



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Notation: These materials should be used as a supplement. Other materials are required to sufficiently cover the Florida standards.

Material for Review

Course: Music – Intermediate 1 (5013090)

Title: Quaver's General Music Florida Curriculum - Grade 3 , Edition: 16.1

Copyright: 2013

Author: QuaverMusic.com, LLC

Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Music, Dance, Theatre, Visual Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It seems that Quaver aligns with many of our standards, however, many standards are not covered sufficiently. This resource will need to be supplemented.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is written at a sufficient level. Sometimes it seems as if Quaver is designed for a younger audience.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It would be difficult for Quaver to be useful in the classroom unless all students have access to a computer simultaneously.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver seems more like a TV show that is designed for entertainment rather than a high-quality educational tool.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is written at a sufficient level. Sometimes it seems as if Quaver is designed for a younger audience.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is at the proper level much of the time, however, due to time constraints in the classroom, some of the content is too demanding.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is at the proper level much of the time, however, due to time constraints in the classroom, some of the content is too demanding.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Much of the music used in Quaver is not stylistically authentic. For example, most of the American folk, jazz, and blues music sounds nothing like real American music.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

I have listened to and performed music for children for many years. The music used in Quaver is nothing that I would ever want to perform or listen to.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is factually accurate.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

The material seems biased towards European classical music. Students from affluent white families will likely be more successful with Quaver than would other students.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content includes modern educational theories, such as small group instruction and differentiated instruction.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

I did not see any factual mistakes.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It seems that Quaver is presented more as entertainment rather than educational.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It seems that Quaver is presented more as entertainment rather than educational. Students may be distracted.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

I do not think that most of my students will identify with the material. The American music used in the lessons is not authentic in style. Students will likely think that it is from a culture other than their own.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material includes many interdisciplinary connections.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

The material is biased towards European classical music. For example, the videos include 'statues' of famous classical composers who speak with authority. There are not 'statues' from composers of other styles of music. Also, other cultures that are portrayed are not authentic in style.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All people and animals are treated with respect.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher will have to prepare many more lessons for this course.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The major tool aligns in many areas, but leaves many areas of the curriculum out.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials seem as if they are designed more for entertainment rather than logically fulfilling the state standards.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Accessibility 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

All students should be able to navigate and interact with the material.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is presented all online, so in order to be completely effective, every student would need to have access to a computer during each lesson. Also, the website we viewed to evaluate Quaver, when viewed by Florida benchmarks, does not always fit well. It seems that Quaver is trying to include lessons under certain benchmarks that they do not fulfill.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Students will likely enjoy watching the videos to a certain point. Motivation will likely wane over time due to the European classical bias.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials thoroughly teach several stylistic aspects of classical music, as well as a variety general music concepts.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The nature of music itself helps students become more independent learners and thinkers. Additionally, Quaver offers students the opportunity to continually play and compose music at home using their online accounts.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The materials require students to sing, play, move, listen, and think about many musical concepts and ideas.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Many of the lessons contain activities that help students reach objectives and satisfy the standards.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Many of the lessons contain activities that help students reach objectives and satisfy the standards.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Each of the sections contains one or more assessments. These assessments are meant to be fun for the students. They require students to answer open-ended questions, think about what they have learned, summarize, identify, etc. Some are formal while others are informal.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

The materials provide multiple means of representation, expression, and engagement. Students must read, listen, and watch videos and presentations, must move, sing, play, and write, and have some different opportunities to become engaged in the material.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

2. **MU.3.C.1.1:** Describe listening skills and how they support appreciation of musical works.

Remarks/Examples:

e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers lessons that cover meter, instrumentation, tempo, style (classical and baroque), form, dynamics, and active listening.

3. **MU.3.C.1.2:** Respond to a musical work in a variety of ways and compare individual interpretations.

Remarks/Examples:

e.g., move, draw, sing, play, gesture, conduct

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers lessons that require students to move, sing, and play instruments to recorded tracks, and to identify differences between sections of music.

4. **MU.3.C.1.3:** Identify families of orchestral and band instruments.

