

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
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<b>SE ISBN:</b>		<b>TE ISBN:</b>	

## NON-NEGOTIBLE EVALUATION CRITERIA

**2016-2022**  
**Group III - Music**  
**Music Theory, Composition, Arranging**

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
			<b>1. INTER-ETHNIC</b> The <b>instructional</b> materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	
			<b>2. EQUAL OPPORTUNITY</b> 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).	
			<b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.	
			<b>4. BIAS</b> The instructional material is free of political bias.	

## GENERAL EVALUATION CRITERIA

### 2016-2022 Group III - Music Music Theory, Composition, Arranging

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 21<sup>st</sup> Century which includes opportunities for students to develop:</i>							
<b>21st Century Music Education Content Standards and Objections Policy 2520.10:</b>								
<b>Performing (Performing, Presenting, Producing)</b>								
<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.							
<b>Thinking and Problem-Solving Skills (Exploring)</b>								
<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.						
<b>Organization, Presentation, and Format</b>							
<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.						
<b>Personal and Workplace Productivity Skills</b>							
<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 Theory, Composition, Arranging**

Music Theory, Composition, and Arranging are designed to challenge the most advanced music students. Emphasis is on the study of scales, key signatures, chords and chord structure, composition, and improvisation. Students will learn to use composition as a tool for composing, transposing, and transcribing music. All objectives for each level must be taught; therefore, the differences among the three levels of performance depend 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	
<b>Performing</b>													
	1. perform major and minor scales on an instrument.							2. perform chord progressions on a keyboard (e.g., I IV V I, etc.)					
	3. perform an original composition.							4. sing intervals using a system (e.g., solfeggio, numbers, letter names).					
	5. perform rhythm patterns in various meters.							6. perform a chordal accompaniment to a musical selection.					
	7. match pitch within their vocal range						<b>Exploring</b>						
	1. review and refine musical terms and symbols.							2. read notation in treble and bass clefs.					
	3. read rhythms in various meter signatures including irregular and/or changing meters.							4. identify enharmonic tones.					
	5. identify intervals by sight and sound.							6. sight sing using a system (e.g., solfeggio, numbers, letter names).					
	7. notate major and minor scales with key signatures in both treble and bass clefs.												

	8. aurally identify major and minor tonalities (chords, scales, musical selections).						
	9. notate I, IV, and V chords in major and minor keys.						
	10. harmonize a melody line.						
	11. analyze given compositions for chords, keys, musical form and other compositional devices .						

<b>Creating</b>							
	1. improvise a melody above a given chordal accompaniment.						
	2. improvise a rhythmic pattern to a steady pulse.						
	3. employ technology (e.g., a music writing program) to notate an original composition.						
	4. compose a piece of music with a specified form, choosing traditional or nontraditional notation.						
	5. arrange a given composition for another medium						

<b>Relating</b>							
	1. listen to exemplary compositions and compare and contrast compositional devices used.						
	2. research available careers in music.						
	3. explain the acoustical properties of musical sounds.						
	4. explore opportunities within their community for composers/arrangers.						