

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 Fifth Grade (One text for SE, TE and SW)	Publisher	Apollo Publishing
SE ISBN	9781733998758	TE ISBN	
SW ISBN		Grade Level/Content	5th 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

49%

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

8%

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

Statements of appraisal and supporting evidence:

The materials leave the culturally and linguistically responsive pedagogy and the promotion of student discussion entirely up to the teacher. There is no explicit reference to inform culturally and linguistically responsive instruction or information. Most of the images in the textbook are of white and European musicians. The few passages of other diverse cultures do not include images of the people (Music of Malaysia, pg. 68). There are opportunities for students to compose their own melodies and rhythms, but there are no explicit instructions for making interdisciplinary connections or connections to real-life experiences. There is no guidance for teachers on how to make connections to other disciplines, real-life experiences, or diverse cultures and languages.

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:

There is minimal information on other cultures. The instructional materials do not provide strong, research-based guidance to teachers on how to plan for instruction that is culturally and linguistically responsive. The materials make no reference to any perspectives that are diverse nor are they culturally or linguistically relevant. There are no opportunities for critical reflection about students' personal experiences and nothing related to images, stories, and information about the various groups of people who live or have lived in New Mexico. There are no references to diverse ethnic descriptions, interpretations or perspectives of events or experiences.

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

Average Score

59%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

It is unclear which lessons address which standards as there are no indications of national or state standards included in the text. It is equally unclear as to the appropriateness of the content for the grade level. Lessons are difficult to understand as the sequence of instruction is minimally provided. There are no explicit opportunities for student performance. Different modes of instruction are not addressed, such as small groups, partners, etc. There are also no ways for students to make meaningful connections and deepen their societal, cultural, and historical understanding.

ANCHOR STANDARD 1:

Generate and conceptualize artistic ideas and work.

Statements of appraisal and supporting evidence:

The materials provide clear examples for generating ideas about creating melodies, rhythms and harmonies. There is little guidance for students to create concrete examples. Much is left to the teacher as far as creating connections to social, cultural, and historical context.

ANCHOR STANDARD 2:

Organize and develop artistic ideas and work.

Statements of appraisal and supporting evidence:

For this standard, there are explicit examples of selected musical ideas providing opportunities for improvisation and composition. However, there is not an opportunity for harmonic composition.

ANCHOR STANDARD 3:

Refine and complete artistic work.

Statements of appraisal and supporting evidence:

There are no opportunities for documenting and revising personal music or applying teacher and/or student generated criteria. There are also no opportunities for students to refine or present an artistic work.

ANCHOR STANDARD 4:

Select, analyze and interpret artistic work for presentation.

Statements of appraisal and supporting evidence:

Students are asked to discuss technical aspects of the selection with a partner. Students are further asked to reflect on areas of interest in the song as well as personal interest regarding the song. There are clear explanations of the structures of canon and rounds and many performance ideas are provided that take the structure of the piece into consideration. Expressive and interpretive qualities of music are presented and clearly explained. Though some historical and cultural contexts are provided, there is no explanation for how this will affect or inform the students' performance.

ANCHOR STANDARD 5:

Develop and refine artistic techniques and work for presentation.

Statements of appraisal and supporting evidence:

Students are provided with examples of expressive and interpretive qualities of music. Students can follow markings in the music to evaluate accuracy of the performance. However, there is no established criteria for evaluating expressiveness. A process is explained that encourages mastery at a particular tempo and then challenges students to refine and improve the performance over time. There is minimal explanation on how to use tempo as a way to show expressive qualities.

ANCHOR STANDARD 6:

Convey meaning through the presentation of artistic work.

Statements of appraisal and supporting evidence:

Students are asked to perform a piece of music and given explicit instructions to focus on expression, technical accuracy, and interpretation. The materials do not explain how to accomplish performing with expression or interpretation. While opportunities are provided for students to participate as an audience member, performer and conductor, these roles are not clearly defined. Furthermore, there is no reference to the context, venue, genre, or style.

ANCHOR STANDARD 7:**Perceive and analyze artistic work.***Statements of appraisal and supporting evidence:*

There is no explanation of how this music is connected or influenced by the composer's interests, experiences, purpose or context. There is also not a connection to specific interests or experiences, only how to improve technical accuracy. The musical structure and historical context are explained with advanced academic language and undefined music vocabulary that are not grade level appropriate.

