

Attachment H

Kindergarten

Music Correlation to SOL Framework documents (appendix G)

Music • Kindergarten

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Kindergarten General Music serve as the foundation for musical understanding and provide a pathway to future music instruction. Students come to understand that music ideas are developed through a creative process. Emphasis is placed on acquiring basic musical knowledge, skills, and understanding through singing, playing instruments, listening, and moving. Students identify people who create music and examine how music is a part of personal and community events. Students examine the value of working and sharing creative ideas within a group, and recognize and express personal responses evoked by musical experiences.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
Textbook is organized appropriately within and among units of study.	Our curriculum is broken into Modules of three lessons. These are how we organize our units of study. Each module is specially designed to look at the musical topic in a number of different ways incorporating multiple learning modalities.
Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lesson plans are built around the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize, and Extend (if needed).

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Sufficient instructional strategies are provided to promote depth of understanding.	QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.
Skills and concepts are aligned to Virginia Standards of Learning for Music	The QuaverMusic curriculum meets all of the Music Standards of Learning for Virginia Public Schools dated May 2020.
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Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.	QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.
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Resources Support the LCPS Mission, Core Beliefs and Strategic Goals https://bit.ly/2VV3IDB	
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<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p>QuaverMusic resources regularly encourage higher-order thinking skills through critical analysis and problem-solving. Lessons begin with a straightforward presentation of new content, requiring students to recall foundational information. The presentation is then followed by interactive activities requiring learners to analyze, categorize, create, and evaluate, applying the knowledge. Projects involving music composition are included in each grade level, offering students the chance to synthesize much of their learning.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>

Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.	QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.
Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.	QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else's experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.

<p>Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.</p>	<p>QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.</p>
<p>Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.</p>	<p>QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, keywords introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.</p>

2020 Kindergarten Music Standards of Learning

<p>Standard</p>	<p>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</p>
<p>Creative Process</p>	
<p>K.1 The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise simple movement. b) Improvise melodic or rhythmic patterns. c) Improvise using instruments, voice, and music to enhance stories and poems. 	<p>0LP01-06 – Steady Beat (Animated Song) 0LP04-10 – Wheels on the Bus (Lyrics) 0LP12-02 – Sound Movers 0LP16-11 – Stinky Pirates (Connections) 0LP18-04 – What’s the Pattern? 0LP08-05 – Rhythm Selectah! 0LP17-10 – Waltzing Like Wallabies (Wally Story) 0LP02-16 – Wheels on the Bus (Lyrics)</p>
<p>K.2 The student will apply a creative process for music.</p> <ul style="list-style-type: none"> a) Ask questions about music. b) Identify ways to create music. c) Share ideas with a group. 	<p>0LP14-04 – Up and Down Freeze Dance 0LP20-02 – Instrument Anatomies – Orchestral Woodwinds – Basic 0LP20-03 – Instrument Anatomies – Orchestral Brass – Basic 0LP05-02 – My Voice This Week 0LP04-02 – March of the Ducks (Lyrics) 0LP09-11 – Rhythm Builder 0LP17-09 – Waltzing Like Wallabies (Connections) 0LP03-06 – Scarves in the Wind</p>
<p>Critical Thinking and Communication</p>	

<p>K.3</p> <p>The student will analyze music.</p> <p>a) Identify selected instruments visually and aurally.</p> <p>b) Classify sound sources as vocal, instrumental, or environmental.</p> <p>c) Recognize basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.</p>	<p>OLP19-03 – Instrument Families</p> <p>OLP20-02 – Instrument Anatomies – Orchestral Woodwinds – Basic</p> <p>OLP21-03 – Hit, Shaken, or Scraped</p> <p>OLP05-12 – WTSS Instruments</p> <p>OLP10-03 – Higher and Lower</p> <p>OLP25-06 – Fast or Slow Classics</p> <p>OLP22-11 – Classical Connections – Dynamics</p> <p>OLP02-04 – Beat or No Beat Music</p>
<p>K.4</p> <p>The student will express personal feelings evoked by a musical experience.</p>	<p>OLP07-11 – Classical Connections – Rhythm</p> <p>OLP06-09 – My Favorite Song</p> <p>OLP14-04 – Up and Down Freeze Dance</p> <p>OLP16-08 – Stinky Pirates (Lyrics)</p> <p>OLP19-10 – What Did We Learn Today?</p>
<p>K.5</p> <p>The student will identify how people work as a team while participating in music experiences.</p>	<p>OLP03-09 – March of the Ducks</p> <p>OLP07-10 – Bean Bag Toss</p> <p>OLP17-11 – Waltzing Matilda (Lyrics)</p> <p>OLP21-07 – What Did We Learn Today?</p> <p>OLP20-05 – Brass and Woodwind Movement</p>
History, Culture, and Citizenship	
<p>K.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Listen to and recognize patriotic songs.</p> <p>b) Respond to music from a variety of time periods and places.</p>	<p>rid_76808 – America (My Country, 'Tis of Thee)</p> <p>rid_4318 – You're a Grand Old Flag</p> <p>rid_4294 – The Star-Spangled Banner</p> <p>rid_35144 – The Washington Post (march)</p> <p>OLP03-12 – Bach's Brain (Bach)</p> <p>OLP06-11 – March of the Ducks (Pronunciation)</p> <p>OLP10-11 – Classical Connections – Pitch</p> <p>OLP16-12 – Classical Connections – Meter</p>
<p>K.7</p> <p>The student will identify how music is part of personal and community events.</p>	<p>OLP04-03 – Different Voices</p> <p>OLP05-02 – My Voice This Week</p> <p>OLP15-04 – It's Thanksgiving Time (Lyrics)</p> <p>OLP17-04 – Waltzing Like Wallabies (Wally Story)</p> <p>OLP21-07 – What Did We Learn Today?</p>
<p>K.8</p> <p>The student will identify the value of creating personal music.</p>	<p>OLP04-10 – Wheels on the Bus (Lyrics)</p> <p>OLP06-05 – My First Performance</p> <p>OLP12-05 – Pitches and Singing</p> <p>OLP17-08 – Ballet Book – Basic</p> <p>OLP06-09 – My Favorite Song</p>

Innovation in the Arts	
<p>K.9</p> <p>The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors).</p>	<p>OLP03-12 – Bach’s Brain (Bach)</p> <p>OLP04-13 – Classical Connections – Voice</p> <p>OLP16-09 – Sousa Book – Basic</p> <p>OLP17-08 – Ballet Book – Basic</p> <p>OLP16-10 – \The Liberty Bell\” March”</p>
<p>K.10</p> <p>The student will identify technology tools for creating music.</p>	<p>OLP26-10 – Tempo Tryouts</p> <p>OLP28-09 – Long or Short Patterns</p> <p>OLP05-03 – Kangaroo, Kangaroo</p> <p>OLP09-09 – Sound and Rests (Groove Creator)</p> <p>OLP09-11 – Rhythm Builder</p>
<p>K.11</p> <p>The student will recognize relationships between music and other fields of knowledge.</p>	<p>OLP02-07 – Steady Beat (Animated Song)</p> <p>OLP04-12 – Whisper, Talk and Shout and Sing (Connections)</p> <p>OLP06-08 – My Duck Mask</p> <p>OLP18-03 – Stinky Pirates (Lyrics)</p> <p>OLP19-17 – Classical Connections – Instruments</p>
Technique and Application	
<p>K.12</p> <p>The student will explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.</p>	<p>OLP08-05 – Rhythm Selectah!</p> <p>OLP11-05 – Superhero Accompaniment</p> <p>OLP12-03 – Sliding Sounds</p> <p>OLP12-05 – Pitches and Singing</p> <p>OLP15-08 – Higher or Lower!!</p> <p>OLP11-04 – Superhero Pattern</p>
<p>K.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <p>a) Sing songs using echo and ensemble singing.</p> <p>b) Sing at the appropriate time following a musical introduction.</p> <p>c) Match pitches within an appropriate range.</p> <p>d) Demonstrate expressive qualities of music, including loud/soft and fast/slow.</p>	<p>OLP01-04 – Welcome to Music (K) (Lyrics)</p> <p>OLP08-04 – Rhythm Repeat Rhythm Repeat</p> <p>OLP05-05 – Kangaroo, Kangaroo (Lyrics)</p> <p>OLP15-02 – Lunch Box Song (Lyrics)</p> <p>OLP05-05 – Kangaroo, Kangaroo (Lyrics)</p> <p>OLP10-04 – Pitch Your Voice High and Low</p> <p>OLP22-02 – The Mouse’s House (Lyrics)</p> <p>OLP26-13 – The Fast and Slow Song (Lyrics)</p>

