

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 Sixth Grade (One text for SE, TE and SW)	Publisher	Apollo Publishing
SE ISBN	9781733998765	TE ISBN	
SW ISBN		Grade Level/Content	6th 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

40%

**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

9%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

Statements of appraisal and supporting evidence:

The text has a few different representations of cultures with some song selections, but they do not relate to the populations in New Mexico. The text provides minimal connections to real-life experience and diverse cultural and linguistic backgrounds.

**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:

Several of the song selections are not culturally and linguistically responsive. Some songs have inappropriate themes. The text provides narrow perspectives and there is no guidance for teachers on culturally and linguistically responsive teaching. The song examples do not address critical reflection about student's lives or societies nor do they have anything to do with New Mexico specifically. Some songs do not display sensitivity to others regarding religious, racial and socioeconomic views.

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

Average Score

48%

**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. There are no indications of national or state standards included in the text. There is a minimal sequence of instruction provided. There are limited instructional strategies used to engage students and introduce concepts and minimal ways for students to make meaningful connections to their societal, cultural and historical understanding.

The materials are lacking opportunities for student performance and produced work, ways for students to self-assess, and teacher assessments.

**ANCHOR STANDARD 1:**

**Generate and conceptualize artistic ideas and work.**

*Statements of appraisal and supporting evidence:*

Students are asked to improvise an accompaniment rhythm. This is the extent of the conceptualization of an artistic work included in the material. Students are also asked to discuss the melody and lyrics of the song. However, there is not a clear AB or ABA form. AB and ABA forms are not explained.

**ANCHOR STANDARD 2:**

**Organize and develop artistic ideas and work.**

*Statements of appraisal and supporting evidence:*

Students are asked to compose their own variation of a song. However, there is no clear direction as to how to accomplish this nor is there any correlation to using the AB or ABA form. The material does not include the importance of expressive intent.

**ANCHOR STANDARD 3:**

**Refine and complete artistic work.**

*Statements of appraisal and supporting evidence:*

Parameters are given for composition but no guidance for evaluation is provided. Students are asked to create pentatonic scales; however, there are no suggestions or instructions to revise their compositions. Evaluation criteria and the importance of teacher feedback are not discussed.

**ANCHOR STANDARD 4:**

**Select, analyze and interpret artistic work for presentation.**

*Statements of appraisal and supporting evidence:*

Students are instructed to read the music, paying close attention to dynamics, rhythms and pitches as they perform the song. However, the text does not provide criteria or analysis for selecting music to perform. The rationale for choosing a piece is not explained and there is no reference to teacher-provided criteria for selecting music to perform. The structure and elements are discussed; however, they are not related to inform performance.

Students are informed that the lyrics were changed to meet the rhythm and meter of the melody. Students are briefly introduced to traditional Irish music but given minimal historical context of a song. The text also states that there are several interpretations that are dependent on the cultural context but does not explain how this context will inform their performance.

**ANCHOR STANDARD 5:**

**Develop and refine artistic techniques and work for presentation.**

*Statements of appraisal and supporting evidence:*

The text does not give specific and meaningful performance criteria for teachers or students to follow. In one example, students are asked to play the guitar chords for the song selection. The corresponding video shows correct finger positions for the chords and how to strum with the song. There is little guidance for creating teacher provided criteria to determine how to refine or assess performance readiness.

**ANCHOR STANDARD 6:**

**Convey meaning through the presentation of artistic work.**

*Statements of appraisal and supporting evidence:*

Students are instructed to "pay attention to tempo markings, dynamic markings, and other musical symbols". The corresponding video discusses the dynamics, staccato notes, and the fermata. The text and the video example provide a clear explanation and demonstration on how to perform with technical accuracy; however, there is no connection to conveying the creator's intent.

