate different combinations of articulation.							
	11. demonstrate proper playing techniques on a variety of percussion instruments, e.g., drum set, accessories, world percussion (percussion only).							
	12. interpret an instrumental solo passage with proper style.							
	13. demonstrates accountability and personal productivity through practice habits.							

Exploring						
	1. play and notate scales up to four sharps and four flats.					
	2. play major and minor arpeggios.					
	3. play rudiments including, but not limited to, the 26 standard American drum rudiments (percussion only).					
	4. play and sight-read melodies in major and minor keys up to four sharps and four flats.					
	5. identify and interpret musical symbols, terms, dynamic changes and odd and/or mixed meters.					
	6. perform a piece using non-standard notation symbols.					
	7. explain how tempo terms relate to metronome markings.					
	8. identify counter melodies.					
	9. describe how the elements of music are used in a given work to make it unique, interesting and expressive.					
	10. discuss how the elements in a given musical work elicit an emotional response.					
	11. develop a list of criteria to be used in the evaluation of musical performances.					
	12. compare student performances with those of professional groups.					
	13. compare and contrast different musical selections analyzing the form, style, musical era, etc.					

Creating						
	1. create melodic variations on a given melody.					

	2. perform an improvisation, e.g., jazz, blues, aleatoric.					
	3. improvise background “fills” (percussion).					
	4. compose, notate and perform a melody.					

Relating						
	1. explain the acoustical properties of particular instruments.					
	2. identify and compare musical characteristics of a variety of genres, styles, historical periods and cultures.					
	3. discuss how the elements of music compare with those of the other arts, e.g., balance, form, mood, etc.					
	4. analyze and explain how the elements of music can be used to evoke feelings or to describe places or events.					
	5. assess the importance of major American musicians.					
	6. analyze and explain the style and historical context of American musical selections performed in band.					
	7. discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.					
	8. develop civic literacy through the performance of the National Anthem.					