<p>K.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Demonstrate high and low. b) Demonstrate loud/soft and fast/slow. c) Accompany songs and chants using body percussion as well as instruments. 	<p>0LP10-06 – I’m a Superhero (Lyrics)</p> <p>0LP11-04 – Superhero Pattern</p> <p>0LP12-06 – What Did We Learn Today?</p> <p>0.7-01 – Welcome to Flight of the Bumblebee</p> <p>0.4-01 – Welcome to Snail, Snail – Identify</p> <p>0LP12-10 – If You’re Happy and You Know It (Lyrics)</p> <p>0LP16-08 – Stinky Pirates (Lyrics)</p>
<p>K.15</p> <p>The student will identify and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Include patterns that suggest duple and triple meter. b) Use instruments, body percussion, and voice. c) Include sounds and silence. 	<p>0LP17-07 – Swan Lake Waltz</p> <p>0LP16-03 – 2 by 2</p> <p>0LP08-06 – Quaver’s Choo-Choo Train (Lyrics)</p> <p>0LP09-02 – Beat is in Your Feet</p> <p>0LP08-04 – Rhythm Repeat Rhythm Repeat</p> <p>0LP07-11 – Classical Connections – Rhythm</p> <p>0LP02-09 – Beat That Name</p> <p>0LP04-08 – What Did We Learn Today?</p>
<p>K.16</p> <p>The student will demonstrate a steady beat using movement, body percussion, instruments, and voice.</p>	<p>0LP01-02 – Make a Circle Song</p> <p>0LP02-08 – Make a Circle Song</p> <p>0LP03-04 – Giants and Gerbils</p> <p>0LP04-05 – Yes, I Can! (Lyrics)</p> <p>0LP09-05 – Jumpin’ Jacks (Song Actions)</p> <p>0LP16-04 – Marching to the Beat</p> <p>0LP20-08 – The Right Instruments (Lyrics)</p>
<p>K.17</p> <p>The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Use locomotor and non-locomotor movements. b) Demonstrate expressive qualities of music, including loud/soft and fast/slow. c) Illustrate moods and contrast in music and children’s literature. d) Perform dances and other music activities. 	<p>0LP01-06 – Steady Beat (Animated Song)</p> <p>0LP01-05 – Body Percussion Dance – Meter of 4</p> <p>0LP18-11 – Disco Penguin</p> <p>0LP01-11 – March to the Beat</p> <p>0LP03-04 – Giants and Gerbils</p> <p>0LP02-12 – Dance to the Beat</p> <p>0LP03-03 – Steady Beat (Animated Song)</p> <p>0LP05-07 – Whisper, Talk and Shout and Sing (Animated Song)</p>

Grade 1

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Music • Grade One

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

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The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade One General Music emphasize the language and production of music and focus on the continued development of skills in singing, playing instruments, listening, moving, and responding to music. Students continue to explore the concept of a creative process to develop music ideas. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate how people participate in music in everyday life. Students identify collaboration and communication skills in music and describe personal ideas and emotions evoked by music

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<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else’s experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, keywords introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade One Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>1.1 The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise vocal responses to given melodic questions. b) Improvise body percussion. c) Improvise to enhance stories, songs, and poems. d) Compose simple rhythmic patterns represented by a variety of notational systems. 	<p>rid_4219 – Makin’ It Up 1LP04-12 – Body Percussion Dance – Meter of 2 1LP04-13 – Body Percussion Dance – Meter of 4 rid_13446 – Long-Legged Sailor 1LP04-12 – Body Percussion Dance – Meter of 2 1LP09-08 – Fur-Cussion</p>
<p>1.2 The student will apply a creative process for music.</p> <ul style="list-style-type: none"> a) Brainstorm multiple solutions to a musical prompt. b) Identify steps taken in the creation of music. c) Share ideas for creating music with a group. 	<p>1.9-01 – Welcome to A Dinosaur Just Ate My Lunch rid_163521 – Bow, Wow, Wow (Arrangement) 1.9-05 – Dinosaur Rhythms 1LP29-08 – Summer Chant 1.9-06 – My Dinosaur Performance 1LP29-08 – Summer Chant 1.9-06 – My Dinosaur Performance 1LP29-08 – Summer Chant</p>
Critical Thinking and Communication	
<p>1.3 The student will analyze music.</p> <ul style="list-style-type: none"> a) Identify and classify the timbres of pitched and non-pitched instruments by sounds. b) Differentiate vocal and instrumental music. c) Distinguish between accompanied and unaccompanied vocal music. d) Recognize differences in melodic and rhythmic patterns and dynamics. 	<p>1LP28-06 – The Four Strings 1LP28-07 – Which Instrument Am I? 1LP28-14 – Classical Connections – Instruments 1LP30-04 – Percussion Wrangler 1LP35-18 – Year-End Instrumentals 1LP08-04 – My First Rhythms 1LP17-04 – Name That Melody 1LP26-03 – In the Hall of the Mountain King</p>

<p>1.4</p> <p>The student will describe personal ideas and emotions evoked by music.</p>	<p>1LP04-14 – Classical Connections – Meter</p> <p>1LP07-12 – Classical Connections – Rhythm</p> <p>1LP24-06 – Choo-Choo Tempos</p> <p>1LP24-11 – Sound and Rests (Animated Song)</p> <p>1LP27-03 – Stinky Pirates (Lyrics)</p> <p>1LP22-11 – Lullaby vs. March</p>
<p>1.5</p> <p>The student will identify collaboration and communication skills for music rehearsal and performance.</p> <p>a) Etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).</p> <p>b) Understand active listening as a musician.</p> <p>c) Work together to reach a common goal.</p>	<p>1LP10-02 – Whisper, Talk, Shout, and Sing</p> <p>1LP15-04 – I Can Read Pitches</p> <p>1LP28-06 – The Four Strings</p> <p>1LP04-05 – Meters of 2 and 4</p> <p>1LP28-07 – Which Instrument Am I?</p> <p>1LP29-08 – Summer Chant</p> <p>1.9-06 – My Dinosaur Performance</p> <p>1LP33-07 – Jumpin’ Jacks (Ostinatos)</p>
<p>History, Culture, and Citizenship</p>	
<p>1.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Recognize how music is used in the customs and traditions of a variety of cultures.</p> <p>b) Describe how people participate in music experiences.</p>	<p>1LP04-07 – Conducting Stars and Stripes Forever</p> <p>1LP05-03 – Waltzing Meters</p> <p>1LP16-10 – Classical Connections – Melody</p> <p>1LP30-09 – Latin Book – Basic</p> <p>1LP33-10 – Making Music Worldwide – Cajon</p> <p>1LP32-05 – Argentina (Dance Activity)</p> <p>1LP33-11 – Tango Band</p>
<p>1.7</p> <p>The student will identify musicians in the school, community, and media.</p>	<p>1LP02-06 – Beat Episode</p> <p>1LP18-03 – What Do These Songs Have in Common?</p> <p>1LP14-02 – Disco Sensation (Lyrics)</p> <p>1LP08-08 – Making Music Worldwide – Africa</p> <p>1LP01-04 – Welcome to Music (1st) (Lyrics)</p> <p>1LP18-02 – Quaver Moves to Nashville</p>

<p>1.8</p> <p>The student will identify appropriate sources of information for learning about music.</p>	<p>1LP18-09 – Talk to Handel</p> <p>1LP34-24 – Classical Connections – Year-End Review</p> <p>1LP09-09 – Making Music Worldwide – South America</p> <p>1LP17-16 – Jazz Book – Basic</p> <p>1LP32-05 – Argentina (Dance Activity)</p> <p>1LP31-13 – The Farmer in the Dell (Animated Song)</p>
<p>Innovation in the Arts</p>	
<p>1.9</p> <p>The student will describe the roles of music and musicians.</p>	<p>1LP22-05 – Quaver Scores a Hamster</p> <p>1LP28-05 – Strings Can Do It All (Epic Soundtrack)</p> <p>1LP28-02 – Air Orchestra (Lyrics)</p> <p>1LP04-06 – Conducting in 2 and 4</p> <p>1LP17-06 – Lunch Box Song (Graphic Score)</p> <p>rid_170865 – Careers in Music – Hall of Fame</p>
<p>1.10</p> <p>The student will recognize how music can be created using innovative tools and new media.</p>	<p>1LP30-10 – Q Grooves</p> <p>1LP23-11 – QGrooves</p> <p>1LP09-08 – Fur-Cussion</p> <p>rid_442454 – SongBrush</p> <p>rid_171803 – QBackBeat Lite</p> <p>rid_171802 – QGrooves Lite</p>
<p>1.11</p> <p>The student will identify relationships between music and concepts learned in another content area.</p>	<p>1LP02-03 – What Has a Steady Beat?</p> <p>1LP04-11 – Counting by 2’s</p> <p>1LP05-04 – Why in the Sky</p> <p>1LP11-04 – How Does It Work?</p> <p>1LP12-03 – Vocals Episode – Breathing</p> <p>1LP20-02 – “Time” to Shine”</p> <p>1LP27-07 – A Dynamic Field Trip</p> <p>1LP31-12 – Form in Life</p>

Technique and Application	
<p>1.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify high and low pitches represented by a variety of notational systems.</p> <p>b) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.</p> <p>c) Identify basic music symbols.</p>	<p>1.1-01 – Welcome to Rain, Rain – Introduce</p> <p>1.10-01 – Welcome to Bounce High – Introduce</p> <p>1LP15-05 – Acka Backa Notation</p> <p>1LP20-05 – Rhythm Selectah!</p> <p>1LP17-05 – Lunch Box Song (Solfège/Rhythm)</p> <p>1LP14-03 – Treble Clef Definition</p> <p>1LP21-08 – Note & Rest Grab</p>
<p>1.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <p>a) Sing high/low pitches and melodic contour.</p> <p>b) Demonstrate expressive qualities of music, including changes in dynamics and tempo.</p> <p>c) Use the head voice when singing or matching high pitches.</p> <p>d) Sing songs using echo and ensemble singing.</p>	<p>1LP02-02 – Steady Beat (Animated Song)</p> <p>1.11-01 – Welcome to Bounce High – Identify</p> <p>1LP24-06 – Choo-Choo Tempos</p> <p>1LP25-11 – The Mouse’s House (Lyrics)</p> <p>1LP12-10 – It’s Thanksgiving Time (Lyrics)</p> <p>1LP05-05 – I Have a Dog with a Tail (Animated Song)</p> <p>1LP06-05 – Choose a Song</p>
<p>1.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <p>a) Play two-pitch melodies using imitation.</p> <p>b) Play expressively with appropriate dynamics and tempo.</p> <p>c) Accompany songs and chants using body percussion as well as instruments.</p> <p>d) Use proper playing techniques.</p>	<p>1LP03-02 – Steady Beat (Animated Song)</p> <p>1LP13-05 – I Can Read Pitches</p> <p>1LP23-11 – QGrooves</p> <p>1LP27-09 – Boom-Chicka-Boom</p> <p>1LP03-10 – Steady Beat (Animated Song)</p> <p>1.7-01 – Welcome to Rain, Rain – Instruments</p>

