

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title

K-8 Arts

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	My Music Journal – Teaching Method for Second Grade (One text for SE, TE and SW)	Publisher	Apollo Publishing
SE ISBN	9781733998727	TE ISBN	
SW ISBN		Grade Level/Content	2nd Grade Music

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

Recommended with
Reservations (80-89%)

Not Recommended and
Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

34%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

3%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence (from All Content Appraisal tab):

The material mentions a few styles of music and songs from other cultures, but they are listed in name only and are not the focus of any lesson. The text does not affirm the cultural backgrounds of the students, nor does it recognize them as an academic resource. Interdisciplinary connections to a variety of cultures and linguistic backgrounds cannot be found. Traditional and nontraditional roles in the community are not represented in this work.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence (from All Content Appraisal tab):

Instructional materials do not include tools and resources that relate the content area appropriately to diversity in culture and language. There are no resources or tools to engage with multiple perspectives, nor are there any references to New Mexico music or culture. Multiple perspectives are not included.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

39%

OVERALL ALIGNMENT:

Materials align with the grade level/content area arts standards overall.

Statements of appraisal and supporting evidence:

The materials consistently focus on vocal production, singing technique, piano skills, music theory and classical music history. The materials provide few opportunities for presentation of student created musical ideas. Overall, this material covers the foundational skills of music with few opportunities expanding on those ideas to make musical choices meaningful or authentic to the students' personal preferences, intentions, or experiences. Sequencing of material is not purposeful and does not support mastery of the standards.

ANCHOR STANDARD 1:

Generate and conceptualize artistic ideas and work.

Statements of appraisal and supporting evidence:

The material offers opportunities for students to improvise rhythmic and melodic patterns as well as musical ideas. The purpose of these opportunities is not explicitly stated or specific in the text to students or teachers. The materials also have lessons in tonality and meter, but intention for the outcomes in the activities are not clear.

ANCHOR STANDARD 2:

Organize and develop artistic ideas and work.

Statements of appraisal and supporting evidence:

This material offers opportunities for students to improvise rhythmic and melodic patterns as well as musical ideas. The purpose of these opportunities is not explicitly stated or specific in the text to students or teachers. The materials also have lessons in tonality and meter, but intention for the outcomes in the activities are not clear.

ANCHOR STANDARD 3:

Refine and complete artistic work.

Statements of appraisal and supporting evidence:

Students appraise their performance through informal feedback, but only on musical works printed in the material. Students do not work towards improving the quality of their own creative works, and their personal expressive intentions are not taken into account. There are opportunities to present final versions of musical ideas to peers, but the material does not give any guidance on how to perform for an audience.

ANCHOR STANDARD 4:

Select, analyze and interpret artistic work for presentation.

Statements of appraisal and supporting evidence:

The materials do not explicitly give opportunities for students to demonstrate and explain personal interest in, knowledge about, or purpose of varied musical selections. There are no opportunities in the text to perform music from other cultures as every song for performance is in English. There are many opportunities to read and perform rhythmic and melodic patterns using standard notation. The materials include opportunities for students to demonstrate understanding of expressive qualities, but do not connect with how these are used to convey expressive intent.

ANCHOR STANDARD 5:

Develop and refine artistic techniques and work for presentation.

Statements of appraisal and supporting evidence:

The materials include the musical concepts teachers should impart to students when learning performance pieces. There are no opportunities for students to analyze or evaluate their performance over time. Instructions for applying teacher-created criteria are included for revising songs, although there are not any guidelines or strategies for the teacher on how to do this. Students are not guided to learn strategies that address specific interpretive or performance challenges in music.

ANCHOR STANDARD 6:

Convey meaning through the presentation of artistic work.

Statements of appraisal and supporting evidence:

Students perform different songs for the purpose of demonstrating musical concepts. Variables such as the time period, place, and culture of the selected works is not considered in a way that shows intent of purpose. Teachers are guided to support the students' efforts in eliciting an appropriate audience response to music that tells an emotional story. However, there are not specific instructions on how to connect musical concepts to expressivity in performance. Explicit directions on appropriate performance etiquette are not present in the text.

ANCHOR STANDARD 7:

Perceive and analyze artistic work.

Statements of appraisal and supporting evidence:

Materials do not offer opportunities to explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. Students are not given opportunities to describe how specific music concepts are used to support a specific purpose in music. Students are not guided to consider personal interests, encounters or understandings in choosing music to experience.

ANCHOR STANDARD 8:

Interpret intent and meaning in artistic work.

