

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 Eighth Grade (One text for SE, TE and SW)	Publisher	Apollo Publishing
SE ISBN	9781733998789	TE ISBN	
SW ISBN		Grade Level/Content	8th 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

21%

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

17%

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 provides information from different cultures, but it does not provide supports, including pronunciation guides, to help students understand the language. It also does not contain authentic sources for the songs in order for students to sing the songs with relevant interpretation. The material provides a broad range of learning experiences regarding various demographic groups. However, some of the song selections are not culturally sensitive in the way they are taught or presented.

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:

Students are given background information on various cultures; however, the materials are not presented in a culturally accurate or sensitive manner. There are composers of different genders discussed, but only from the perspective of Western music styles. Limited opportunity is provided to engage students in critical reflection about their own lives and societies. There are no connections to cultures past and present in New Mexico. Authentic performances of pieces from different cultures are not demonstrated; therefore, students are not provided the opportunity to form correct interpretation of the songs.

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

Average Score
21%

OVERALL ALIGNMENT:

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

Statements of appraisal and supporting evidence:

Lessons and activities are not cross-referenced or aligned with national or state standards. Material is presented that is below grade level expectations. There are inconsistent opportunities for students to make meaningful connections to their societal, cultural and historical understanding. The materials are lacking opportunities for student produced work and performance, ways for students to self-assess or teacher assessments, and ways for students to demonstrate performance decorum and audience etiquette.

ANCHOR STANDARD 1:

Generate and conceptualize artistic ideas and work.

Statements of appraisal and supporting evidence:

The materials give limited opportunities for the creation of student generated compositions and the activities do not reference any national or New Mexico music standards. Students are asked to fill in blanks and complete compositions that do not allow for the creation or conceptualization of musical ideas.

ANCHOR STANDARD 2:

Organize and develop artistic ideas and work.

Statements of appraisal and supporting evidence:

The material asks students to work in groups to explore and discuss many musical elements from student selected work. There is no application for using this information to develop creative decisions or convey expressive intent.

ANCHOR STANDARD 3:

Refine and complete artistic work.

Statements of appraisal and supporting evidence:

Students compose music, but there is no guidance for improving their work or criteria provided to reflect upon or evaluate their compositions. There are no tools provided for guiding students on how to compose with technique, style or form. Students are not given the opportunity to refine their work and evaluation criteria is never established.

ANCHOR STANDARD 4:

Select, analyze and interpret artistic work for presentation.

Statements of appraisal and supporting evidence:

Teachers and students are not asked to develop criteria for selecting performance music nor are they asked to compare the structures of the music and explain how intent is conveyed in the contrasting styles of the pieces they perform. Students are asked to analyze music; however, the instructions given for the analysis are inconsistent and provide few opportunities for sight reading. Cultural context does not inform performance or musical effect.

ANCHOR STANDARD 5:

Develop and refine artistic techniques and work for presentation.

Statements of appraisal and supporting evidence:

Instructions on how to sing and play songs and pieces are included in the material. No instruction on how to rehearse or refine the piece is present. There is no guidance on or opportunity for students to develop criteria for evaluating techniques or refining work for performance. Analysis, evaluation, and refining their performance over time is therefore missing.

ANCHOR STANDARD 6:

Convey meaning through the presentation of artistic work.

Statements of appraisal and supporting evidence:

There are opportunities for practicing the music with technical accuracy. There is no direction given to guide developing stylistic expression. There are limited ways for students to demonstrate performance decorum and audience etiquette.

ANCHOR STANDARD 7:

Perceive and analyze artistic work.

Statements of appraisal and supporting evidence:

There are no opportunities for students to select a program of music that connects to personal interests or for a specific purpose. Pieces are presented for students to listen to with reference to the elements of music and to compare the textures between the pieces. Students are asked to study the music from a variety of different historical periods of western music culminating in a research project that compares the music from the different periods.

ANCHOR STANDARD 8:

Interpret intent and meaning in artistic work.

Statements of appraisal and supporting evidence:

Students are not asked to interpret contrasting programs of music. Materials do not include explanation of how creators or performers use expressive qualities to convey intent.

ANCHOR STANDARD 9:

Apply criteria to evaluate artistic work.

Statements of appraisal and supporting evidence:

Students are not asked to develop criteria for evaluating musical works or performances. The evaluation of artistic work is not informed by analysis, interpretation or established criteria as there is no instruction in the book to facilitate this.

ANCHOR STANDARD 10:

Synthesize and relate knowledge and personal experiences to make art.

Statements of appraisal and supporting evidence:

Background knowledge is presented, but there is no connection between personal choices and intent. There is limited opportunity for students to explore their personal interests when creating, performing, and responding.

ANCHOR STANDARD 11:

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

Statements of appraisal and supporting evidence:

While the material presents music from other cultures, there is no context given to inform students on the language used in the songs. There are no pronunciation guides to provide further context for the correct interpretation of the style.

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
20%

FOCUS AREA 1 DISCIPLINARY LITERACY:

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

Statements of appraisal and supporting evidence:

Students are given opportunities to engage in content specific language and style that is used by performers and musicians. Vocabulary is inconsistently defined in the text and is not presented in a coherent sequence. The material asks students to compose a short melody, but it is not connected to anything related to a cultural activity.

