



INSTRUCTIONAL MATERIALS ADMINISTRATOR

Welcome Cathy Seeds!

Home

Change Password

Log-out

Recommendation

Yes

Comments: I would love to use this curriculum in my own classroom. It is well aligned to the Florida NGSSS for music.

Material for Review

Course: Music – Intermediate 1 (5013090)

Title: Online Learning Exchange® Interactive Music powered by Silver Burdett™ with Alfred Grade 3 Package with 5-year License ,
Edition: 2nd

Copyright: 2016

Author: Brinckmeyer, Lynn M., Burns, Amy M., et al.

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.

To answer each item, select the appropriate rating.

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.

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- 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:

This curriculum meets the standards for third grade/Intermediate Music 1.

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:

Almost all areas were correctly aligned to a third grade skill level. One that was not were the lessons asking students to identify child and adult timbres of voice. This is a second grade skill. The third grade benchmark is MU.3.C.1.4, Discriminate between unison and two-part singing.

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:

The adaptability and ease of use of the materials are amazing. The interactive elements are very engaging and meet my needs as to how to help my students reach the learning goals of each lesson.

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:

The topics and events are covered at an age appropriate level. However, for some benchmarks, such as MU.3.H.2.1, Discuss how music in America was influenced by people and events in its history, I don't think that the material discuss thoroughly enough the impact and importance of slavery, civil rights, and westward expansion on American music.

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:

I felt that my students could comfortably complete the activities in each lesson. However, I did not see many lessons that included complex activities, such as composition, or improvisation.

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:

I believe that my students would be able to complete the activities and understand the content. The materials are very appropriate for third grade.

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 structure of the lessons, along with the organization of the lessons, allows the teacher to shorten or extend the lesson as needed to fit their own time requirements. There are extensions in the lessons that will help build upon the knowledge of students who have mastered the core of the lesson. There are also several musical examples for each lesson, which gives the teacher some flexibility in planning for time.

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:

The musical examples in the content reflect a wide range of cultures and time periods.

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:

The variety of musical examples greatly adds to the value of this curriculum.

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:

No errors that I saw, and the visual appeal is great.

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:

I did not find any evidence of bias in the materials.

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 musical examples provided are standard in third grade music classrooms. I found many examples of songs that I already use in third grade, and that I know other teachers use too.

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 could not find any inaccuracies in the factual content.

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:

This curriculum matches the same standards of interactivity and engagement as other curricula I have seen for other subject areas.

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:

The context of the information, as well as the music examples presented, are very appropriate.

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:

I believe this curriculum will be very engaging and appropriate for third grade students.

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:

While the musical examples are standard material for a third grade music classroom, there are few songs that students will be able to connect with in their experiences outside the classroom. One example that WILL be meaningful is "If I Only Had a Brain," from The Wizard of Oz.

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 curriculum includes some good ties with social studies, but could use more emphasis of ties with science, math and literature. In a lesson using a piece called, "The Planets Chant," the extent of the interdisciplinary connection is that the names of the planets are included in the chant. This connection could be extended by introducing students to Gustav Holst's The Planets. Another song, called Maps and Globes, is included in a lesson, but other than singing about map features, the connection is not planned in a relevant way.

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:

All such situations are treated fairly and respectfully.

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:

No issues

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:

I would prefer more composition and improvisation but otherwise the benchmark content is covered.

Presentation

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.

To answer each item, select the appropriate rating.

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.

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- 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. Comprehensiveness of Student and Teacher Resources1. 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:

This curriculum provides all the resources needed for the teacher to present the material well and for the students to interact with the material.

B. Alignment of Instructional Components2. 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 lessons are designed around certain elements of music, and progress through the units in such a way that they will allow the students to thoroughly understand those elements.

C. Organization of Instructional Materials3. 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:

I like that the content is organized by musical elements, and that the home page offers the teacher a chance to browse according to the big ideas (using musically relevant concepts), but I don't understand why the lesson sequence doesn't have the lessons in numerical order within the units.