Statements of appraisal and supporting evidence:

Materials include instruction on elements and structures of music. Students are not provided opportunities to interpret intent and meaning in artistic work. There are opportunities to demonstrate knowledge of music concepts but not how these concepts provide support to expressive intent.

ANCHOR STANDARD 9:

Apply criteria to evaluate artistic work.

Statements of appraisal and supporting evidence:

Students are not engaged in applying personal and expressive preferences when evaluating musical ideas. All forms of expression come directly from the text or decisions made by the teacher. No guidance or instructional strategies are given to the teacher to make those decisions. There are no opportunities for students to apply criteria to evaluate music for a purpose.

ANCHOR STANDARD 10:

Synthesize and relate knowledge and personal experiences to make art.

Statements of appraisal and supporting evidence:

The materials include information about composers, recordings and audio examples, and how these relate to performing and responding to music. There are no student or teacher materials to support how interests, knowledge, and skills relate to personal choice and intent. There are few opportunities for students to create music or express personal interests.

ANCHOR STANDARD 11:

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Statements of appraisal and supporting evidence:

Teacher guidance explicitly states the standard in the materials, but there is no further teacher guidance on this instruction for the teacher to follow nor any strategies to lead class discussion. The text does not specifically relate musical ideas to context with the purpose of deepening understanding and making connections as it relates to other arts or daily life.

Arts Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

34%

FOCUS AREA 1 DISCIPLINARY LITERACY:

Instructional materials incorporate reading, writing, and communicating within the arts disciplines.

Statements of appraisal and supporting evidence:

While the material offers opportunities for students to sing, listen, read, write, and play piano, recorder or homemade percussion instruments, these activities do not incorporate a cultural arts component. The materials do not provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary and music terminology is addressed and relevant to the content, although the academic content level is above second grade general literacy expectations. There is a lack of connection to culture and the necessity of using arts' disciplines across the materials.

FOCUS AREA 2 LEARNING PROGRESSIONS:

Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.

Statements of appraisal and supporting evidence:

Critical thinking activities are minimally present in the materials. Instructional materials engage students in cognitive learning, but emotional and social learning is not addressed. Learning goals do not focus on interpreting intent or meaning in artistic works. There are no frameworks or tasks given to analyze artistic works present in the text or created by the student.

FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:

Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.

Statements of appraisal and supporting evidence:

Instructional materials provide a supplement that contains an authentic song from New Mexico. There is nothing else directly meaningful or relevant to the culture of the students in New Mexico in the materials. Any materials outside of the New Mexico State Song must be selected and provided by the teacher. Authentic materials are included in terms of traditional songs, use of standard notation and audio recordings.

FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:

Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.

Statements of appraisal and supporting evidence:

Materials incorporate singing, playing, and listening to develop musical knowledge. Overall learning progression is not sequential from lesson to lesson. Students are not invited to share their prior knowledge at the beginning of each instructional unit. The text calls on the teacher to discuss safety guidelines with the class, but no further guidance on procedures or usage of equipment is given.

All Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

18%

FOCUS AREA 1 COHERENCE:

Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.

Statements of appraisal and supporting evidence:

The materials are consistent with the New Mexico Core Arts Standards. However, they do not address all aspects of the standards nor are they presented in a coherent sequence for students to achieve mastery of second grade New Mexico Core Arts Standards. At times, the lessons present content at a level appropriate for a high school or college student, such as polyphony. At other times, the content is within the scope of typical 2nd grade expectations such as reading, writing and performing notation and simple songs with symbols such as repeat signs and ties. There are instances where a standard is stated within teacher directions, but the standard is not referred to in a coherent and organized manner in the student materials to support progress toward mastery of these standards.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

There are no clear learning progressions that describe scope and sequence or pacing over the course of the year. Lessons are not explicitly aligned with the addressed standards. Content objectives must be inferred from the activity instructions because they are not clearly stated. Content specific vocabulary is imbedded into the lesson, and not taught in isolation of the text. Similar activities maintain a consistent visual layout, but there is no coherent visual layout present across the lessons. There are no clear and measurable language objectives. Students are not given the opportunity to monitor and review their own progress towards mastery of the standards.

FOCUS AREA 3 RESOURCES FOR PLANNING:

Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.

Statements of appraisal and supporting evidence:

There is a list of lessons in the Table of Contents, but this list does not cross-reference the standards or provide an estimated instructional time for any lesson. There are few instructional strategies, annotations or suggestions in the teacher or student materials to help guide students' academic development. Materials include audio examples, as well as piano lesson videos, but there are no interactive digital components present in the materials.

FOCUS AREA 4 ASSESSMENT:

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.

