

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

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Music
Level II Orchestral Strings (Intermediate)

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 II Orchestral Strings (Intermediate)

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 II Orchestral Strings (Intermediate)

Students at this level of study demonstrate characteristics of good ensemble playing while continuing to further develop their own individual playing and listening skills. Typically, these are students at the middle school or junior high level, but may also include more advanced elementary students, and high school students who have not progressed to the Advanced level. The study a wider ranger of dynamics, tempi and meters. Students learn to play legato and non-legato melodies, two and three-note slurred staccato, and louré and martelé bowings. Students also study syncopated rhythms and positions other than first. They become familiar with the Baroque period, play scales and melodies up to 3 sharps and 1 flat, learn the chromatic scale and continue to evaluate performances.

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. play melodies and major and minor scales in keys up to 3 sharps and 1 flat.							
	2. play music containing dotted rhythms, eighth-note triplets, sixteenth notes and rests in meters of 2, 3, 4, 6 and alla breve.							
	3. demonstrate characteristics of good ensemble playing.							
	4. play melodies marked with 3-note slurs.							
	5. play slurred melodies incorporating string crossings.							
	6. play with slurred staccato bow strokes.							
	7. play non-legato melodies.							
	8. perform using martelé and louré bow strokes.							
	9. play syncopated rhythms.							
	10. participate in the performance of a baroque piece.							
	11. play with extended finger positions in the first position.							
	12. perform melodies using chromatic tones and play a chromatic scale.							
	13. play sixths in first position (omit double bass).							
	14. play unisons and octaves formed with 1 open string and one string fingered in 3 rd position (cellos and basses in 4 th position.)							
	15. play melodies which, because of extended range or convenience of finger patterns, require the use of positions other than first. These positions are							

	different for the various stringed instruments. Thus, they are specified as follows: violin and viola – 3 rd position; cello – half, 2 nd , 3 rd , and 4 th positions and extensions; bass – half, 2 nd , and 4 th positions and extensions.					
	16. develop accountability and personal productivity through practice habits.					

Exploring						
	1. sightread pieces in major and minor containing various bowing and articulations.					
	2. interpret music using contrasting dynamics including pp, p, mp, mf, f and ff.					
	3. identify the following in a given piece of music: slur and staccato marking; key signature; sixteenth notes, dotted notes, and eighth note triplets.					
	4. identify and define crescendo, diminuendo, ritardando, sforzando, a <i>tempo</i> and femata.					
	5. interpret the tempos allegretto and adagio.					
	6. identify the following: introduction, coda tonal center.					
	7. identify like and unlike phrases and sections.					
	8. identify minor melodies presented aurally.					
	9. tune his/her instrument.					
	10. write major scales and specified intervals above a given note.					
	11. list characteristics of good solo playing and good ensemble playing, e.g., type of tone quality, intonation, rhythmic precision.					
	12. distinguish between good and poor intonation, correct and incorrect rhythms, good and poor tone quality in their own performance.					

	13. critique a performance.						
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Creating							
	1. improvise a rhythmic variation on a melody.						
	2. improvise a response to a simple melody played by the teacher.						
	3. improvise a musical phrase according to parameters provided by the teacher.						
	4. create and notate a musical example in a given meter and key, using correct pitch and rhythmic notation, clef, and key signatures.						

Relating							
	1. discuss the difference between fiddle and violin music.						
	2. demonstrate simple fiddle techniques.						
	3. trace the global origins of Appalachian fiddle music.						
	4. discuss the art, music, and dance of the Baroque period.						
	5. compare phrases to sentences in language arts (antecedent and consequent phrases).						
	6. discuss the characteristics of music genres and styles studied.						
	7. discuss and demonstrate social responsibility through appropriate audience behavior.						