<p>1.15</p> <p>The student will identify and perform rhythmic patterns.</p> <p>a) Include patterns that suggest duple and triple meter.</p> <p>b) Use instruments, body percussion, and voice.</p> <p>c) Include quarter notes, paired eighth notes, and quarter rests.</p>	<p>1LP30-05 – Percussion Grids</p> <p>1LP06-04 – Objects in 2’s, 3’s, and 4’s</p> <p>1LP21-02 – Groovin’ n’ Movin’</p> <p>1LP08-04 – My First Rhythms</p> <p>1LP19-07 – Sound and Rests (Groove Creator)</p> <p>1LP20-05 – Rhythm Selectah!</p> <p>1LP20-10 – Tic Qac Toe</p>
<p>1.16</p> <p>The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.</p>	<p>1.3-01 – Welcome to Doggie, Doggie – Introduce</p> <p>1LP01-02 – Make a Circle Song</p> <p>1LP02-03 – What Has a Steady Beat?</p> <p>1LP07-04 – Ice Cream Rhythms in 2</p> <p>1LP07-05 – Ice Cream Rhythms in 4</p> <p>1LP08-02 – Jumpin’ Jacks (Lyrics)</p>
<p>1.17</p> <p>The student will respond to music with movement.</p> <p>a) Use locomotor and non-locomotor movements.</p> <p>b) Demonstrate high and low pitches.</p> <p>c) Demonstrate expressive qualities of music, including changes in dynamics and tempo.</p> <p>d) Perform dances and other music activities.</p> <p>e) Dramatize songs, stories, and poems.</p>	<p>1LP02-02 – Steady Beat (Animated Song)</p> <p>1LP12-11 – We Are Pirates</p> <p>1LP13-04 – Go and Stop</p> <p>1LP13-10 – Step On It!</p> <p>1LP04-10 – I’m a Superhero (Lyrics)</p> <p>1LP22-11 – Lullaby vs. March</p> <p>1LP10-11 – Who Stole the Cookies From the Cookie Jar?</p> <p>1LP29-07 – The Mouse’s House (Lyrics)</p>

Grade 2

Music Correlation to SOL Framework documents (appendix G)

Music • Grade Two

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Students continue to explore the concept of a creative process and how it can be used to develop ideas for creating music. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying instruments. Students investigate how people experience music in everyday life and explore how music evokes personal ideas and emotions.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
Textbook is organized appropriately within and among units of study.	Our curriculum is broken into Modules of three lessons. These are how we organize our units of study. Each module is specially designed to look at the musical topic in a number of different ways incorporating multiple learning modalities.
Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lessons plans are built round the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize and Extend (if needed).
Writing style, syntax, and vocabulary are appropriate.	The writing style, syntax, and vocabulary found in the QuaverMusic resources are appropriate and grade level appropriate. Our screens and songs use vocabulary that makes the learning easy to understand, while giving the teacher means to extend student knowledge. Our vocabulary has passed the rigorous testing of teaching experts and fine arts directors.

<p>Graphics and illustrations are appropriate.</p>	<p>We have on request all of the characters that we use in the Quaver Resources. They are diverse, age appropriate and relevant to the ages that it is being displayed to. The graphics are also chosen to represent the changing world of children at different grade levels. For example illustrations of Trains, and Trees are used more in Kindergarten than in 5th grade which uses other age appropriate illustrations.</p>
<p>Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p>QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.</p>
<p>Skills and concepts are aligned to Virginia Standards of Learning for Music</p>	<p>The QuaverMusic curriculum meets all of the Music Standards of Learning for Virginia Public Schools dated May 2020.</p>
<p>Instructional resources represent diverse populations and cultures from around the world and are gender fair and free of racial, ethnic and cultural biases or stereotypes</p>	<p>QuaverMusic resources provide culturally-appropriate resources representative of the diverse backgrounds and experiences of today’s students. Our resources feature a diverse set of scenarios and characters from a variety of ethnic backgrounds free of cultural biases or stereotypes.</p>
<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p>QuaverMusic curriculum resources have been designed to support English Learners in the music classroom and to help students improve their comprehension and use of the English language through music through techniques including use of technology, simplified vocabulary, closed captioning, highlighted lyrics, and multimedia. Customization tools, differentiation suggestions, and enrichment opportunities allow teachers to personalize learning for Advanced Learners as well as Special Education students.</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.</p>

Resources Support the LCPS Mission, Core Beliefs and Strategic Goals

<https://bit.ly/2VV3IDB>

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources support the potential for integration into Project-Based Learning (PBL).	QuaverMusic provides lessons and projects of different sizes built around standards with essential questions. Students are encouraged to examine musical concepts, explore ideas, build knowledge, explain reasons for choices, and learn how to evaluate and revise based on teacher-provided or student-created criteria. QuaverMusic also affords teachers the ability to customize lessons, insert their own content, and gather specific song materials and learning tools to create projects tailored to the specific needs of their students.
Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.	QuaverMusic resources provide multiple opportunities for Personalized Learning and empower students through voice and choice. QuaverMusic lessons include creative activities, involving improvisation and composition, that can be modeled by the teacher, developed in a large group setting, then assigned to small groups or individual students. This sequence offers students a model for how to make creative choices and express their personal thoughts, followed by the opportunity to express their own creativity in individual compositions.
Instructional resources include grade level performance assessments that are formative and summative.	QuaverMusic provides multiple assessment types, including: a diagnostic test at the beginning and end of the school year, opportunities for formative assessments throughout lessons, summative content knowledge assessments via quizzes, and rubrics for performance assessment. Each three-lesson module of the QuaverMusic Curriculum includes a pre-built assessment that can be distributed digitally or printed for students to complete. Teachers may also tailor assessments using the Custom Quiz Builder and Custom Quiz Challenge. The Quaver Rubric Builder is a tool teachers can use to turn any grade-level performance-based activity into an assessment for formative or summative purposes. Teachers may enter specific evaluation criteria for a selected activity or create and save a more general rubric to be used for multiple activities throughout a course of study.
Instructional resources support individual, small group, and whole class learning opportunities and collaboration.	QuaverMusic resources harness the power of technology to present material in whole group, small group, and individual settings, using whatever devices are available to students. Teachers can first model in whole group, then send songs, interactive games, compositional activities, and video tutorials out to students. This allows teachers to customize their instructional strategies to any size group, while ensuring consistency among what students see and do. QuaverMusic also supports individual learning by offering free student accounts for all enrolled students, which can be accessed in class or from home.

<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p>QuaverMusic resources regularly encourage higher-order thinking skills through critical analysis and problem-solving. Lessons begin with a straightforward presentation of new content, requiring students to recall foundational information. The presentation is then followed by interactive activities requiring learners to analyze, categorize, create, and evaluate, applying the knowledge. Projects involving music composition are included in each grade level, offering students the chance to synthesize much of their learning.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

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Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else's experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, keywords introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade Two Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>2.1 The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise simple rhythmic question-and-answer phrases. b) Improvise accompaniments, including ostinatos. c) Improvise to enhance stories, songs, and poems. d) Compose simple pentatonic melodies represented by a variety of notational systems. 	<p>2LP08-05 – Improvise It! (Lyrics) 2LP08-06 – Improvise a Rhythm 2LP08-07 – Improvise to the Groove 2LP07-03 – Make a Rhythm Ostinato 2LP14-05 – Great Big House in New Orleans 2LP15-05 – Makin’ It Up (Lyrics) 2LP15-11 – Make the Pentatonic (Assignment) 2LP21-09 – Clap a Rhythm</p>
<p>2.2 The student will apply a creative process for music.</p> <ul style="list-style-type: none"> a) Brainstorm ideas for creating music. b) Describe steps taken in the creation of music. c) Develop questions for evaluating and revising music ideas as a group. 	<p>2LP03-10 – Strong and Weak 2LP20-05 – Quaver’s Candy-Making Machine (Lyrics) 2LP28-04 – Composing Rhythms – Level 1 2LP08-06 – Improvise a Rhythm 2LP23-05 – The Crescendonator 2LP09-08 – Improvise It! (Full Score) 2LP12-08 – Rocky Mountain / Walking Home (Lyrics)</p>
Critical Thinking and Communication	
<p>2.3 The student will analyze music.</p> <ul style="list-style-type: none"> a) Identify selected instruments visually and aurally. b) Describe sudden and gradual changes in dynamics and tempo using music terminology. c) Identify and categorize selected musical forms. d) Use music vocabulary to describe music. 	<p>2LP25-08 – Instrument Crane 2LP26-05 – Instrument Anatomies – Orchestral Brass – Basic 2LP22-02 – Blast Off (Lyrics) 2LP23-04 – In the Hall of the Mountain King 2LP31-03 – Form Review 2LP31-05 – Form Episode 2LP06-10 – Train the Brain – Meter 2LP13-12 – You Decide!</p>

