



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** This material would be helpful in all vocal classrooms statewide. Teachers have access to appropriate lesson plans that are well aligned with state standards for this grade level.

### Material for Review

**Course:** Chorus 2 (1303310)

**Title:** Hal Leonard Voices in Concert Level 4 , Edition: 1

**Copyright:** 2016

**Author:** Hal Leonard

**Grade Level:** 9 - 12

### Content

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

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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. 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:

Very well done in terms of the state standard alignment.

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:

Simple yet effective presentation.

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:

This can easily fit in to the teacher's style of classroom instruction.

**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 materials presented in the student portion are easy to use and simple to comprehend.

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

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

Justification:

The materials do match 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:

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:

Can me adjusted depending on the length of the class period.

**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:

Not biased.

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 material represents the prevailing theories and performance practices in music.

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:  
yes

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:

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:

**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:  
The students can assess and evaluate performances similar to those that they will experience.

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:  
Students have the opportunity to learn about the careers in music and meet the composers of those works covered.

**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:

## Presentation

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

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

Justification:

The student portion of the program allows the student to review, study and practice at their own pace. Students have the ability to master the content with practice and on their own timeline.

**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:

Yes

**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:

Yes the organization is logical and consistent with the requirements of the subject area.

**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:

These visuals are very well put together for the potential learner.

**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:

The student version that accompanies this program is interactive and valuable for any potential learner.

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 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:

**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:

Students are taught various skills through the big ideas. Each song covered reinforces prior knowledge while teaching something new.

**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:  
Yes

**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:

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 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:

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 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:

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:

The submission also includes self assessments on the learner's own performance. Students learn a lot by listening to themselves.

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:

**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:

Yes the submission does incorporate strategies for all students these students also control their own learning pace which is ideal for ESL and ESE students.

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](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.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

Justification:

2. **DA.912.F.3.8:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

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

3. **DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

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

4. **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:

5. **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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

A variety of subject areas are covered including science, where the students learn about their respiratory system and how it affects their sound.

6. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Information is presented via video, written, visual and aurally.

7. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

8. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

The information is presented to the students in a clear manner.

9. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

10. **LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

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

Students can do this by reading their vocal texts and apply all these skills as they would for a passage or poem.

11. **MU.912.C.1.1:** Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

**Remarks/Examples:**

e.g., listening maps, active listening, checklists

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

12. **MU.912.C.1.2:** Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

**Remarks/Examples:**

e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

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

Justification:

13. **MU.912.C.1.4:** Compare and perform a variety of vocal styles and ensembles.

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

Justification:

There is a compare and contrast section in the lessons.

14. **MU.912.C.2.1:** Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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

Justification:

Students are asked to evaluate and write out a self critique and improvement plan.

15. **MU.912.C.2.2:** Evaluate performance quality in recorded and/or live performances.

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

Justification:

Students are prompted to evaluate their performance and other performers as a part of the lesson.

16. **MU.912.C.2.3:** Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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

Justification:

Students are asked to evaluate and collaborate on evaluations.

17. **MU.912.C.3.1:** Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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

Justification:

18. **MU.912.F.3.1:** Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

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

Justification:

19. **MU.912.F.3.2:** Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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

Justification:

Covered in economic issues for musicians

20. **MU.912.F.3.3:** Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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

Justification:

Covered

21. **MU.912.H.1.1:** Investigate and discuss how a culture's traditions are reflected through its music.

**Remarks/Examples:**

e.g., patriotic, folk, celebration, entertainment, spiritual

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

Justification:

Students are directed through cultural music and the affect of the culture on the music.

22. **MU.912.H.1.2:** Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

**Remarks/Examples:**

e.g., vocal, instrumental, guitar, keyboard, electronic, handbells



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

23. **MU.912.H.1.4:** Analyze how Western music has been influenced by historical and current world cultures.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Students are given historical information about music and the performance practices of those periods.

24. **MU.912.H.1.5:** Analyze music within cultures to gain understanding of authentic performance practices.

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

25. **MU.912.H.2.1:** Evaluate the social impact of music on specific historical periods.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Historical Aspects covered.

26. **MU.912.H.2.4:** Examine the effects of developing technology on composition, performance, and acquisition of music.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Technology section in units of study.

27. **MU.912.H.3.1:** Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

**Remarks/Examples:**

e.g., acoustics, sound amplification, materials, mechanics

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

28. **MU.912.H.3.2:** Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

**Remarks/Examples:**

e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

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

29. **MU.912.O.1.1:** Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

**Remarks/Examples:**

e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

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

30. **MU.912.O.2.1:** Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

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

31. **MU.912.O.3.1:** Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Remarks/Examples:**

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,

orchestration

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

Justification:

This is covered in the product.

32. **MU.912.O.3.2:** Interpret and perform expressive elements indicated by the musical score and/or conductor.

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

Justification:

Covered in Unit 3 of the Treble CM

33. **MU.912.S.1.1:** Improvise rhythmic and melodic phrases over harmonic progressions.

**Remarks/Examples:**

e.g., using text or scat syllables

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

Justification:

34. **MU.912.S.1.4:** Perform and notate, independently and accurately, melodies by ear.

**Remarks/Examples:**

e.g., singing, playing, writing

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

Justification:

Sight Singing product.

35. **MU.912.S.2.1:** Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Remarks/Examples:**

e.g., memorization, sequential process

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

Justification:

36. **MU.912.S.2.2:** Transfer expressive elements and performance techniques from one piece of music to another.

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

Justification:

37. **MU.912.S.3.1:** Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

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

Justification:

38. **MU.912.S.3.2:** Sight-read music accurately and expressively to show synthesis of skills.

**Remarks/Examples:**

e.g., musical elements, expressive qualities, performance technique

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

Justification:

39. **MU.912.S.3.3:** Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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

Justification:

40. **MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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

Justification:  
yes

41. **MU.912.S.3.5:** Develop and demonstrate proper vocal or instrumental technique.

**Remarks/Examples:**

e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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

Justification:  
There is a unit dedicated to this.

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

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