



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: The music content represented in this resource is outstanding. The effort to provide a digital resource is evident. However, the dated presentation of the digital resource is not enough to maintain student engagement. In addition, navigation of the digital resource is cumbersome. The ability to search for lessons by benchmark connection should be included. Finally, there is little to no specific lessons/activities provided for teaching/assessing the non-music benchmarks included in this course description.

Notation: The music content represented in this resource is outstanding. The effort to provide a digital resource is evident. However, the dated presentation of the digital resource is not enough to maintain student engagement. In addition, navigation of the digital resource is cumbersome. The ability to search for lessons by benchmark connection should be included. Finally, there is little to no specific lessons/activities provided for teaching/assessing the non-music benchmarks included in this course description.

Material for Review

Course: Music – Intermediate 3 (5013110)

Title: Spotlight on Music Grade 5 , Edition: 1

Copyright: 2016

Author: Bond 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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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:

The content is aligned with Florida's music benchmarks. But there is little to no alignment with other content area benchmarks that are included in music course descriptions.

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:

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 found the online content difficult to navigate.

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:

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:
The content is still relevant and accurate. But the presentation is somewhat dated.

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:
The effort to provide web-based materials is good. But it is difficult to navigate and there is not much flexibility within the content.

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:
An effective teacher could do well with this resource. But inexperienced teachers would likely find it difficult to maintain student engagement.

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 content is aligned with Florida's music benchmarks. But there is little to no alignment with other content area benchmarks that are included in music course descriptions.

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:

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:

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:
The content is aligned with Florida's music benchmarks. But there is little to no alignment with other content area benchmarks that are included in music course descriptions.

Presentation

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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 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 content is aligned with Florida's music benchmarks. But there is little to no alignment with other content area benchmarks that are included in music course descriptions.

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:

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 ability to search for lessons/activities by benchmark is not available. It is really difficult to locate lessons/activities based on benchmarks.

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:

A master teacher could successfully use this resource. But an inexperienced teacher would likely find it difficult to maintain student engagement with this dated resource.

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:

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:

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:

The materials are not interactive and are little more than textbooks converted to digital images.

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:

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:

I don't see this information specifically addressed.

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:

Suggested activities do this. But the presentation does not.

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:

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:

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:
There are no assessment activities included to address specific Florida benchmarks.

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:
There are no assessment activities included to address specific Florida benchmarks.

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:

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.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

2. **LAFS.5.L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

3. **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:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

4. **LAFS.5.SL.1.2:** Summarize a written 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:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

5. **LAFS.5.SL.1.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

6. **MU.5.C.1.1:** Discuss and apply listening strategies to support appreciation of musical works.

Remarks/Examples:

e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

7. **MU.5.C.1.2:** Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Remarks/Examples:

e.g., title, historical notes, quality recordings, instrumentation, expressive elements

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

8. **MU.5.C.1.3:** Identify, aurally, selected instruments of the band and orchestra.

Remarks/Examples:

e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

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

Justification:

9. **TH.5.H.1.2:** Participate in a performance to explore and celebrate a variety of human experiences.

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

Justification:

10. **MU.5.C.1.4:** Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

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

Justification:

11. **MU.5.C.2.1:** Define criteria, using correct music vocabulary, to critique one's own and others performance.

Remarks/Examples:

e.g., intonation, balance, blend, timbre

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

12. **MU.5.C.2.2:** Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

13. **MU.5.C.3.1:** Develop criteria to evaluate an exemplary musical work from a specific period or genre.

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

14. **MU.5.S.1.1:** Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

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

Justification:

15. **MU.5.S.1.2:** Compose short vocal or instrumental pieces using a variety of sound sources.

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

Justification:

16. **MU.5.S.1.3:** Arrange a familiar song by manipulating specified aspects of music.

Remarks/Examples:

e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

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

Justification:

17. **MU.5.S.1.4:** Sing or play simple melodic patterns by ear with support from the teacher.

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

Justification:

18. **MU.5.S.2.1:** Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

19. **MU.5.S.2.2:** Apply performance techniques to familiar music.

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

Justification:

20. **MU.5.S.3.3:** Perform simple diatonic melodies at sight.

Remarks/Examples:

e.g., vocal and/or instrumental

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

21. **MU.5.S.3.1:** Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

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

22. **MU.5.S.3.2:** Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

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

23. **MU.5.S.3.4:** Play melodies and accompaniments, by ear, using classroom instruments.

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

24. **MU.5.S.3.5:** Notate rhythmic phrases and simple diatonic melodies using traditional notation.

Remarks/Examples:

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

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

25. **MU.5.O.1.1:** Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Remarks/Examples:

e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

26. **MU.5.O.2.1:** Create a new melody from two or more melodic motifs.

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

27. **MU.5.O.3.1:** Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

Remarks/Examples:

e.g., tempo, dynamics, timbre, texture, phrasing, articulation

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

28. **MU.5.O.3.2:** Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

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

29. **MU.5.H.1.1:** Identify the purposes for which music is used within various cultures.

Remarks/Examples:

e.g., communication, celebration, ceremony

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

30. **MU.5.H.1.2:** Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

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

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

31. **MU.5.H.1.3:** Compare stylistic and musical features in works originating from different cultures.

Remarks/Examples:

e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

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

32. **MU.5.H.2.1:** Examine the contributions of musicians and composers for a specific historical period.

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

33. **MU.5.H.2.2:** Describe how technology has changed the way audiences experience music.

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

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

34. **MU.5.H.3.1:** Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Remarks/Examples:

e.g., reading, writing, observing, listening, evaluating, embellishing, revising

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

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

35. **MU.5.F.1.1:** Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

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

36. **MU.5.F.2.1:** Describe jobs associated with various types of concert venues and performing arts centers.

Remarks/Examples:

e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

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

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

37. **MU.5.F.2.2:** Explain why live performances are important to the career of the artist and the success of performance venues.

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

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

38. **MU.5.F.3.1:** Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied

outside the music classroom.

Remarks/Examples:

e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

39. **MU.5.F.3.2:** Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

Remarks/Examples:

e.g., downloading music and other digital media, sharing personal and financial information, copying music

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

Justification:

A skilled teacher could adapt lessons/activities to address this benchmark. But the published material does not specifically address this benchmark.

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

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