Statements of appraisal and supporting evidence:

While there are assessment opportunities throughout the materials, there are no assessment alignment charts or other clear ways that standards are aligned with assessments. There are no content or language objectives in these materials, nor guidance on how to use the assessments to provide formative or summative information specifically. The materials do not include rubrics or scoring guides. There are no suggestions for further instruction, differentiation, remediation or acceleration. There are no assessment alternatives for diverse student populations nor instructional strategies to address learning for all students.

FOCUS AREA 5 EXTENSIVE SUPPORT:

Instructional materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The materials include opportunities for students to explore key musical concepts, including rhythmic and melodic activities, notation and theory, repertoire for vocal and instrumental performance and technique, craft activities to make instruments, and information and coloring pages for composers and instruments. However, there are no opportunities to customize or adapt the materials, including strategies or activities to meet students' needs working above or below proficiency. There are no strategies, resources or support for special populations, nor are there opportunities to encourage creative thinking or problem-solving.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The material mentions a few styles of music and songs from other cultures, but they are listed in name only and are not the focus of any lesson. The text does not affirm the cultural backgrounds of the students, nor does it recognize them as an academic resource. Interdisciplinary connections to a variety of cultures and linguistic backgrounds cannot be found. Traditional and nontraditional roles in the community are not represented in this work.

FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Instructional materials do not include tools and resources that relate the content area appropriately to diversity in culture and language. There are no resources or tools to engage with multiple perspectives, nor are there any references to New Mexico music or culture. Multiple perspectives are not included.

Reviewers' Professional Summary - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 55

Background and experience:

Reviewer #55 is a Level III-A TESOL certified teacher with a Bachelor of Arts in Music and a Master of Arts in Teaching. Reviewer #55 has been a New Mexico teacher for 21 years, with experiences in teaching K-12 general music, band, choir, and guitar. They currently teach elementary general music, elementary band, and elementary choir.

Professional summary of material:

My Music Journal for Second Grade has many lessons that address basic music concepts such as beat, rhythm, and dynamics. There are also a few activities that allow for students to compose and improvise musical ideas. The expansion of those musical ideas in meaningful and relevant ways is not evident in the material. There is no attempt by the materials to make the concepts connect to and engage the students where they are academically and culturally. This material is centered on the text and the tasks, not on the students and their contributions to the discourse. *My Music Journal for Second Grade* contains narratives that are written at the collegiate level and would be difficult for a second grade student to read and comprehend. The materials are not written through a cultural and linguistically responsive lens. The instructional material contains several errors, both factual and typographical in nature.

Reviewer #: 56

Background and experience:

Reviewer 56 has taught K-5 elementary music for 12 years. They have a bachelor's and master's in Music Education. Reviewer 56 is certified in Orff-Schulwerk, Kodaly, World Music Drumming, First Steps in Music, and Conversational Solfege.

Professional summary of material:

The materials contain many lessons for second grade students that address staff literacy, rhythm reading, steady beat, and singing technique. These lessons do not follow a coherent scope and sequence. There are few opportunities for improvisation or student creation written in the text. While there are opportunities for class discussion, the materials do not supply the teacher with talking points. The text does not supply any guidance for beginning teachers and is not clear on lesson objectives. No guidance for accommodations or modifications are present for English Language Learners, students below proficiency, and accelerated learners. The materials use college vocabulary in the combined student and teacher edition. All songs are in English and do not serve all learners from culturally diverse populations.

Reviewer #: R57

Background and experience:

Reviewer #57 is a Level III-A TESOL certified teacher with a Bachelor of Music Education and a Master of Arts in Music Theory. They have taught PreK-5/6 elementary general music mainly in dual language and bilingual schools in New Mexico since 2007 as well as elementary band and choir. Reviewer wrote and presented elementary general music curricula for arts organizations in New Mexico and California for 7 years.

Professional summary of material:

This material includes a collection of lessons for basic music skills organized by concept, including rhythm, tone, tempo, dynamics, form and style. There are multiple opportunities for students to explore each of these concepts throughout the text. While the standards are mentioned in various lessons, they are not connected to meaningful, coherent or spiral learning sequences. Assessments are basic response questions, not connected to standards; there are no rubrics or support to document student progress. There are few opportunities for students to contribute their ideas or experiences or to develop creative skills needed. Content and Language objectives are not in the text, so the teacher must create and present the learning target to the student. The history lessons are at a collegiate conceptual and reading level. The activities do not provide strategies, pathways or support for diverse learners and student populations. All of the songs are in English. Social and emotional learning skills or how we can relate our experiences with meaning and purpose through music are not addressed. The choice of repertoire, supporting illustrations, and the text do not reflect diversity in culture, language, or perspectives.