D. Readability of Instructional Materials4. 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:

The visual presentation of the material is very engaging. The readability is very appropriate for third grade and will help them to master the musical concepts.

E. Pacing of Content5. 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:

The amounts of content presented are organized in such a way that the teacher can include as much or as little as is appropriate for their classroom.

Accessibility6. 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:

The materials are extremely easy to navigate. They are also available for a variety of situations, from a classroom with only a single computer and projector, to a classroom having one-on-one student responders. I believe this makes this curriculum valuable for a variety of situations.

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:

I love the presentation of this curriculum and know my own students would benefit from having it.

Learning

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.

To answer each item, select the appropriate rating.

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.

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- 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. 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:

The interactive components of this curriculum will increase student engagement and will really help students master the material.

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:

All of the big ideas were addressed except for Enduring Understanding 1 MU.3.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. I feel like this area could have had more activities included.

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:

It is clear to see what the students are expected to do in each lesson.

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 drag and drop features, as well as other interactive features, help guide the students into more independent activities at an age appropriate level.

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:

I believe the interactive materials are adaptable to a variety of situations.

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:

Students are always expected to be actively engaged in the lessons presented, whether singing, manipulating interactive elements, playing instruments, or notating.

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:

The curriculum often includes extensions for lessons that enable the students to go deeper into the content.

F. Targeted Instructional Strategies 8. 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:

The lessons include ways to play music with and without supporting voices, in order to help students become confident in singing a song before singing it alone. The instrumental selections for students to play are very appropriate for third grade. The material is broken down in effective pieces for students to be able to master the content.

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:

There are a variety of instructional strategies included, from direct instruction to small groups, to students being able to manipulate the digital materials. Traditional music classroom strategies for singing and playing are blended with the digital activities.

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:

I felt that the assessment activities were appropriate to the objectives presented in each lesson.

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:

I felt that the assessment activities were very easy to use and would be a good demonstration of student skills.

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:

While there are a variety of strategies that will meet the needs of most students, I am not sure this curriculum would meet the needs of students with severe disabilities.

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:

In general this curriculum very well addresses what third grade students are required to learn in music.

Standards

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.

To answer each item, select the appropriate rating.

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.

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the

evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.
- 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.

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:

All of these examples of collaborative discussions are included and students are given many opportunities to express their ideas and hear those of others.

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:

Form, instrumentation, tempo, and dynamics are thoroughly covered in this curriculum, at a level that is perfect for third grade. There are many listening maps, and the animation on those listening maps, as well as the form diagrams at the bottom, are extremely effective in encouraging the development of listening skills at a third grade level.

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:

There are a variety of activities for students to respond to the content.

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:

The presentation of the orchestral families is very organized and appealing. The introduction of the instruments a few at a time will really help the students remember details about each instrument. The audio examples being provided with the visuals is extremely helpful.

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:

While there are plenty of lessons engaging students in unison and two part singing, I could not find a lesson that asked the students to listen and make that discrimination. Instead, lessons asked them to meet the second grade benchmark, Identify vocal timbres of child, adult-male, and adult-female.

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:

I could not find any lessons including an evaluation of the students' own, or another's, performance. I did see a lesson that discussed the role of rehearsal and had students divide into two groups, and while one rehearsed the other practiced audience etiquette. Then the lesson called for students to evaluate whether the other group had fulfilled their role well. This activity "sort of" addresses this standard, but not to the level for which the standard calls.

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:

This curriculum does a great job of teaching specific aspects of these exact elements.

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:

Some activities using improvisation are included and students are given opportunities to perform ostinati.

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:

There are a couple of lessons that meet this standard (Don Gato, Creepy Creatures, Shakin' It Up).

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:

This curriculum does a good job of teaching rounds and layered ostinati, and includes several great examples for each.

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:

The rounds and canons in this curriculum are explicitly taught and are very appropriate. The only ostinato I could find as a part of a singing lesson was played on the recorder. I found some songs that had students singing in thirds, which I do not find appropriate for third grade.