Remarks/Examples:

e.g., strings, woodwinds, brass, percussion, keyboards

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers lessons that explain the string family, idiophones, the keyboard family, and the woodwind family, but does not include in-depth lessons on the brass family.

5. **MU.3.C.1.4:** Discriminate between unison and two-part singing.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers several examples in which the students can discriminate between unison and 2-part singing.

6. **MU.3.C.2.1:** Evaluate performances of familiar music using teacher-established criteria.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
Justification:

Quaver does not offer techniques or tools for students to evaluate performances. However, there are a few lessons in which students are encouraged to make choices based on their preferences. Most lessons only offer recorded musical examples that teachers could use to teach this standard. The recordings are not designed to teach the standard.

7. **MU.3.C.3.1:** Identify musical characteristics and elements within a piece of music when discussing the value of the work.

Remarks/Examples:

e.g., tempo, rhythm, timbre, form, instrumentation, texture

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers lessons on meter, phrasing, style (focused mainly on classical and baroque), dynamics, and notation in which students are encouraged to discuss the value of the work.

8. **MU.3.S.1.1:** Improvise rhythms or melodies over ostinati.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

Quaver offers several opportunities for students to improvise over ostinati, both on pitched and un-pitched instruments.

9. **MU.3.S.1.2:** Create an alternate ending to a familiar song.

Remarks/Examples:

e.g., dynamics, tempo, lyrics

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers several opportunities for students to create alternate endings to songs.

10. **MU.3.S.2.1:** Identify patterns in songs to aid the development of sequencing and memorization skills.

Remarks/Examples:

e.g., parts of a round, parts of a layered work

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Quaver does not offer lessons that draw attention to different types of patterns in music and other disciplines. They don't use the word 'pattern' in their lessons that attempt to cover this standard.

11. **MU.3.S.3.1:** Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers several opportunities for singing rounds, canons, and ostinati. Most of them, however, seem like they would be too time consuming for our schedules.

12. **MU.3.S.3.2:** Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers ample opportunities for students to play.

13. **MU.3.S.3.3:** Sing simple la-sol-mi-re-do patterns at sight.

Remarks/Examples:

e.g., reading from hand signs; reading from nontraditional or traditional notation

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers several opportunities for students to sing using the pentatonic scale.

14. **MU.3.S.3.4:** Match simple aural rhythm patterns in duple and triple meter with written patterns.

Remarks/Examples:

e.g., 2/4, 3/4, 4/4

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver is sufficient for teaching this standard.

15. **MU.3.S.3.5:** Notate simple rhythmic and melodic patterns using traditional notation.

Remarks/Examples:

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers opportunities for students to write rhythmic and melodic patterns. Most of these lessons are on the computer, so every student would need to have a computer for these lessons to be effective.

16. **MU.3.O.1.1:** Identify, using correct music vocabulary, the elements in a musical work.

Remarks/Examples:

e.g., rhythm, pitch, timbre, form

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers lessons that have students identify Call-and- Response, melodic skips and steps, Baroque or Classical style, notes, rests, form, tempo, pitch, timbre, dynamics, instrumentation, and expression.

17. **MU.3.O.1.2:** Identify and describe the musical form of a familiar song.

Remarks/Examples:

e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers lessons in which students listen for AB/verse- refrain (The Planets Song; Space Song; Oh Susanna), ABAB (Classical Period Song), and AAAA (Whole, Half, Quarter, and Eighth; Miss Mary Mack). Students might be familiar with 'Oh Susanna' and 'Miss Mary Mack,' but the time needed for teaching all the other songs required for this lesson would not be optimal.

18. **MU.3.O.2.1:** Rearrange melodic or rhythmic patterns to generate new phrases.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers several good lessons that require students to create rhythms, forms, and melodies, and rearrange them to create their own composition.

19. **MU.3.O.3.1:** Describe how tempo and dynamics can change the mood or emotion of a piece of music.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers several lessons that require students to play- with, listen-to, react-to, and move-to different tempos and dynamics, which shows students how tempo and dynamics affect the music.

20. **MU.3.H.1.1:** Compare indigenous instruments of specified cultures.

