

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 Orchestral Strings (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 Orchestral Strings (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.	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

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 Orchestral Strings (Advanced)

At this level students continue to develop individual playing skills and ensemble skills. They play scales and melodies in major and minor keys up to 5 sharps and 4 flats and utilize the higher positions in their performance. Students explore and perform chords, arpeggiated chords, and ornamentation. They learn irregular and changing meters and expand musical vocabulary, demonstrating the interpretation of this vocabulary in their playing. Students study vibrato and ensemble techniques. They study the Classical and Romantic period, twentieth-century music and the use of stringed instruments in American music genres. Students continue performance evaluation, and a strong emphasis is placed on listening skills through which students develop the knowledge of musical form, genre, history, and musical interpretation.

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. perform ensemble music (e.g., string orchestra works, full orchestra works, chamber music) from various time periods.						
	2. refine characteristics of good ensemble playing.						
	3. play melodies and scales in major and minor keys up to 5 sharps and 4 flats.						
	4. play melodies which, because of extended range or convenience of finger patterns, require the use of the high positions. These include (but are not limited to) to the following: violin and viola – 2 nd through 5 th position; cello and bass – half through 6 th positions and extensions. (include thumb position for cello and extreme upper positions of bass.)						
	5. review and refine bowings, expanding to include spiccato.						
	6. play pieces containing irregular and/or changing meters.						
	7. play double stops, arpeggiated chords, trills and grace notes.						
	8. play 3 and 4-note cords.						
	9. play a melody con sordino						
	10. play using vibrato.						
	11. demonstrates accountability and personal productivity though practice habits.						

Exploring						
	1. sightread music containing the temp markings largo and <i>accelerando</i> , contrasting dynamics, <i>subito p</i> and <i>subito f</i> .					
	2. listen to compositions by different composers and describe the elements of music and expressive devices that make each unique.					
	3. interpret tempo, dynamic, and expressive terms and symbols used in a piece of music, e.g., <i>andante</i> , <i>accelerando</i> , <i>sfz</i> , <i>col legno</i> .					
	4. create a list of characteristics of exemplary playing including techniques and expression.					
	5. describe the compositional techniques used in a theme and variation.					
	6. interpret the symbol for a turn (~).					
	7. identify counter melodies in recorded, played or written examples.					
	8. describe various orchestral forms (e.g., rondo, sonata, allegro, etc.)					
	9. play a piece that makes use of non-standard notation.					
	10. compare and contrast timbre, dynamics, and form in two orchestral pieces.					
	11. describe feelings evoked while listening to a musical work and list what elements of music contributed to those emotions.					
	12. compare and contrast student performances with those of professional groups.					

Creating						
	1. create melodic variations on a given melody.					
	2. add trills and grace notes to a major or minor melody,					

	3. create a melody in the style requested by the teacher.						
	4. perform an improvisation (e.g., jazz, blues, bluegrass, aleatoric).						

Relating							
	1. compare recordings of musical works from the Classical and Romantic periods; discussing similarities and differences.						
	2. describe ways in which music is related to a foreign language, mathematics, and science.						
	3. create a list various roles that musicians perform, cite representative individuals in each role and describe their activities and achievements.						
	4. compare the processes used in composing music and creating visual arts including the basic content of each art form, e.g., unity and variety, repetition and contrast.						
	5. discuss how music has reflected historical events and culture.						
	6. discuss the use of stringed instruments in American music genres, e.g., folk music, jazz, pop.						
	7. list the musical characteristics that contribute to a given musical work's placement in a time period.						
	8. discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.						