TN Department of
Education

Grade 8 GENERAL MUSIC INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee General Music Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

SECTION I. Alignment to Tennessee General Music Standards

Part A. Alignment: The instructional materials represent 80% alignment with the major work/focus of the grade, and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. Shared between all fine arts disciplines are the eleven foundations and the four overarching domains, listed below. It is important to keep in mind that the order of the four overarching domains will depend on each specific discipline (dance, theatre, media art, visual art and music). For general music the four overarching domains in order are Perform (P), Create (Cr), Respond (R), and Connect (Cn). Since perform is listed first in the general music standards it is the major work/focus of the grade. You will need a copy of the standards as you review materials and look at the standard aligned to the specific grade level for the eleven foundation and four overarching domains. Each of the eleven foundations will have multiple standards designated by a letter (e.g. A, B, C, etc...).

	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
SECTION IA (1): PERFORM: Elements and Skills			

1. Select, analyze, & interpret artistic work for presentation, performance, production. **8.GM.P1.A** Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. **8.GM.P1.B** Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. **8.GM.P1.C** When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. **8.GM.P1.D** Identify how cultural and historical context informs performances and results in different music effects.	2. Develop and refine artistic techniques and work for presentation, performance, production. **8.GM.P2.A** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.	3. Express meaning through the presentation, performance, production of artistic work. **8.GM.P3.A** Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. **8.GM.P3.B** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

SECTION IA (2): CREATE: Choreography: Creativity and Communication	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
1. Generate and conceptualize artistic ideas and work.			
8.GM.Cr1.A Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.			
2. Organize and develop artistic ideas and work.			
8.GM.Cr2.A Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.			
3. Refine and complete artistic work.			
8.GM.Cr3.A Self-evaluate one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.			
8.GM.Cr3.B Describe the rationale for refining works by explaining one's choices, based on evaluation criteria.			
8.GM.Cr3.C Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.			
SECTION IA (3): RESPOND: Criticism and Analysis	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)

	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
1. Perceive and analyze artistic work. **8.GM.R1.A** Select programs of music (such as a CD mix or live performances), and demonstrate the connections to an interest or experience for a specific purpose. **8.GM.R1.B** Compare how the elements of music and expressive qualities relate to the structure within programs of music. **8.GM.R1.C** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.			
2. Interpret intent and meaning in artistic work. **8.GM.R2.A** Support personal interpretation of contrasting programs of music, and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.			
3. Apply criteria to evaluate artistic work. **8.GM.R3.A** Apply appropriate personally-developed criteria to evaluate musical works or performances.			
SECTION IA (4): CONNECT: Cultural/Historical Contexts; Health. Interdisciplinary Connections			

1. Synthesize and relate knowledge and personal experiences to artistic endeavors. **8.GM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
2. Relate artistic works with societal, cultural and historical context. **8.GM.Cn2.A** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
SECTION IA (5):	**Yes**	**No**	**Notes (summary of notes from section IA (1-4)**
The instructional materials reviewed in section IA (1-4) represents 80% alignment with the Tennessee General Music Standards, 100% alignment with the major work/focus of the grade, and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery.			

SECTION I. Focus in the Tennessee General Music Standards

Part B. Focus: Instruction centers on the eleven foundations at the arts disciplines and grade/course level articulated within the standards.

	Yes	No	Evidence (only include evidence of extraneous or inaccurate material, if relevant)
Materials focus on the grade level standards (i.e., do not include extraneous information outside of the scope of the grade level standards or disconnected facts and details).			
Materials are accurate and grade level appropriate.			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

All submissions must be aligned to the Tennessee General Music Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part A. Key Areas of Focus	Yes	No	Evidence

Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.		
Coherence: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.		
Literacy: Materials help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of engagement opportunities specifically in the artistic domains of "Respond" and "Connect".		

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part B. Student Engagement and Instructional Supports.	Yes	No	Evidence

a. Engages students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.			
b. Adheres to safety rules and regulations where appropriate and provides a thorough list of materials as needed.			
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.			
d. Materials are artistically accurate and grade-level appropriate.			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part C. Monitoring Student Progress

	Yes	No	Evidence
a. Assessments provide data on all four of the overarching domains.			
b. Assessments measure student mastery using methods that are unbiased and accessible to all students.			
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student products and performance.			
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.			
e. Assessments are embedded throughout instruction materials as tools for students' learning and teachers' monitoring of instruction.			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part D. Teacher Support Materials

	Yes	No	Evidence
a. Includes strategies that assist teachers in incorporating appropriate and integral connections between general music and other subject areas (e.g., mathematics, ELA, social studies, science, career and technical subjects, and other fine arts disciplines).			
b. Includes strategies that assist teachers in engaging students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.			