<p>2.4</p> <p>The student will describe how music evokes personal ideas and emotions.</p>	<p>2LP05-05 – Around the Green Gravel (Lyrics)</p> <p>2LP06-03 – BlueWash Samba Medley</p> <p>2LP26-10 – Give it Up for the Brass Family</p> <p>2LP28-02 – Disco Sensation (Lyrics)</p> <p>2LP13-10 – Beethoven Book – Basic</p> <p>2LP23-05 – The Crescendonator</p>
<p>2.5</p> <p>The student will demonstrate collaboration and communication skills for music rehearsal and performance.</p> <p>a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed.</p> <p>b) Use active listening as a musician.</p> <p>c) Work together to reach a common goal.</p>	<p>2LP36-04 – Strong Weak (Lyrics)</p> <p>2LP36-05 – Improvise It! (Lyrics)</p> <p>2LP36-06 – Rocky Mountain / Walking Home (Lyrics)</p> <p>2LP36-07 – Musical Periods (Lyrics)</p> <p>2LP10-15 – Pop Goes the Weasel (Lyrics)</p> <p>2LP10-16 – Classical Connections – Singing</p> <p>2LP18-14 – Train the Brain – The Baroque Period</p> <p>2LP21-02 – Quaver’s Candy-Making Machine (Lyrics)</p>
<p>History, Culture, and Citizenship</p>	
<p>2.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Identify music representing heritage, customs, and traditions of a variety of cultures.</p> <p>b) Explore styles of musical examples from various historical periods.</p>	<p>2LP03-05 – Skip to My Lou (Lyrics)</p> <p>2LP04-11 – Making Music Worldwide – Ganza</p> <p>2LP31-08 – Hip Hop Book – Basic</p> <p>rid_47219 – Abebe</p> <p>rid_4319 – Zhao Peng You</p> <p>2LP16-05 – The Baroque Period Episode</p> <p>2LP16-08 – Talk to Vivaldi</p> <p>2LP17-03 – Fancy Sounds</p>
<p>2.7</p> <p>The student will describe roles of music and musicians in communities.</p>	<p>2LP26-02 – Fabulous Fanfares</p> <p>2LP26-06 – Sousa Book – Basic</p> <p>2LP26-09 – Brass Messages</p> <p>2LP28-02 – Disco Sensation (Lyrics)</p> <p>2LP31-08 – Hip Hop Book – Basic</p> <p>2LP25-05 – Conductor Definition</p>
<p>2.8</p> <p>The student will identify appropriate sources for listening to music.</p>	<p>2LP10-13 – Disco Book – Basic</p> <p>2LP25-11 – Classical Book – Basic</p> <p>2LP05-06 – Conducting in 3 – Maestro</p> <p>2LP18-07 – Classical Book – Advanced</p> <p>2LP34-13 – Musical Periods (Lyrics)</p>

Innovation in the Arts	
<p>2.9</p> <p>The student will identify how individuals create music.</p>	<p>2LP17-02 – The Baroque Period – Video Replay</p> <p>2LP17-06 – Bach’s Brain (Handel)</p> <p>2LP23-04 – In the Hall of the Mountain King</p> <p>2LP26-02 – Fabulous Fanfares</p> <p>2LP26-05 – Instrument Anatomies – Orchestral Brass – Basic</p> <p>2LP31-07 – QGrooves</p>
<p>2.10</p> <p>The student will identify how music can be created using technology tools.</p>	<p>2LP19-08 – Middle C Half Notes</p> <p>2LP28-06 – Rhythm Example</p> <p>2LP03-10 – Strong and Weak</p> <p>2LP24-10 – Using Dynamics (Assignment)</p> <p>2LP31-07 – QGrooves</p> <p>2LP08-07 – Improvise to the Groove</p>
<p>2.11</p> <p>The student will identify relationships between music and other fields of knowledge.</p>	<p>2LP14-02 – What’s Missing?</p> <p>2LP16-06 – Talk to Vivaldi</p> <p>2LP16-09 – Fancy Ornaments or Jewelry</p> <p>2LP16-10 – Reviewing What We Learned</p> <p>2LP16-12 – Classical Connections – The Baroque Period</p> <p>2LP02-12 – Count the Seconds</p>
Technique and Application	
<p>2.12</p> <p>The student will demonstrate music literacy.</p> <p>a) Identify written melodic patterns that move upward, downward, and stay the same.</p> <p>b) Use the musical alphabet to notate melodic patterns.</p> <p>c) Read and notate melodies based on a pentatonic scale.</p> <p>d) Read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests.</p> <p>e) Use basic music symbols.</p>	<p>2LP11-08 – Do-Mi-Sol Pattern Game</p> <p>2LP13-03 – Joyful, Joyful (Lyrics)</p> <p>2LP11-07 – Do-Mi-Sol Pattern</p> <p>2LP13-07 – Steps, Skips, and Repeated Notes</p> <p>2LP19-10 – My Note Band</p> <p>2LP21-05 – Half, Quarter, and Eighth</p> <p>2LP20-04 – Instrument Accentuation</p> <p>2LP11-06 – Staff Champion – Numbering Spaces</p>

<p>2.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing melodic patterns that move upward, downward, and stay the same. b) Sing melodies within the range of a sixth. c) Increase pitch accuracy while singing phrases and simple songs. d) Demonstrate expressive singing by changing dynamics and tempo. 	<p>2LP12-03 – I Can Read Pitches: Do, Mi, Sol, La!</p> <p>2LP12-06 – Teemo the Singing Monkey (Lyrics)</p> <p>2LP05-05 – Around the Green Gravel (Lyrics)</p> <p>2LP07-06 – Improvise It! (Lyrics)</p> <p>2LP11-02 – Ants in Our Pants (Lyrics)</p> <p>2LP11-08 – Do-Mi-Sol Pattern Game</p> <p>2LP24-02 – Blast Off (Lyrics)</p> <p>2LP32-03 – Argentina (Lyrics)</p>
<p>2.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play melodic patterns that move upward, downward, and stay the same. b) Play expressively, following changes in dynamics and tempo. c) Accompany songs and chants with ostinatos and single-chords. d) Use proper playing techniques. 	<p>2LP11-11 – The Farmer in the Dell (Game)</p> <p>2LP29-05 – Play the Melody</p> <p>2LP22-11 – Classical Connections – Dynamics</p> <p>2LP23-05 – The Crescendonator</p> <p>2LP09-02 – Improvisation Experiment</p> <p>2LP09-05 – Improvise It! (Full Score)</p> <p>2LP01-03 – Welcome to Music (2nd) (Lyrics)</p> <p>2LP01-05 – Stinky Pirates (Lyrics)</p>
<p>2.15</p> <p>The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include half notes, half rests, whole notes, and whole rests. 	<p>2LP07-07 – Rhythm Selectah!</p> <p>2LP21-04 – Rhythm Replay</p> <p>2LP04-05 – The Washington Post</p> <p>2LP05-03 – The Blue Danube</p> <p>2LP19-05 – Quaver’s Candy-Making Machine (Feel the Note)</p> <p>2LP19-06 – Quaver’s Candy-Making Machine (Lyrics)</p> <p>2LP14-06 – Great Big House in New Orleans Rhythms</p> <p>2LP19-10 – My Note Band</p>

<p>2.16</p> <p>The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.</p>	<p>2LP02-13 – Beat with Rhythm</p> <p>2LP07-02 – Feel It! Count It!</p> <p>2LP07-03 – Make a Rhythm Ostinato</p> <p>2LP07-04 – Rhythm Episode</p> <p>2LP08-03 – Move to the Feel of the Groove!</p> <p>2LP14-09 – 5 Green and Speckled Frogs (Lyrics)</p>
<p>2.17</p> <p>The student will respond to music with movement.</p> <p>a) Use locomotor and non-locomotor movements of increasing complexity.</p> <p>b) Demonstrate expressive qualities of music including, changes in dynamics and tempo.</p> <p>c) Create movement to illustrate AB and ABA musical forms.</p> <p>d) Perform dances and other musical activities.</p>	<p>2LP02-09 – She’ll Be Comin’ Round the Mountain (Lyrics)</p> <p>2LP16-02 – Baroque Music</p> <p>2LP22-09 – Spring Chant</p> <p>2LP22-11 – Classical Connections – Dynamics</p> <p>2LP31-09 – Hip Moves</p> <p>2LP32-04 – Form a Story</p> <p>2LP08-09 – The Rhythm Song</p> <p>2LP10-07 – Let’s Go Disco – Phrases</p>

Grade 3

Music Correlation to SOL Framework documents (appendix G)

Music • Grade Three

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued development of musical understanding through the study of rhythm, musical form, and melodic notation. Students investigate music from different periods of music history and reflect on ways that music has value to people and communities.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
Textbook is organized appropriately within and among units of study.	Our curriculum is broken into Modules of three lessons. These are how we organize our units of study. Each module is specially designed to look at the musical topic in a number of different ways incorporating multiple learning modalities.
Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lessons plans are built round the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize and Extend (if needed).
Writing style, syntax, and vocabulary are appropriate.	The writing style, syntax, and vocabulary found in the QuaverMusic resources are appropriate and grade level appropriate. Our screens and songs use vocabulary that makes the learning easy to understand, while giving the teacher means to extend student knowledge. Our vocabulary has passed the rigorous testing of teaching experts and fine arts directors.

