

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 Choral Music (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 Choral Music (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 Choral Music (Advanced)

The Advanced Choral Music objectives are written for students who have progressed through the intermediate study of voice. Typically, these would be students at the high school level, but may also include more advanced late middle school students. The students at the Advanced level will continue to refine their singing skills. They study various composers, choral music and styles. They learn to sing using expression developing further technique. Advanced students will study formal structures and elements of music applying them to singing. They will learn historical context of music selections and relate these to history and culture.

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. demonstrate, apply and perform proper vocal technique (e.g., tone production, breathing, posture, vowel modification, attacks, releases, natural vibrato and straight tone) through a variety of choral literature.					
	2. sing a variety of choral literature with three or more vocal parts, e.g., SSA, SSAA, SAB, SATB, TTB.					
	3. perform a wide variety of choral literature with stylistic appropriateness and proper ensemble technique, e.g., intonation, balance, and blend.					
	4. expand repertoire of global language pieces.					
	5. sing polyphonic and <i>a cappella</i> compositions with appropriate stylistic tone quality.					
	6. perform characteristics of ensemble singing, e.g., balance, blend and styles.					
	7. perform music with expressive dynamic levels.					
	8. sing literature with complex rhythmic patterns.					
	9. demonstrates accountability and personal productivity through practice habits.					

Exploring						
	1. aurally discern various meters and voice combinations.					
	2. sight sing his/her own part within multi-part score.					

	3. identify melodies, harmonic passages, and intervallic relationships with in a full vocal score.					
	4. discuss elements of music in a given choral example.					
	5. compare and contrast the various ways voices are combined in given choral works.					
	6. notate major/minor scales as they apply to choral selections studied.					
	7. evaluate and critique the choral performances of themselves and others.					
	8. discuss how the musical elements in a choral work elicit an emotional response.					
	9. perform compositions that are notated with non-traditional symbols.					
	10. compile a portfolio of performed choral music, musical performances, and a student-generated glossary.					
	11. examine and discuss a given choral composition using the appropriate musical terminology.					

Creating						
	1. embellish a known melody.					
	2. improvise a melody.					
	3. create harmonic parts or vocal accompaniments in a variety of musical styles.					
	4. compose a multi-part warm-up.					
	5. create rhythmic or melodic variations to a known melody.					

Relating						
	1. use information and communication technology to research musical careers.					
	2. discuss the historical and cultural significance of a choral work.					
	3. discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.					
	4. compare choral music with other arts from the same historical style period and global culture.					
	5. develop a concert program using designated choral literature.					
	6. analyze and explain how the elements of music can be used to evoke feelings and reflect the choral text.					