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:

The melodies and ostinati in the lessons are very appropriate for third grade.

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:

This curriculum uses a variety of ways to show pitch, including pictures, solfege hand signs, pitch fragments, and traditional notation.

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:

This curriculum does a good job of explicitly teaching several examples of duple and triple meter.

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:

There are notation activities that are very easy to implement and are interactive.

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:

The curriculum not only thoroughly covers musical elements, but is organized by them as well. The vocabulary related to musical elements is very appropriate for third grade.

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:

Form is very well taught in this curriculum. I especially appreciate the form diagrams that have each section highlighted at the appropriate time during the listening examples.

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:

There is at least one lesson that allows students to rearrange rhythmic patterns to generate a new ostinato accompaniment.

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:

This curriculum misses many opportunities to have student reflect upon the effect of dynamic and tempo changes, even though it gives them opportunities to make those changes.

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:

There are many examples of indigenous instruments of other cultures, far exceeding those listed above.

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:

There are many composers represented in the curriculum, both historical and contemporary. The curriculum contains recorded interviews with composers, background information about composers, and visual aids.

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:

There are many opportunities for students to identify these specific timbres in a wide range of cultures.

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:

The curriculum contains spirituals and thoroughly discusses their background and historical context ("Hush, Hush;" "Do Lord"). Railroad expansion is addressed in "I've Been Working on the Railroad." Work songs and their historical context are also included. Politics is addressed in the recorded interview with Pete Seeger.

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:

The curriculum contains many opportunities to compare elements of music and of dance. There are wonderful illustrations of various types of visual art. The math correlations have to do with student grouping sizes for dances, and rhythm activities. Language arts integrated activities include vocabulary, story sequence, and literature activities.

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:

The curriculum does a great job of providing many types of music, art, and dance from other cultures, and explaining the significance of those arts to the people of those cultures.

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:

Students are given the opportunity to create a sound carpet to accompany Silent Night. There is a wonderful lesson on the song "Train is a Comin'" which allows the students to create vocal percussion sounds to accompany the song, and the vocal percussion sounds are meant to symbolize each stretch of the journey along the Underground Railroad. This lesson will really help the students to understand the meaning of the song and the context behind it. There is also a guided writing activity with "Al Citron" that will allow the students to write their own story and set it to 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:

I was impressed with the recorded interviews of a variety of musicians, from conductors and arrangers to performers and recording technicians.

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:

There are a huge variety of performing ensembles represented (choirs, mariachi, chamber music). The curriculum includes play parties and singing games but could have included more.

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:

There are many opportunities in the curriculum for students to work together in cooperative groups and to present to others in a variety of ways.

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:

The curriculum contains opportunities to explore meaning in both songs lyrics and literature, and addresses main ideas, supporting

details, and specific vocabulary words.

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:

The lessons almost all have opportunities for students to ask and answer questions of the teacher and of each other.

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:

I could not find this concept explicitly taught in the curriculum but there are many opportunities to practice it.

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:

There are a great variety of dances included in the curriculum and the choreographer, Sanna Longden, is a well known expert in dance.

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:

There are several lessons designed with this standard in mind.

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:

see #33

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:

I believe that the cooperative grouping strategies in this curriculum will meet the needs of English language learners with regard to this standard.

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

[DOE Home](#) | [Commissioner](#) | [Board of Education](#) | [Contact Us](#) | [DOE Paperless](#) | [Open Government](#) | [Site Index](#)

For questions & comments regarding education issues: Commissioner@fldoe.org

| For questions & comments regarding this Web site: [E-mail Webmaster](#)

[Accessibility](#) | [Copyright Florida Department of Education ©2005](#) | [Privacy Statement](#) | [Public Records](#)

Free Downloads: [Acrobat Reader](#) | [Excel Viewer 2003](#) | [Word Viewer 97/2000](#) | [PowerPoint Viewer 2003](#)

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.