<p>Graphics and illustrations are appropriate.</p>	<p>We have on request all of the characters that we use in the Quaver Resources. They are diverse, age appropriate and relevant to the ages that it is being displayed to. The graphics are also chosen to represent the changing world of children at different grade levels. For example illustrations of Trains, and Trees are used more in Kindergarten than in 5th grade which uses other age appropriate illustrations.</p>
<p>Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p>QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.</p>
<p>Skills and concepts are aligned to Virginia Standards of Learning for Music</p>	<p>The QuaverMusic curriculum meets all of the Music Standards of Learning for Virginia Public Schools dated May 2020.</p>
<p>Instructional resources represent diverse populations and cultures from around the world and are gender fair and free of racial, ethnic and cultural biases or stereotypes</p>	<p>QuaverMusic resources provide culturally-appropriate resources representative of the diverse backgrounds and experiences of today's students. Our resources feature a diverse set of scenarios and characters from a variety of ethnic backgrounds free of cultural biases or stereotypes.</p>
<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p>QuaverMusic curriculum resources have been designed to support English Learners in the music classroom and to help students improve their comprehension and use of the English language through music through techniques including use of technology, simplified vocabulary, closed captioning, highlighted lyrics, and multimedia. Customization tools, differentiation suggestions, and enrichment opportunities allow teachers to personalize learning for Advanced Learners as well as Special Education students.</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.</p>

Resources Support the LCPS Mission, Core Beliefs and Strategic Goals

<https://bit.ly/2VV3IDB>

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources support the potential for integration into Project-Based Learning (PBL).	QuaverMusic provides lessons and projects of different sizes built around standards with essential questions. Students are encouraged to examine musical concepts, explore ideas, build knowledge, explain reasons for choices, and learn how to evaluate and revise based on teacher-provided or student-created criteria. QuaverMusic also affords teachers the ability to customize lessons, insert their own content, and gather specific song materials and learning tools to create projects tailored to the specific needs of their students.
Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.	QuaverMusic resources provide multiple opportunities for Personalized Learning and empower students through voice and choice. QuaverMusic lessons include creative activities, involving improvisation and composition, that can be modeled by the teacher, developed in a large group setting, then assigned to small groups or individual students. This sequence offers students a model for how to make creative choices and express their personal thoughts, followed by the opportunity to express their own creativity in individual compositions.
Instructional resources include grade level performance assessments that are formative and summative.	QuaverMusic provides multiple assessment types, including: a diagnostic test at the beginning and end of the school year, opportunities for formative assessments throughout lessons, summative content knowledge assessments via quizzes, and rubrics for performance assessment. Each three-lesson module of the QuaverMusic Curriculum includes a pre-built assessment that can be distributed digitally or printed for students to complete. Teachers may also tailor assessments using the Custom Quiz Builder and Custom Quiz Challenge. The Quaver Rubric Builder is a tool teachers can use to turn any grade-level performance-based activity into an assessment for formative or summative purposes. Teachers may enter specific evaluation criteria for a selected activity or create and save a more general rubric to be used for multiple activities throughout a course of study.
Instructional resources support individual, small group, and whole class learning opportunities and collaboration.	QuaverMusic resources harness the power of technology to present material in whole group, small group, and individual settings, using whatever devices are available to students. Teachers can first model in whole group, then send songs, interactive games, compositional activities, and video tutorials out to students. This allows teachers to customize their instructional strategies to any size group, while ensuring consistency among what students see and do. QuaverMusic also supports individual learning by offering free student accounts for all enrolled students, which can be accessed in class or from home.

<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p>QuaverMusic resources regularly encourage higher-order thinking skills through critical analysis and problem-solving. Lessons begin with a straightforward presentation of new content, requiring students to recall foundational information. The presentation is then followed by interactive activities requiring learners to analyze, categorize, create, and evaluate, applying the knowledge. Projects involving music composition are included in each grade level, offering students the chance to synthesize much of their learning.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else's experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, key-words introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade Three Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>2.1 The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise simple rhythmic question-and-answer phrases. b) Improvise accompaniments, including ostinatos. c) Improvise to enhance stories, songs, and poems. d) Compose simple pentatonic melodies represented by a variety of notational systems. 	<p>2LP08-05 – Improvise It! (Lyrics) 2LP08-06 – Improvise a Rhythm 2LP08-07 – Improvise to the Groove 2LP07-03 – Make a Rhythm Ostinato 2LP14-05 – Great Big House in New Orleans 2LP15-05 – Makin’ It Up (Lyrics) 2LP15-11 – Make the Pentatonic (Assignment) 2LP21-09 – Clap a Rhythm</p>
<p>3.1 The student will improvise and compose music.</p> <ul style="list-style-type: none"> a) Improvise rhythmic question-and-answer phrases. b) Improvise accompaniments, including ostinatos. c) Compose melodies represented by a variety of notational systems. 	<p>3.10-06 – Boom Circle 3.8-07 – Create Your Own Part 3LP09-11 – Tideo Improvisation 3LP13-08 – QGrooves 3.4-08 – Create a Melody 3LP07-11 – Create a Scaly Melody 3LP09-05 – Pentatonic Orff</p>
<p>3.2 The student will apply a creative process for music.</p> <ul style="list-style-type: none"> a) Brainstorm multiple ideas for creating music as a group. b) Identify elements of a creative process for music. c) Reflect on the quality and technical skill of a personal or group music performance. 	<p>3LP03-04 – Meters of 4 3LP13-08 – QGrooves 3LP32-04 – Almost Summertime (Lyrics) 3LP03-05 – Improvisation 3LP33-04 – Create a Form Piece 3LP33-07 – QGrooves ABA 3.10-10 – Evaluation Time</p>

Critical Thinking and Communication

<p>3.3</p> <p>The student will analyze and evaluate music.</p> <ul style="list-style-type: none"> a) Identify and explain examples of musical form. b) Compare and contrast instruments visually and aurally. c) Listen to and describe basic music elements using music terminology. d) Compare and contrast stylistic differences in music from a variety of cultures. e) Describe music compositions and performances. 	<p>3LP32-03 – Argentina (Lyrics)</p> <p>3LP32-10 – Make a Form, Play a Form Level 3</p> <p>3.9-02 – The Orchestra</p> <p>3LP19-11 – Instrument Miming Championship</p> <p>3LP13-09 – Notes & Rests (Quirky Quiz)</p> <p>3LP34-24 – Classical Connections – Year-End Review</p> <p>3LP04-04 – Nkosi Sikelel’ iAfrika</p> <p>3LP12-10 – Style Detectives</p>
<p>3.4</p> <p>The student will explain personal motivations for making music.</p>	<p>3LP03-05 – Improvisation</p> <p>3.10-12 – Performance Values</p> <p>3LP04-10 – Kye Kye Kule (Lyrics)</p> <p>3LP09-05 – Pentatonic Orff</p> <p>3LP16-12 – Classical Connections – Dynamics</p>
<p>3.5</p> <p>The student will explain collaboration and communication skills for music rehearsal and performance.</p> <ul style="list-style-type: none"> a) Use audience and participant etiquette appropriate for the purposes and settings in which music is performed. b) Active listening for musical understanding. c) Nonverbal communication (e.g., eye contact, body language). 	<p>3LP01-05 – Concert Manners</p> <p>3.10-09 – Performance Time</p> <p>3LP16-12 – Classical Connections – Dynamics</p> <p>3LP13-04 – Sixteenth Note Samba (Lyrics)</p> <p>3LP18-10 – Dynamic Instruments</p>

History, Culture, and Citizenship	
<p>3.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Recognize music compositions from different periods of music history.</p> <p>b) Listen to and describe instruments from a variety of time periods and places.</p>	<p>3LP12-05 – Which Period Is It?</p> <p>3LP11-02 – Musical Periods Song</p> <p>3LP10-03 – Musical Periods</p> <p>3LP04-09 – Making Music Worldwide – Idiophones</p> <p>3LP19-02 – Introduction of the Recorder</p>
<p>3.7</p> <p>The student will describe why music has value to people and communities.</p>	<p>3LP03-10 – Jazz Book – Advanced</p> <p>3LP12-03 – Bach’s Brain (Mozart)</p> <p>3LP04-10 – Kye Kye Kule (Lyrics)</p> <p>3QM01 – Music is Amazing – Script Only</p> <p>3LP11-10 – Bach’s Brain (Beethoven)</p>
<p>3.8</p> <p>The student will recognize ethical use of the Internet for exploring music topics.</p>	<p>3LP04-05 – Obwisana</p> <p>3LP04-09 – Making Music Worldwide – Idiophones</p> <p>3LP13-04 – Sixteenth Note Samba (Lyrics)</p> <p>3LP31-05 – Cool Introductions</p> <p>3LP10-09 – Talk to Beethoven</p>
Innovation in the Arts	
<p>3.9</p> <p>The student will identify a variety of careers in music.</p>	<p>3.10-07 – Performance Roles</p> <p>3LP18-11 – Who’s the Best Mixer?</p> <p>3LP08-04 – The Star-Spangled Banner (Lyrics)</p> <p>3LP10-09 – Talk to Beethoven</p> <p>5LP32-02 – Careers in Music and the Arts</p> <p>6LP10-07 – Careers in Music – Hall of Fame</p>
<p>3.10</p> <p>The student will identify how music can be created using innovative tools and new media.</p>	<p>3LP10-10 – The Classical Period Song</p> <p>3LP13-08 – QGrooves</p> <p>3LP16-13 – Using Dynamics (Assignment)</p> <p>3.6-06 – Sound Art</p> <p>3.7-03 – Sherlock Bones (Harmonic Minor)</p>
<p>3.11</p> <p>The student will describe relationships between music and other fields of knowledge.</p>	<p>3LP06-09 – Solar System</p> <p>3LP08-07 – Francis Scott Key Book – Advanced</p> <p>3LP09-04 – Extended Pentatonic Scale</p> <p>3LP10-02 – Hello! And How Are You?</p> <p>3LP19-03 – My Recorder (The Recorder Family)</p>