**ANCHOR STANDARD 7:**

**Perceive and analyze artistic work.**

*Statements of appraisal and supporting evidence:*

Students are asked to listen to several musical selections and discuss the meaning of the songs and what the students like about them. Students are asked to do a "Think Pair Share" to talk about the meaning of songs, tonality and what they liked about the rhythm, melody and lyrics. Elements of music are discussed throughout the text. However, there is no connection made to how they relate to the structure of the piece. Students are asked to research opera, operetta, musical theatre, concerto, and oratorio and to identify and give examples of a motif. Students are introduced to many types of music and musical theater.

**ANCHOR STANDARD 8:**

**Interpret intent and meaning in artistic work.**

*Statements of appraisal and supporting evidence:*

The text provides a historical and cultural context of the Blues and describes the interpretation of a historical event. The text does not provide guidance on context nor opportunity for a personal interpretation of how creators' and performers' apply the elements of music to convey expressive intent.

**ANCHOR STANDARD 9:**

**Apply criteria to evaluate artistic work.**

*Statements of appraisal and supporting evidence:*

The text does not specify criteria nor utilize a rubric for evaluating musical works or performances. Instruction is given for matching pitches, but no criteria for mastery of the skill is provided.

**ANCHOR STANDARD 10:**

**Synthesize and relate knowledge and personal experiences to make art.**

*Statements of appraisal and supporting evidence:*

Students are asked to use content vocabulary to discuss the music. They are asked to determine the meaning of a song based on the expressive quality of the music. Students are asked to come up with adjectives to describe the emotion behind the song. While there is some guidance for the teacher to lead a discussion evaluating the technical aspects of performing the song selection, there is not clear guidance on how personal choices and intent influence composition.

**ANCHOR STANDARD 11:**

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

*Statements of appraisal and supporting evidence:*

The text makes minimal connections to relationships between music and other art forms, other disciplines or daily life. This text describes Fanny Mendelssohn's career as a composer and how it related to being a female composer in a very male dominated world. Comparisons and contrasts to her brother's career are presented to help students understand the relationship of music to daily life. Except for a minimal reference to musical theatre, there is no mention of the other arts.

**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

32%

**FOCUS AREA 1 DISCIPLINARY LITERACY:**

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

*Statements of appraisal and supporting evidence:*

Students engage in discussion and activities using correct language and style used in the music discipline. While areas of the text give many clear and concise examples for improving singing and technical abilities related to music, there is limited connection to the other arts' disciplines. Opportunities for reading, writing, and communicating within the music discipline are present, but there are limited connections to cultural art activities. Much of the vocabulary is presented throughout the text, although it is minimally defined directly in the text and it is not presented in a coherent sequence. There are no opportunities for the integration of the five 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:*

Students are asked to critically analyze and discuss a musical selection with peers. They are also asked to attempt to determine the meaning of the song through the expressive quality of the music. Then they are then guided to compose a melody given certain parameters. Further guidance is given that encourages the teacher to help the student learn how to play their composition. However, there is no sequential progression outlined in the material. The text has students analyze and compose a piece with given parameters and then perform the composition on rhythm instruments of their choice. Limited opportunities are provided for student interaction with the learning progression. The material does not provide evaluation criteria, scoring rubrics, reflection questions, or a framework for evaluating artistic works.

**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:*

The text includes video, written directions and informational images corresponding to hand placement and note names on the piano. Although the material uses a variety of text types commonly found in the music discipline, there is a lack of integration of the other arts' disciplines. The text encourages students to listen to and discuss music of our state and to discuss instrumentation, tempo, dynamics, etc, for that music but does not specifically mention any NM artists or their work.

**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:*

The text includes information on the elements of music and developing music technique, but it does not have clear guidance for the teacher nor ways to address student misconceptions or clear sequential learning progressions. For example, the material asks students to discuss how tempo portrays feeling and mood, but they are not given the opportunity to share their knowledge and experiences in relation to the topic. It is unclear where an instructional unit begins and ends. Procedural guidelines are minimally mentioned. Safety protocols are not addressed.

