



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** I think it's an outstanding resource. I like that individual plans can be drawn by picking and choosing exercises. Not everyone would use all activities but there is more than enough material for any instructor to use.

**Notation:** These Grade 3 materials could also be used to accomplish desired instructional goals at other levels. The material has many broad applications.

### 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.

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

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**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:

Extensive coverage of the state standards in Florida

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:

Very efficient writing for the 3rd grade level

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:

I was impressed with how many applications of this material there were. It could be used in many different ways.

**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:

Very informative material and it's very well written

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 believe that the material is certainly written to match the expectations of the standards

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 the material is very well suited to 3rd grade and can even be used in other grades. There are basic rhythm interactive exercises that I would use with 6th graders.

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 flexibility of the material makes it adaptable for any classroom time period. There's also the flexibility to stretch it out to a two-week session if necessary.

**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:

Excellent sources with great information

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 quality of the material and sources is exceptional.

**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:

Did not see any errors

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:

No issues seen

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:

Excellent resource for the music education/choral discipline.

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:

Did not notice any 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:

Excellent standards of practice in this series. Very much aligned with what is going on in the classrooms today.

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 content covers the benchmarks and standards thoroughly in relevant context

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:

Very relevant to the 3rd grade student

**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:

Very age-appropriate lessons for kids in third grade

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:

I noticed the link that pulls all lessons with interdisciplinary context into one location. That's a great resource to show administrators how you teach across the curriculum.

**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:

No issues found

**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 found

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:

It's an exceptional resource.

## 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:

There is a wealth of information available to the instructors with this system that would not require more research and effort.

**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:

It's all assembled very well into an easy to use instructional tool.

**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:

I liked how the material could be organized in multiple formats to suit the instructor. I like to see it sequentially organized, which took me a while to figure it out but I was able to line up all the lessons sequentially by unit and lesson. It can also be sorted out by topic or theme and pull out all relevant lessons and materials.

**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:

As a whole I think its excellent. I felt that some of the audio stories with composers and musicians may not be so interesting but they are great to include and they were short which would help.

**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:

Excellent pacing, and any teacher would be able to adjust the pace to suit the individual needs of their students.

**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:

I found the layout somewhat confusing, but figured it out. I feel there's also material included somehow (embedded in lessons) that I wasn't finding. Basically there's more than I saw on my analysis.

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:

Again, this is an excellent resource. I like the idea of the online subscription.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

Good materials and visuals that kids would enjoy

**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:

Very good coverage of the "big ideas" as well as more in-depth focus

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

Very detailed outlines of the expected learner outcomes

**D. Guidance and Support**4. 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 students can become more independent learners depending on how the instructor uses the material. The potential is there.

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:

The material is very adaptable to all learning styles and developmental levels

**E. Active Participation of Students**6. 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:

Many opportunities are given to clap, dance, play instruments as well as making them think and process the information.

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 materials are very much logical extensions of the instructional goals. Such as: the lesson on syncopation includes several songs with syncopation. You may not use them all but you have the resources available.

**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:

Strategies are laid out clearly for the instructor

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:

Definitely effective strategies.

**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:

All assessments are included, both subjective and objective

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:

The instructor will have assessments to effectively evaluate, however, most of us come up with our own assessments. That would not be necessary since they are laid out, I would make adjustments to test what I want to see learned.

**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 material is well-suited for all students and learning abilities.

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:

I believe this submission meets all the learning requirements necessary.

## 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](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:

Can be met, depends on the instructors use of the material. Certainly enough opportunities to do so.

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:

A part of every lesson, listen and discuss/reflect

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:

Many different ways of response are included in the material

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:

Manipulative interactive activities let the students change instrumentations and solo instruments

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:

Many examples of both are included

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:

Up to the teacher to establish the criteria

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:

Very much a part of what we do in music classes every day. Using proper musical vocabulary, discussing the characteristics of the piece.

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:

I noticed lessons with established ostinati which would easily be used for improvisational techniques.

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:

Can be met, depends on the instructors use of the material. Certainly enough opportunities to do so.

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:

The syncopation lesson had them counting the number of times they saw the syncopation pattern. Many other examples as well.

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:

Can not stress enough how important I feel it is to use CHILDREN to demonstrate good head voice. Studio singers singing LIKE children is not effective. There are many good children's choirs that could be used for such a task. I would even offer my own girls choir for such an endeavor. I get tired of telling my choirs to sing it the way I'm telling them, not what they're hearing on the recording.

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:

Done throughout the material

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:

Songs on solfège and exercises using Kodaly methods are included to meet this benchmark

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:

I like the interactive rhythm creator that lets kids create the rhythms

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:

Once they learn to read the basic patterns, writing them would be easy and sequential

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:

Part of what I do in class every day and is all throughout this material. Would be up to the instructor to make it a regular part of instruction, also bringing in the higher order thinking questions to the instruction.

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:

All of this is covered in the material

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:

Interactive activities here again, I found very valuable

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:

Interactive media player allows them to change the tempo and key. Great source for discussions.

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:

Many different cultures are represented both by song source as well as instrumentation.

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:

Plenty of listening activities about composers. I don't know how much kids would retain of that if they don't find the material all that interesting. I'm a visual learner so listening to a 2 minute narration about a composer would not interest me as a kid. If it was on a slide, like the powerpoints, I'd probably read it faster than the narrator then zone out.

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:

Plenty of multicultural examples for listening to timbres.

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:

Covered with historical powerpoints and interviews with composers

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:

Discussing material with musical terms is essential. Relating to other curriculums of study would be up to the instructor. The link of cross-curriculum focus will aid with meeting this benchmark.

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:

Can be met, depends on the instructors use of the material and their focus on this benchmark. Certainly enough opportunities to do so.

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:

Many chances to use the listed items for enhancing the story or poem being read in class. Could be the text of a song being enhanced with movement, voices or other sounds.

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:

The link to careers in music would help with this benchmark. Again, discussion led by instructor would be essential

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:

Can be met, depends on the instructors use of the material. Certainly enough opportunities to do so.

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:

Happens every day in music class when students create music. Teacher needs to emphasize the importance of each part and how it fits as its part of the whole.

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:

Many of the cross-curricular benchmarks are not addressed directly but more indirectly through the course of instruction.

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:

Many of the cross-curricular benchmarks are not addressed directly but more indirectly through the course of instruction.

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:

Up to the instructor to implement this discussion during times of movement around the classroom

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:

Many dance movement opportunities included in the material.

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:

Accomplished through text reading opportunities on power points.

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:

Easily accomplished on any of the included dance exercises

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:

Plenty of basic music vocabulary instruction for students of all levels and abilities

If you have questions contact Office of Instructional Materials, [instaff@fldoe.org](mailto:instaff@fldoe.org) or 850-245-0425

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