Technique and Application

<p>3.12</p> <p>The student will demonstrate music literacy.</p> <ul style="list-style-type: none"> a) Identify written melodic movement as step, leap, or repeat. b) Demonstrate the melodic shape (contour) of a written musical phrase. c) Use a variety of notational systems. d) Read melodies of increasing complexity based on a pentatonic scale. e) Divide rhythms into measures. f) Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes. g) Explain the functions of basic music symbols. 	<ul style="list-style-type: none"> 3LP08-02 – Pitch and Intervals 3LP08-08 – Interval Monkey 3LP08-04 – The Star-Spangled Banner (Lyrics) 3LP24-04 – Recorder Shuffle (Recorder Olympics) 3LP07-10 – Note Relay 3.2-07 – Place the Bar Lines 3.2-09 – Down in the Valley (Full Score) 3LP17-02 – Crescendo and Decrescendo
<p>3.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing in tune with a clear tone quality. b) Sing melodies within the range of an octave. c) Sing melodies notated in varying forms. d) Sing with expression using a wide range of tempos and dynamics. e) Sing rounds, partner songs, and ostinatos in two-part ensembles. f) Maintain proper posture for singing. 	<ul style="list-style-type: none"> 3LP04-05 – Obwisana 3LP09-02 – Tideo (Lyrics) 3LP10-03 – Musical Periods 3LP06-06 – Introducing Low Sol 3LP17-05 – Volcano! (Full Score) 3.2-02 – Oh, How Lovely (Lyrics) 3LP06-05 – Robot Round (Lyrics) 3LP11-02 – Musical Periods Song

<p>3.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play music in two-part ensembles. b) Play melodies notated in varying forms. c) Play a given melody on an instrument. d) Play with expression using a wide range of tempos and dynamics. e) Accompany songs and chants with tonic and dominant chords. f) Demonstrate proper playing techniques. 	<p>3LP15-04 – Rockin’ Rhythm Band Ostinatos</p> <p>3LP05-08 – Make It Your Own</p> <p>3LP21-05 – Baba Oo La La (Animated Score)</p> <p>3.6-06 – Sound Art</p> <p>3LP23-06 – Hot Cross Buns (Animated Score)</p> <p>3LP18-09 – Volcano! (Full Score)</p> <p>3.6-04 – Build a Song</p> <p>3LP09-09 – Tideo</p>
<p>3.15</p> <p>The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes. 	<p>3LP13-07 – Rhythm Replay</p> <p>3LP13-04 – Sixteenth Note Samba (Lyrics)</p> <p>3LP02-11 – Meter Chant</p> <p>3LP03-04 – Meters of 4</p> <p>3LP15-02 – Sweet Sixteenths</p> <p>3.7-07 – Sherlock Bones (Full Score)</p> <p>3.10-03 – Play the Pattern</p>
<p>3.16</p> <p>The student will demonstrate understanding of meter.</p> <ul style="list-style-type: none"> a) Determine strong and weak beats. b) Perform sets of beats grouped in twos and threes. 	<p>3LP03-11 – Instrument Accentuation</p> <p>3.1-04 – Strong Bells, Weak Bells</p> <p>3.1-07 – Down in the Valley (Lyrics)</p> <p>3LP02-11 – Meter Chant</p> <p>3LP02-05 – Fife and Drum and Lonesome Cowboy</p>
<p>3.17</p> <p>The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Illustrate rondo form (ABACA). b) Perform non-choreographed and choreographed movements. c) Perform dances and other music activities. 	<p>3LP32-04 – Almost Summertime (Lyrics)</p> <p>3LP03-09 – Hit It</p> <p>3.2-03 – Meter Motions</p> <p>3.8-08 – Create Your Own Movements</p> <p>3LP13-10 – Classical Connections – Notes and Rests</p> <p>3LP31-13 – Camptown Races (Lyrics)</p>

Grade 4

Music Correlation to SOL Framework documents (appendix G)

Music • Grade Four

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts including singing, playing instruments, listening, creating, composing, and performing. Students expand on the use of a creative process as they reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. Emphasis is placed on developing more advanced techniques in singing and playing instruments, expanded understanding of rhythmic and harmonic techniques, and using a system for improved melodic and rhythmic sight-reading. Students use an expanding music vocabulary to explain personal preferences for musical works and performances.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
Textbook is organized appropriately within and among units of study.	Our curriculum is broken into Modules of three lessons. These are how we organize our units of study. Each module is specially designed to look at the musical topic in a number of different ways incorporating multiple learning modalities.
Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lessons plans are built round the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize and Extend (if needed).
Writing style, syntax, and vocabulary are appropriate.	The writing style, syntax, and vocabulary found in the QuaverMusic resources are appropriate and grade level appropriate. Our screens and songs use vocabulary that makes the learning easy to understand, while giving the teacher means to extend student knowledge. Our vocabulary has passed the rigorous testing of teaching experts and fine arts directors.

<p>Graphics and illustrations are appropriate.</p>	<p>We have on request all of the characters that we use in the Quaver Resources. They are diverse, age appropriate and relevant to the ages that it is being displayed to. The graphics are also chosen to represent the changing world of children at different grade levels. For example illustrations of Trains, and Trees are used more in Kindergarten than in 5th grade which uses other age appropriate illustrations.</p>
<p>Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p>QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.</p>
<p>Skills and concepts are aligned to Virginia Standards of Learning for Music</p>	<p>The QuaverMusic curriculum meets all of the Music Standards of Learning for Virginia Public Schools dated May 2020.</p>
<p>Instructional resources represent diverse populations and cultures from around the world and are gender fair and free of racial, ethnic and cultural biases or stereotypes</p>	<p>QuaverMusic resources provide culturally-appropriate resources representative of the diverse backgrounds and experiences of today's students. Our resources feature a diverse set of scenarios and characters from a variety of ethnic backgrounds free of cultural biases or stereotypes.</p>
<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p>QuaverMusic curriculum resources have been designed to support English Learners in the music classroom and to help students improve their comprehension and use of the English language through music through techniques including use of technology, simplified vocabulary, closed captioning, highlighted lyrics, and multimedia. Customization tools, differentiation suggestions, and enrichment opportunities allow teachers to personalize learning for Advanced Learners as well as Special Education students.</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.</p>

Resources Support the LCPS Mission, Core Beliefs and Strategic Goals

<https://bit.ly/2VV3IDB>

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources support the potential for integration into Project-Based Learning (PBL).	QuaverMusic provides lessons and projects of different sizes built around standards with essential questions. Students are encouraged to examine musical concepts, explore ideas, build knowledge, explain reasons for choices, and learn how to evaluate and revise based on teacher-provided or student-created criteria. QuaverMusic also affords teachers the ability to customize lessons, insert their own content, and gather specific song materials and learning tools to create projects tailored to the specific needs of their students.
Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.	QuaverMusic resources provide multiple opportunities for Personalized Learning and empower students through voice and choice. QuaverMusic lessons include creative activities, involving improvisation and composition, that can be modeled by the teacher, developed in a large group setting, then assigned to small groups or individual students. This sequence offers students a model for how to make creative choices and express their personal thoughts, followed by the opportunity to express their own creativity in individual compositions.
Instructional resources include grade level performance assessments that are formative and summative.	QuaverMusic provides multiple assessment types, including: a diagnostic test at the beginning and end of the school year, opportunities for formative assessments throughout lessons, summative content knowledge assessments via quizzes, and rubrics for performance assessment. Each three-lesson module of the QuaverMusic Curriculum includes a pre-built assessment that can be distributed digitally or printed for students to complete. Teachers may also tailor assessments using the Custom Quiz Builder and Custom Quiz Challenge. The Quaver Rubric Builder is a tool teachers can use to turn any grade-level performance-based activity into an assessment for formative or summative purposes. Teachers may enter specific evaluation criteria for a selected activity or create and save a more general rubric to be used for multiple activities throughout a course of study.
Instructional resources support individual, small group, and whole class learning opportunities and collaboration.	QuaverMusic resources harness the power of technology to present material in whole group, small group, and individual settings, using whatever devices are available to students. Teachers can first model in whole group, then send songs, interactive games, compositional activities, and video tutorials out to students. This allows teachers to customize their instructional strategies to any size group, while ensuring consistency among what students see and do. QuaverMusic also supports individual learning by offering free student accounts for all enrolled students, which can be accessed in class or from home.