**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

21%

**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 instructional materials are not coherent nor are they consistent in presenting the New Mexico content standards. The materials are lacking strategies for differentiating to ensure all students have access to the content. There is no guidance on the progression of learning nor is there explicit instruction for students to connect what is being taught to what has previously been taught.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

The materials do not have a clear scope and sequence that correlates to the standards nor is there a guide for teachers that shows how learning expectations are met or scaffolded. Standards-aligned, measurable content objectives are not clear throughout the materials. Content specific vocabulary is focused on melody and harmony with no support for the acquisition of general academic vocabulary. The vocabulary that is presented is not expressly defined in the text nor is it presented in a coherent sequence. The presentation of the materials is consistent with purposeful images.

**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:*

Resources for planning do not include lessons aligned to standards, pacing guides, or a scope and sequence. There are limited instructional strategies to aid students' academic development. There is minimal guidance for teachers in how to present the content. The text offers online audio and video recordings; there are no interactive digital components.

**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:*

There are some assessments provided in the text, but there are no answer keys included. The assessments do not measure what students have learned over time and there is no explicit connection to standards or content and learning objectives. There are no assessment alternatives provided for English Language Learners nor culturally and linguistically diverse, advanced, or special needs students. The material asks students to mark on their music based on what they are hearing in the recorded examples.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

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

*Statements of appraisal and supporting evidence:*

Opportunities to teach lessons using multiple pathways of instruction are not offered. The material is adaptable, but it is left solely for the teacher to determine how to do this. There are no guidance or differentiation strategies provided to adapt lessons for diverse student populations. Ways to communicate with students' families or engage them with the students' learning are not present. The text provides the students with limited opportunities to support higher level critical thinking skills.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The text has a few different representations of cultures with some song selections, but they do not relate to the populations in New Mexico. The text provides minimal connections to real-life experience and diverse cultural and linguistic backgrounds.

**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:*

Several of the song selections are not culturally and linguistically responsive. Some songs have inappropriate themes. The text provides narrow perspectives and there is no guidance for teachers on culturally and linguistically responsive teaching. The song examples do not address critical reflection about student's lives or societies nor do they have anything to do with New Mexico specifically. Some songs do not display sensitivity to others regarding religious, racial and socioeconomic views.

**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 Three Performing Arts Teacher, BFA, M.Ed. and 17 years experience. The reviewer has experience teaching drumming, Orff Schulwerk, arts integration, and general music.

*Professional summary of material:*

The *My Music Journal Grade 6* is both text and workbook for students to practice the concepts of music composition and the elements of music. While there are key concepts addressed in the text, the sequencing is disjointed and clear lesson plans and alignment to state standards is not clear. The text provides numerous opportunities for students to write music notation, label notes on the staff, and count rhythms. It provides some opportunities for students to compose; however, the expectations set for some of the compositions are beyond grade level capability for a general music class. As a text for our state, there is minimal mention of New Mexico and it asks teachers to look for their own resources to cover this topic. The text is lacking in cultural and religious sensitivity and offers many outdated and biased song selections.

Reviewer #: 59

*Background and experience:*

Reviewer is a current Level three music teacher with 13 years of experience in a New Mexico classroom. 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:*

The *My Music Journal grade 6* is a combined teacher/student edition workbook. The lessons do not have a clear beginning or ending. There is little to no engagement of students' prior knowledge. There is also no review of previously covered material. There is no clear progression of learning. There is minimal mention of New Mexico and it asks teachers to look for their own resources to cover this topic.

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:*

In reviewing the lessons, it was challenging to navigate the material. Many times it was hard to tell where one lesson ended and the next began. Also, national or state standards were never mentioned. Therefore, it was impossible to know what standards the particular lesson was addressing. The connections to New Mexico, other than the state song, were nonexistent. Clear culminating activities were not matched to standards. The catalog system for audio and visual files was easy to navigate. English Language Learning strategies as well as strategies for working with diverse populations are not explicit. Strategies for differentiation are not available.