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:

The material asks students to analyze songs by calling on students to identify specific elements of music, which does not engage critical thinking skills. The materials do not include how this information would relate to the presentation of the work. The opportunity to revisit student learning around the NCAS is not evident as none of the lessons or activities are tied to the standards. The materials do not provide learning goals that are integrated as three-dimensional learning. The material provides limited opportunities for group collaboration.

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 content associated with the regulation of the five arts disciplines; however, the authenticity and relevance to the topics being discussed is not clear. The diverse text types presented in the book are not always provided in an organized and coherent manner. The only material provided for our state is the state song, "O, Fair New Mexico". No other background information or resources are provided. There are no other connections to New Mexican artists or their works.

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 material provides background information about the music and traditions of numerous cultures, but the manner in which it is presented is not culturally sensitive or authentic. No pronunciation guide or other resource for deciphering the text of the songs is provided. The materials do not guide students to share their prior knowledge and experiences in relation to the topic of the activity in the book. The materials do not clearly define any safety guidelines and do not guide students to build an understanding of standard operating procedures.

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:

There is not a list or any cross-referencing to state or national standards. Therefore, students are unable to demonstrate mastery of the standards. Meaningful connections to the standards cannot be made. Some activities do not engage students at grade level content standards because they ask students to attend to skills that are below the grade level under review.

FOCUS AREA 2 WELL-DESIGNED LESSONS:

Instructional materials take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The material does not provide supplemental materials such as a pacing guide for progression of learning. The material does not provide a scope and sequence of concepts and the assignments do not show a purposeful sequence of teaching and learning expectations. Opportunities are provided for students to review materials; however, it is not presented in a sequential manner to promote retaining previously acquired knowledge. Materials contain content specific charts, video instruction, and audio examples. These examples are presented in a manner that reflects a basic practice tempo, but do not show a finished work.

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:

The materials do not provide a cross-referencing of the standards addressed for each lesson. Instructions presented in the teacher sections of the book are not explicitly directed toward the student. Teacher and student directives are not clear and decipherable. The material provides video instruction and audio excerpts as additional resources; however, there are no other 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:

The materials provide assessments, but there are no technology based assessments. There are no clear connections to the standards. There are also no answer keys, scoring guides, rubrics or teacher/student developed criteria for assessing student learning. There are no appropriate assessment alternatives for English Language Learners, culturally and linguistically diverse students, advanced students, and special needs 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:

There are no guides for the teacher to provide differentiation of key concepts for diverse student populations. The material provides limited opportunities to engage students in critical thinking or complex problem solving skills. There is not appropriate support for English Learners, culturally and linguistically diverse students, advanced students, and special needs students.

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 provides information from different cultures, but it does not provide supports, including pronunciation guides, to help students understand the language. It also does not contain authentic sources for the songs in order for students to sing the songs with relevant interpretation. The material provides a broad range of learning experiences regarding various demographic groups. However, some of the song selections are not culturally sensitive in the way they are taught or presented.

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:

Students are given background information on various cultures; however, the materials are not presented in a culturally accurate or sensitive manner. There are composers of different genders discussed, but only from the perspective of Western music styles. Limited opportunity is provided to engage students in critical reflection about their own lives and societies. There are no connections to cultures past and present in New Mexico. Authentic performances of pieces from different cultures are not demonstrated; therefore, students are not provided the opportunity to form correct interpretation of the songs.

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 with a BFA, M.Ed and 17 years of experience. The reviewer has experience teaching drumming, Orff Schulwerk, arts integration, and general music.

Professional summary of material:

The *My Music Journal Grade 8* is both a student workbook and a teacher's guide. The materials include student practice of the concepts of musical structure and elements of music. However, the material is not presented in sequence and there is not a clear lesson plan aligned with the New Mexico or national standards for teachers to follow. The material provides opportunities for students to compose and perform music; however, there is no guidance for assessing or differentiating the lessons. There is minimal mention of New Mexican artists, artworks, or culture. The material presents music from other cultures, but it is lacking resources like a pronunciation guide to understand the selections students are asked to sing.

Reviewer #: 59

Background and experience:

Reviewer is a current Level Three music teacher with thirteen 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 8* is a combined teacher and student edition workbook. The textbook does not have any clear, explicit connections to state or national arts standards, as standards are never mentioned within the book. *My Music Journal* does not scaffold instruction to build upon students' prior knowledge and does not contain clear progressions of learning for its lessons or units. Lessons do not contain an anticipatory set, such as essential questions, to activate students' prior knowledge of content. Lessons do not follow a consistent layout, connecting previously learned knowledge to the content being addressed in the lessons and knowledge that may be acquired later on. The textbook does not provide the teacher with supplemental tools to help guide instruction.

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:

Students are asked to create music throughout the book. There are no clear learning objectives tied to standards to measure student success. Students are asked to complete music that has been mostly written or to fill in blanks, which does not engage higher order thinking skills. Students are not asked to present their background knowledge on any of the topics discussed in the book. With the exception of "O, Fair New Mexico", there are no references to the works of New Mexican artists. Many different cultures and countries are discussed throughout the book; however, the authenticity and relevant connections to student interaction with the information was unclear. The manner in which the cultural information is presented is not always culturally sensitive or appropriate. Audio and video excerpts are provided, but there are no interactive digital resources. English language learning strategies as well as strategies for working with diverse populations are not available.