<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p>QuaverMusic resources regularly encourage higher-order thinking skills through critical analysis and problem-solving. Lessons begin with a straightforward presentation of new content, requiring students to recall foundational information. The presentation is then followed by interactive activities requiring learners to analyze, categorize, create, and evaluate, applying the knowledge. Projects involving music composition are included in each grade level, offering students the chance to synthesize much of their learning.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else's experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, keywords introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade Four Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>4.1</p> <p>The student will improvise and compose music.</p> <p>a) Improvise melodies and rhythms using a variety of sound sources.</p> <p>b) Compose short melodic and rhythmic phrases within specified guidelines.</p>	<p>4LP02-09 – The Triplet Song (Song Activity)</p> <p>4LP03-06 – Sixteenth Note Samba – Improvising</p> <p>4LP06-08 – Hey, Mr. Beat Boy! (Lyrics)</p> <p>4LP09-08 – Bandar Mama (Full Score)</p> <p>4LP03-10 – Meters of 4 + Sixteenth Notes</p> <p>4LP08-08 – Melody Major? or Melody Minor?</p> <p>4LP09-10 – Rhythm Selectah!</p> <p>4LP11-02 – Magic Dot</p>
<p>4.2</p> <p>The student will apply a creative process for music.</p> <p>a) Describe ideas for creating music as a group.</p> <p>b) Describe elements of a creative process for music.</p> <p>c) Reflect on the process and outcome of creating music and revise work based on peer and teacher feedback.</p>	<p>4LP02-08 – The Triplet Song (Song Activity)</p> <p>4LP08-08 – Melody Major? or Melody Minor?</p> <p>4LP29-07 – Attendance Song (Writing Grid)</p> <p>4LP03-12 – Sixteenth Note Grooves</p> <p>4LP33-03 – Rap Performance</p> <p>4LP06-08 – Hey, Mr. Beat Boy! (Lyrics)</p> <p>4LP09-09 – Write a Jazz Melody</p> <p>4LP11-12 – Is That All You’ve Got</p>

Critical Thinking and Communication

<p>4.3</p> <p>The student will analyze and evaluate music.</p> <ol style="list-style-type: none"> a) Identify instruments from a variety of music ensembles both visually and aurally. b) Distinguish between major and minor tonality. c) Listen to, compare, and contrast music compositions from a variety of cultures and time periods. d) Identify elements of music through listening using music terminology. e) Identify rondo form (ABACA). f) Review criteria used to evaluate compositions and performances. g) Describe performances and offer constructive feedback. 	<p>4LP19-11 – Instrument Anatomies – Orchestral Brass – Advanced</p> <p>4LP08-04 – Major or Minor?</p> <p>4LP05-04 – Canon Vocalise Minor</p> <p>4LP11-10 – Folk Book – Advanced</p> <p>4LP07-02 – Steps, Skips, and Repeated Notes</p> <p>4LP29-04 – Attendance Song (ABAB and ABACA Raps)</p> <p>4.7-11 – Make It Your Own</p> <p>4LP31-08 – Good Speeches, Bad Speeches</p>
<p>4.4</p> <p>The student will explain personal preferences for musical works and performances using music terminology.</p>	<p>4LP01-10 – Artwork Connections Homework</p> <p>4LP02-10 – Artwork Connections</p> <p>4LP03-05 – Sixteenth Note Samba (Lyrics)</p> <p>4LP07-12 – Classical Connections – Melody</p> <p>4LP11-03 – Whole, Half, Quarter, and Eighth</p>
<p>4.5</p> <p>The student will explain collaboration and communication skills for music rehearsal and performance.</p> <ol style="list-style-type: none"> a) Demonstrate audience and participant etiquette appropriate for the purposes and settings in which music is performed. b) Explain active listening for musical understanding. c) Give and receive age-appropriate feedback on performance. 	<p>4LP06-05 – Last Second Goal (Lyrics)</p> <p>4LP08-05 – Great Day (Lyrics)</p> <p>4LP33-03 – Rap Performance</p> <p>4LP15-03 – Which Rhythm Is It?</p> <p>4LP22-05 – Boomwhacker Chord Bash</p> <p>4LP08-05 – Great Day (Lyrics)</p> <p>4LP21-11 – Guitar Composition 2 – QStrum</p> <p>4LP24-05 – Slice It, Dice It (Full Score)</p>

History, Culture, and Citizenship	
<p>4.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Describe music compositions from different periods of music history.</p> <p>b) Describe musical styles from a variety of time periods and places.</p> <p>c) Listen to and describe music from a variety of world cultures.</p> <p>d) Examine how music from popular culture reflects the past and influences the present.</p> <p>e) Explain how criteria used to value music may vary between people and communities.</p>	<p>4LP25-11 – Which Period Is It?</p> <p>4LP26-03 – Musical Periods (Lyrics)</p> <p>4LP21-10 – Rock Book – Advanced</p> <p>4LP27-12 – Opera Arias</p> <p>4LP09-04 – Bandar Mama (Pronunciation)</p> <p>4LP24-09 – Making Music Worldwide – Ganza</p> <p>4LP04-11 – Sousa Book – Advanced</p> <p>4LP09-08 – Bandar Mama (Full Score)</p>
<p>4.7</p> <p>The student will explain how music is an integral part of one’s life and community.</p>	<p>4LP29-05 – Find a Subject</p> <p>4LP03-09 – Sixteenth Note Samba (Lyrics)</p> <p>4LP27-02 – Theme Music</p> <p>4.7-02 – Exploring Harmony</p> <p>4.7-04 – Lean on Me (Lyrics)</p> <p>4LP04-11 – Sousa Book – Advanced</p> <p>4LP11-10 – Folk Book – Advanced</p> <p>4LP28-07 – Hip Hop Book – Advanced</p>
<p>4.8</p> <p>The student will describe digital citizenship for exploring music topics.</p>	<p>4LP43-08 – Spoons Around the World</p> <p>4LP39-08 – Feelin’ Appy</p> <p>4LP44-05 – Spoons in the Americas</p> <p>4LP45-03 – Spoons in Music</p> <p>4.6-06 – New Zealand Geography</p>
Innovation in the Arts	
<p>4.9</p> <p>The student will identify skills learned in music class that relate to a variety of career options.</p>	<p>4LP40-02 – Studio Magic</p> <p>4.7-02 – Exploring Harmony</p> <p>4LP31-08 – Good Speeches, Bad Speeches</p> <p>4LP10-08 – Note Cartoons</p> <p>4.5-02 – Training Is Important</p>

<p>4.10</p> <p>The student will compare and contrast digital and traditional methods for creating music.</p>	<p>4LP03-11 – Sixteenth Note Grooves</p> <p>4LP08-08 – Melody Major? or Melody Minor?</p> <p>4LP12-08 – Create the Accompaniment</p> <p>4LP20-07 – Guitar Composition 1 – QStrum</p> <p>4LP28-08 – Hip Hop Drum Pattern</p> <p>4LP30-04 – QGrooves Rap Form</p> <p>4LP30-06 – QGrooves and Lyric Stations</p> <p>4LP30-11 – My Rap Track</p>
<p>4.11</p> <p>The student will explore connections between music and other fields of knowledge for the development of problem-solving skills.</p>	<p>4LP03-03 – Sixteenth Note Patterns</p> <p>4LP02-02 – Sign, Sign, Everywhere a Sign</p> <p>4LP04-05 – Pitch and Intervals</p> <p>4LP05-03 – Canon Vocalise</p> <p>4LP37-08 – Follow the Soundwave</p> <p>4LP10-05 – Beat Shopping</p>
Technique and Application	
<p>4.12</p> <p>The student will demonstrate music literacy.</p> <ol style="list-style-type: none"> a) Read melodies based on a hexatonic scale. b) Use traditional notation to write melodies containing stepwise motion. c) Read two-note accompaniment patterns (bordun). d) Read and notate rhythmic patterns that include dotted quarter note followed by an eighth note. e) Use a system to sight-read melodic and rhythmic patterns. f) Identify the meaning of the upper and lower numbers of simple time signatures (2/4 , 3/4 , 4/4). g) Identify dynamic markings (e.g., <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>). 	<p>4LP04-15 – Introducing Fa</p> <p>4LP07-09 – Blast Off (Lyrics)</p> <p>3.8-05 – Play the Parts</p> <p>4LP11-02 – Magic Dot</p> <p>4LP11-07 – Kentucky Blue (Full Score)</p> <p>4LP10-02 – Sweet Sixteenths</p> <p>4LP02-03 – Meter Sign</p> <p>4LP31-03 – Dynamic Reference</p>

<p>4.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <ul style="list-style-type: none"> a) Sing with a clear tone quality and correct intonation. b) Sing diatonic melodies. c) Sing melodies notated in varying forms. d) Sing with expression using dynamics and phrasing. e) Sing in simple harmony. f) Demonstrate proper posture for singing. 	<p>4LP04-02 – Head and Chest</p> <p>4LP05-03 – Canon Vocalise</p> <p>4LP07-09 – Blast Off (Lyrics)</p> <p>4LP06-09 – Rocky Mountain / Walking Home (Lyrics)</p> <p>4LP04-08 – This is My Country</p> <p>4LP02-08 – The Triplet Song (Song Activity)</p> <p>4LP05-04 – Canon Vocalise Minor</p> <p>4LP05-02 – Vocal Warmup</p>
<p>4.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <ul style="list-style-type: none"> a) Play music of increasing difficulty in two-part ensembles. b) Play melodies of increasing difficulty notated in varying forms. c) Play a given melody on an instrument. d) Play with expression using dynamics and phrasing. e) Accompany songs and chants with tonic, subdominant, and dominant chords. f) Demonstrate proper playing techniques. 	<p>4LP09-05 – Bandar Mama (Full Score)</p> <p>4LP10-04 – Recorder Shuffle (Animated Score)</p> <p>4LP13-04 – A Heart Full of Thanks (Full Score)</p> <p>4LP23-05 – Slice It, Dice It (Full Score)</p> <p>4.5-05 – Elevator Music (Full Score)</p> <p>4.7-09 – All Together</p> <p>4.5-03 – Coordination Trainer</p> <p>4LP21-06 – Playing a Fretted Instrument</p>
<p>4.15</p> <p>The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include dotted quarter note followed by an eighth note. 	<p>4LP10-02 – Sweet Sixteenths</p> <p>4LP45-06 – Spoons Practice</p> <p>4LP03-03 – Sixteenth Note Patterns</p> <p>4LP14-05 – Rhythm Selectah!</p> <p>4LP12-05 – Kentucky Blue (Full Score)</p> <p>4LP01-08 – Rhythm Creator</p> <p>4LP24-04 – Slice It, Dice It (Rhythm Parts)</p> <p>4LP11-02 – Magic Dot</p>