Remarks/Examples:

e.g., congas, dundun drums, maracas, dulcimer, darabukah

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver offers lessons that compare Irish instruments, Southern US instruments, Latin percussion instruments, European classical instruments, American folk instruments, Brazilian percussion instruments, American blues instruments, Synthesized computer music, and acapella music. This coverage is rather limited.

21. **MU.3.H.1.2:** Identify significant information about specified composers and one or more of their musical works.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Included are Francis Scott Key, Mozart, Beethoven, Clementi, Haydn, Wagner, Pachelbel, and Mahler. Also included is a lesson on Jazz, but there is no focus on the major composers. Although they are listed, they are mixed in with other jazz musicians. This standard weighs heavy on European Classical music composers and neglects a lot of important American composers and composers of world music.

22. **MU.3.H.1.3:** Identify timbre(s) in music from a variety of cultures.

Remarks/Examples:

e.g., metals, woods, shakers, strings, voice: adult, child

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quaver contains lessons that introduce students to the timbres of Irish, South African, Latin American, the USA, Brazilian, and European Classical music.

23. **MU.3.H.2.1:** Discuss how music in America was influenced by people and events in its history.

Remarks/Examples:

e.g., slavery, expansion of railroad, jazz, war, politics

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Quavers lessons cover music for marching (Civil War) and dancing, the development of jazz, 'The Star Spangled Banner,' the blues, and a short excerpt on Native American music. It seems that there is much left out from our important history. Some of the the topics listed here are very briefly mentioned, and not really covered in-depth.

24. **MU.3.H.3.1:** Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

Remarks/Examples:

e.g., in dance, visual art, language arts, pulse, rhythm, fluency

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Quaver covers the musical alphabet as a pattern, the pentatonic scale, note values, and 2 lessons on form. There are many other lessons listed under this standard, but I believe that they do not fit under this standard as they are not covering pattern, line, or form.

25. **VA.3.H.1.3:** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:

26. **MU.3.F.1.1:** Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

Remarks/Examples:

e.g., sound carpets, original stories and poems, literary works

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Quaver includes 6 stories that students are to enhance with music.

27. **MU.3.F.2.1:** Identify musicians in the school, community, and media.

Remarks/Examples:

e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
Justification:
Quaver includes lessons in which students are directed to notice student musicians in a band, jazz musicians, student and professional singers, and student and professional instrumentalists. Important musicians such as teachers, cantors, choir directors, conductors, etc., are not listed under this section.

28. **MU.3.F.2.2:** Describe opportunities for personal music-making.

Remarks/Examples:

e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT
Justification:
Quaver offers lessons in composing using the Quaver website, and in learning to play the recorder. Although there are many other lessons that a teacher could choose so students can describe opportunities for personal music making, Quaver doesn't make the connection for the students. Also, Quaver does not include many opportunities for music making (i.e. church, family, playground, private lessons, etc.).

29. **MU.3.F.3.1:** Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Remarks/Examples:

e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Quaver offers lessons in which students collaborate in creating rhythms (requires each group to have access to laptops), movements to music, improvise as a group to enhance a story/idea, and play 'Hot Cross Buns' (recorder, movement, and rap).

30. **LAFS.3.SL.1.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Quaver offers some lessons in which students determine the main idea of a text.

31. **LAFS.3.SL.1.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Quaver offers several opportunities for students to ask and answer questions.

32. **PE.3.C.2.2:** Understand the importance of safety rules and procedures in all physical activities.

Remarks/Examples:

An example of a safety procedure is wearing a helmet when riding a bicycle.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Quaver mentions class rules in the 'Welcome to Music' section, but it is open ended. The teacher must add the specifics in order to satisfy this standard.

33. **DA.3.H.1.1:** Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Quaver offers some opportunities for dancing, however, the music used is not authentic in style and timbre.

34. **LAFS.3.RI.1.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The section on jazz fulfills this standard sufficiently.

35. **PE.3.M.1.10:** Perform one dance accurately.

Remarks/Examples:

Some examples of dances are square, contra, step and social.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

36. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Music offers ample opportunities for ELL students to communicate in the classroom.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

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