

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

NON-NEGOTIBLE EVALUATION CRITERIA

2016-2022
Group III - Music
Music Appreciation/History

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 Music Appreciation/History

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							
<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 Music Appreciation/History

The student will develop skills in reading and understanding music notation and explore the expressions and organization of musical ideas. Students study music as it relates to human experiences. All objectives for each level must be taught; therefore, the difference between the three levels of performance depends upon the number and accuracy of objectives accomplished.

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 on instruments (e.g., recorder, piano, guitar, percussion).							
	2. sing or perform on instruments, music representing diverse genres and cultures.							
	3. perform a part in an ensemble.							
	4. use music technology to explore musical sounds in an expressive way.							

Exploring								
	1. follow an instrumental or vocal score.							
	2. identify categories of sounds, individual instruments and varied ensembles (i.e., vocal, instrumental, electronic).							
	3. explore musical sounds through technology.							
	4. review and refine previously learned notation and basic terms of musical expression.							
	5. identify and describe musical elements (e.g., rhythm, melody, harmony, form, timbre, texture).							
	6. listen to and describe the way musical elements change within a selection.							
	7. compare and contrast the way musical elements are used in various pieces.							
	8. explain personal preferences for specific musical works and styles using							

	appropriate music terms.					
	9. evaluate a given musical work and determine how musical qualities or elements were used to evoke feelings.					
	10. develop an awareness of musical style and works associated with each style.					
	11. develop specific criteria to encourage active listening skills.					

Creating						
	1. improvise melodies over a given chord structure.					
	2. create an accompaniment to a familiar song.					
	3. identify improvisation in various styles of music.					
	4. compose and perform music using notation.					
	5. arrange music for voices or instruments.					

Relating						
	1. compare characteristics of music and another art form within a particular historical period or style.					
	2. compare the characteristics of music and another art form including the basic content of each (e.g., unity and variety, repetition and contrast).					
	3. discuss and analyze American musical heritage and culture.					
	4. discuss and analyze multi-cultural influences on music.					
	5. explore various opportunities to experience music in their community.					
	6. discuss the role of technology in the development of music.					

	7. describe distinguishing characteristics of representative music genres and styles from a variety of cultures.						
	8. explain appropriate audience behavior for the context and style of music performed within a particular setting.						
	9. research careers in music.						
	10. discuss and analyze the various uses of music.						