ANCHOR STANDARD 8:**Interpret intent and meaning in artistic work.***Statements of appraisal and supporting evidence:*

The focus of the material is on adding expressive elements to the students' performance such as the use of sudden changes in dynamics, articulation and different musical textures. While this example weighs heavily on texture, it gives little to support the determination of the intent of the performer or composer.

ANCHOR STANDARD 9:**Apply criteria to evaluate artistic work.***Statements of appraisal and supporting evidence:*

There was not an established set of criteria to evaluate the students' performance. The material does not cite evidence from the elements of music.

ANCHOR STANDARD 10:**Synthesize and relate knowledge and personal experiences to make art.***Statements of appraisal and supporting evidence:*

No evidence or discussion is provided for any genuine connection when responding to a piece of music. While there is an opportunity for students to show what they have learned, the standard is not addressed. It also does not allow for use of students' personal choice and intent.

ANCHOR STANDARD 11:**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.***Statements of appraisal and supporting evidence:*

The material contains connection to cultural and historical context. For example, the material provides a look at how folk music of Romania and Doina is part of Romanian culture/life. However, it is limited in showing a connection to other arts and disciplines.

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

30%

FOCUS AREA 1 DISCIPLINARY LITERACY:

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

Statements of appraisal and supporting evidence:

While the information presented in the materials relates to vocabulary and knowledge of the course of music study, it does not address the other four arts disciplines. Instructional materials do little to encourage reading, writing and communication within the arts disciplines.

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:

Students are asked to use their critical thinking skills to identify and label the intervals on a keyboard as well as a musical staff, with no guidance to help students fully understand the meaning of the artistic work. There are vague learning expectations but clear instruction about whole steps and half steps; however, there is no genuine application of critical thinking skills.

Learning goals are not included or vague. The materials do not provide learning goals that focus on the intent and meaning of the song selection. The material does not provide grade-level rubrics or other frameworks for evaluating works of art (student, peer, or artist generated).

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:

There is evidence of diverse text types. For example, the material includes audio and standard musical notation examples of a song using syncopation. It does not address the five arts disciplines.

There are no other references to artists or musicians of New Mexico, except for the reference to the state song, "O, Fair New Mexico."

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:

Students are asked to model the conducting pattern. They are also asked to discuss the differences and similarities of meter and time signature. Background information about rhythm and meter is also provided. However, this activity does not follow a reasonable learning progression. There is no link to previously learned material and no guidance for the teacher to address common student misconceptions. The teacher is asked to engage students in a discussion about music and its connection to daily life, but the material fails to engage students' prior knowledge. Furthermore, there is little to no guidance for the teacher to lead this discussion. While there is mention of standard operating procedures that include safety guidelines, procedures, and equipment, the instructional materials provide little guidance for the teacher or students to build this understanding.

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

26%

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:

It is unclear which content standards are presented. Furthermore, in the overall instructional materials, the full content standards are never completely addressed. The material does not provide a spiraling sequence of instruction. Students are given minimal opportunities to sing, listen to, read, and compose music and are not given the opportunity to show mastery of the standard.

The instructional materials do not engage students at a level of maturity appropriate to the grade level under review. Some concepts that may be beyond a 5th grade level are included, such as syncopation and sixteenth notes. There is a lack of reference to the standards and the concepts do not flow, build or spiral. The material does not make meaningful and engaging connections for the students.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The scope of the lessons is unclear and undefined and the design of the assignments does not show a purposeful sequencing of teaching or learning expectations. Material does not show how the standards and grade level expectations are met. Additionally there are no clear or measurable language and content objectives.

The materials have a regular focus on content specific vocabulary that is used regularly over time but does not support the acquisition of general academic vocabulary. There are appropriate academic illustrations and other visuals that invite students to examine them and consider their purpose. However, the material does not maintain a consistent layout for each lesson.

The instructional material provides some instruction to navigate the text, but no explicit guidance is provided in the text. There are references to video and audio files to supplement the materials. There are also opportunities for students to utilize ongoing review and practice, but the materials do not include consistent opportunities for students to monitor and review their own progress.

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:

While the instructional material provides a list of lessons in the Table of Contents, there is no cross-referencing of the standards addressed or an estimated instructional time for each lesson, chapter, or unit. The material explains a process to learn a song and helps to guide students in their development of their singing abilities. While it does provide some instruction to guide development of rhythm, it does not provide questioning strategies, essential questions for students, strategies for grouping students, or strategies for promoting student discourse.

The material does not give any guidance or instruction on how to present the content. The material also does not provide pacing guides, strategy explanations or useful information about teaching the lessons. Although the material does give many instructions, it is unclear if they are directed toward the teacher or the student as the book is a combined edition.

The title provides online resources such as audio and video recordings, like the instructional video to play "The Alphabet Song" on the piano. However, it does not include interactive tools, English captioning, or instruction in students' home language and there is little to no guidance on how the digital media can be used to support student learning.

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:

Worksheets are provided to evaluate the student's progress with their understanding of musical concepts. It is unclear which standards are being evaluated as there is never any reference to state or national standards. No differentiation is provided for English Language Learners, culturally and linguistically diverse students, advanced students, or special needs students. There are no opportunities to assess student understanding and knowledge of the standards using technology. There are no summative or formative assessments available in the instructional materials or online.

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 material minimally addresses how lessons can be adapted or customized to meet students' needs. The material also does not provide differentiated strategies or accommodations and modifications. The book does not address how the teacher can adapt the lesson for students who are below proficiency or for students who are advanced. There are inconsistent and minimal opportunities for students to apply critical thinking and problem solving skills. Instructional materials marginally address how families can help support student progress and achievement.

FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**Instructional materials represent a variety of cultural and linguistic perspectives.***Statements of appraisal and supporting evidence:*

The materials leave the culturally and linguistically responsive pedagogy and the promotion of student discussion entirely up to the teacher. There is no explicit reference to inform culturally and linguistically responsive instruction or information. Most of the images in the textbook are of white and European musicians. The few passages of other diverse cultures do not include images of the people (Music of Malaysia, pg. 68). There are opportunities for students to compose their own melodies and rhythms, but there are no explicit instructions for making interdisciplinary connections or connections to real-life experiences. There is no guidance for teachers on how to make connections to other disciplines, real-life experiences, or diverse cultures and languages.

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:*

There is minimal information on other cultures. The instructional materials do not provide strong, research-based guidance to teachers on how to plan for instruction that is culturally and linguistically responsive. The materials make no reference to any perspectives that are diverse nor are they culturally or linguistically relevant. There are no opportunities for critical reflection about students' personal experiences and nothing related to images, stories, and information about the various groups of people who live or have lived in New Mexico. There are no references to diverse ethnic descriptions, interpretations or perspectives of events or experiences.

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 #: 58

Background and experience:

The Reviewer is a Level 3 teacher with a BFA, M.Ed and 17 years experience.

Professional summary of material:

My Music Journal Grade 5 is a collection of songs, facts, and standard notation writing practice for the students. Combining the student and teacher edition into one text makes it confusing and a little sparse on guidance for the teacher. The way the material is presented is nonsequential and does not have a clear relation to the standards. Some ideas in the text are great but infrequent, like having the students create and notate their own rhythms and melodies. Some seem inappropriate for the grade-level, like simple color sheets and lengthy, complex texts with undefined musical vocabulary. There are minimal references to music from other cultures. Historical accounts are from a European perspective. There are no female or non-European composers presented.

Reviewer #: 59

Background and experience:

The reviewer is a current Level three Music Teacher with thirteen years of experience in a New Mexico classroom. The reviewer has a Masters' degree in Curriculum and Instruction with a concentration in TESOL. The reviewer has experience teaching band, guitar and general music in grades 5-8.

Professional summary of material:

My Music Journal Grade 5 is a combined teacher/student edition. Very often standards are not listed. Lessons and units do not have a very clear beginning and end. It is unclear which standards are addressed in the text. Students do have the opportunity to create original melodies and rhythms using standard notation. Some activities do not seem grade level appropriate, such as coloring pages and long complex texts.

Reviewer #: 60

Background and experience:

The reviewer is a Level Three Educator with a Master's degree and 22 years of teaching experience. The reviewer's experiences span from pre-kindergarten through university level in band, choir, orchestra and general music, and also includes the direction of community theater productions.

Professional summary of material:

As this is a student edition/teacher edition book, navigating the curriculum at times was challenging. The material requires the teacher to dig deeper into other areas of the book to find the standards/occurrences. The connections to New Mexico, other than the state song, were very vague. While other cultures were represented, there were not many opportunities to explore these. When teaching specific to my own state, it is important to have access to the material and not have to go searching for it elsewhere. References to standards were not listed anywhere that could be easily seen. Having them readily available would be very useful for lesson planning. The catalog system for audio and visual files was easy to navigate. ELL strategies as well as strategies for working with diverse populations were not explicit. Strategies for differentiation need to be available for these students and need to be more geared to our ELLs. More examples of culturally and linguistically responsive materials would also be helpful.