<p>4.16</p> <p>The student will demonstrate meter.</p> <ul style="list-style-type: none"> a) Apply strong and weak beats. b) Perform and illustrate sets of beats grouped in twos and threes. 	<p>4LP11-04 – Kentucky Blue (Lyrics)</p> <p>4LP12-11 – Conducting Challenge</p> <p>4LP29-07 – Attendance Song (Writing Grid)</p> <p>4LP16-10 – Instrument Accentuation</p> <p>4LP11-05 – More Conducting</p>
<p>4.17</p> <p>The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Perform non-choreographed and choreographed movements. b) Perform dances and other music activities. c) Create movement to illustrate rondo (ABACA) musical form. 	<p>4LP04-08 – This is My Country</p> <p>4LP21-09 – Move to Rock</p> <p>4LP05-13 – Disco Sensation (Lyrics)</p> <p>4LP30-11 – My Rap Track</p> <p>4LP13-13 – Classical Connections – Notation</p> <p>3LP32-04 – Almost Summertime (Lyrics)</p>

Grade 5

Music Correlation to SOL Framework documents (appendix G)

Music • Grade Five

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students document questions about music and explore sources for investigating music concepts. They begin to develop choral skills, including singing in two – and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
Textbook is organized appropriately within and among units of study.	Our curriculum is broken into Modules of three lessons. These are how we organize our units of study. Each module is specially designed to look at the musical topic in a number of different ways incorporating multiple learning modalities.
Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lessons plans are built round the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize and Extend (if needed).
Writing style, syntax, and vocabulary are appropriate.	The writing style, syntax, and vocabulary found in the QuaverMusic resources are appropriate and grade level appropriate. Our screens and songs use vocabulary that makes the learning easy to understand, while giving the teacher means to extend student knowledge. Our vocabulary has passed the rigorous testing of teaching experts and fine arts directors.

<p>Graphics and illustrations are appropriate.</p>	<p>We have on request all of the characters that we use in the Quaver Resources. They are diverse, age appropriate and relevant to the ages that it is being displayed to. The graphics are also chosen to represent the changing world of children at different grade levels. For example illustrations of Trains, and Trees are used more in Kindergarten than in 5th grade which uses other age appropriate illustrations.</p>
<p>Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p>QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.</p>
<p>Skills and concepts are aligned to Virginia Standards of Learning for Music</p>	<p>The QuaverMusic curriculum meets all of the Music Standards of Learning for Virginia Public Schools dated May 2020.</p>
<p>Instructional resources represent diverse populations and cultures from around the world and are gender fair and free of racial, ethnic and cultural biases or stereotypes</p>	<p>QuaverMusic resources provide culturally-appropriate resources representative of the diverse backgrounds and experiences of today's students. Our resources feature a diverse set of scenarios and characters from a variety of ethnic backgrounds free of cultural biases or stereotypes.</p>
<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p>QuaverMusic curriculum resources have been designed to support English Learners in the music classroom and to help students improve their comprehension and use of the English language through music through techniques including use of technology, simplified vocabulary, closed captioning, highlighted lyrics, and multimedia. Customization tools, differentiation suggestions, and enrichment opportunities allow teachers to personalize learning for Advanced Learners as well as Special Education students.</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.</p>

Resources Support the LCPS Mission, Core Beliefs and Strategic Goals

<https://bit.ly/2VV3IDB>

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources support the potential for integration into Project-Based Learning (PBL).	QuaverMusic provides lessons and projects of different sizes built around standards with essential questions. Students are encouraged to examine musical concepts, explore ideas, build knowledge, explain reasons for choices, and learn how to evaluate and revise based on teacher-provided or student-created criteria. QuaverMusic also affords teachers the ability to customize lessons, insert their own content, and gather specific song materials and learning tools to create projects tailored to the specific needs of their students.
Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.	QuaverMusic resources provide multiple opportunities for Personalized Learning and empower students through voice and choice. QuaverMusic lessons include creative activities, involving improvisation and composition, that can be modeled by the teacher, developed in a large group setting, then assigned to small groups or individual students. This sequence offers students a model for how to make creative choices and express their personal thoughts, followed by the opportunity to express their own creativity in individual compositions.
Instructional resources include grade level performance assessments that are formative and summative.	QuaverMusic provides multiple assessment types, including: a diagnostic test at the beginning and end of the school year, opportunities for formative assessments throughout lessons, summative content knowledge assessments via quizzes, and rubrics for performance assessment. Each three-lesson module of the QuaverMusic Curriculum includes a pre-built assessment that can be distributed digitally or printed for students to complete. Teachers may also tailor assessments using the Custom Quiz Builder and Custom Quiz Challenge. The Quaver Rubric Builder is a tool teachers can use to turn any grade-level performance-based activity into an assessment for formative or summative purposes. Teachers may enter specific evaluation criteria for a selected activity or create and save a more general rubric to be used for multiple activities throughout a course of study.
Instructional resources support individual, small group, and whole class learning opportunities and collaboration.	QuaverMusic resources harness the power of technology to present material in whole group, small group, and individual settings, using whatever devices are available to students. Teachers can first model in whole group, then send songs, interactive games, compositional activities, and video tutorials out to students. This allows teachers to customize their instructional strategies to any size group, while ensuring consistency among what students see and do. QuaverMusic also supports individual learning by offering free student accounts for all enrolled students, which can be accessed in class or from home.

<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p>QuaverMusic resources regularly encourage higher-order thinking skills through critical analysis and problem-solving. Lessons begin with a straightforward presentation of new content, requiring students to recall foundational information. The presentation is then followed by interactive activities requiring learners to analyze, categorize, create, and evaluate, applying the knowledge. Projects involving music composition are included in each grade level, offering students the chance to synthesize much of their learning.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>QuaverMusic curriculum lessons are packed with teacher-led activities designed to both engage students with interactive technology and introduce concepts through concrete experiences. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding. Each lesson includes a song with animated lyrics and an interactive score which can be customized by the teacher allowing students to learn through performance and movement.</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The QuaverMusic curriculum provides consistent opportunities for application of knowledge in real-world settings. Our special projects and performance materials provide opportunities for teachers to guide learning based on the needs of students and to reflect school culture and the surrounding community. Students will work together to achieve a concrete goal promoting skills necessary for future grade levels and college and career readiness. Our nine Creative apps invite students to write music with drums, piano, guitar, and loops in a manner similar to the work of professional musicians and sound engineers. Quaver Creatives also prepare students for more advanced software by introducing concepts like dragging and dropping, using a mouse and keyboard, saving files, and more.</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else's experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, keywords introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade Five Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>5.1</p> <p>The student will improvise and compose music.</p> <p>a) Improvise melodies and rhythms of increasing complexity.</p> <p>b) Compose a short original composition within specified guidelines.</p>	<p>5LP04-07 – Be What You Want to Be (Lyrics)</p> <p>5LP05-02 – Play Off the Beat</p> <p>5LP12-09 – A Minor Improv Song – Improvisation</p> <p>5LP13-12 – Groovy Bass Clef</p> <p>5LP03-08 – Song Detectives: St. Patrick’s Day</p> <p>5LP06-11 – Create a Reggae Band</p> <p>5LP10-10 – Create a C Major Melody</p>
<p>5.2</p> <p>The student will apply a creative process for music.</p> <p>a) Investigate music by documenting questions and conducting research on a musical topic of interest.</p> <p>b) Explain the role of a creative process in developing a music product or performance.</p> <p>c) Share finished works of music with a group.</p>	<p>5LP10-14 – Classical Connections – Melody</p> <p>5LP47-06 – From Africa to the Americas (Transatlantic Slave Trade)</p> <p>5LP02-06 – Meter Episode</p> <p>5LP09-03 – Zhao Peng You Instruments</p> <p>5LP06-09 – Magic Dot</p> <p>5LP10-08 – My Random Composition</p> <p>5LP12-09 – A Minor Improv Song – Improvisation</p>
Critical Thinking and Communication	
<p>5.3</p> <p>The student will analyze and evaluate music.</p> <p>a) Group a variety of instruments into categories based on how their sounds are produced.</p> <p>b) Experiment with the science of sound.</p> <p>c) Analyze elements of music through listening using music terminology.</p> <p>d) Explain theme-and-variation form.</p> <p>e) Apply accepted criteria when judging the quality of compositions and performances.</p>	<p>5LP01-05 – Music Room Tour</p> <p>5LP09-03 – Zhao Peng You Instruments</p> <p>5LP19-04 – Instrument Anatomies – Orchestral Brass – Advanced</p> <p>5LP49-04 – Banjo Anatomies</p> <p>5LP07-04 – S, A, T, or B?</p> <p>5LP18-03 – Solo Instrument Ear Candy</p> <p>5LP08-06 – Get on Board (Full Score)</p> <p>5LP14-07 – Perry the Sheep (Full Score)</p>

<p>5.4</p> <p>The student will analyze personal preferences among music compositions using music terminology.</p>	<p>5LP04-09 – Classical Connections – Rhythm</p> <p>5LP09-13 – Bandar Mama (Lyrics)</p> <p>5LP10-13 – Moody Compositions</p> <p>5LP17-08 – Improvising Rhythms & Writing Melodies</p> <p>5LP21-03 – Strings are Everywhere!</p>
<p>5.5</p> <p>The student will apply collaboration and communication skills for music creation, rehearsal, and performance.</p> <p>a) Exhibit acceptable performance etiquette as a participant and/or listener in relation to the context and style of music performed.</p> <p>b) Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p>	<p>5LP12-09 – A Minor Improv Song – Improvisation</p> <p>5LP16-05 – Santa’s Secret Helpers</p> <p>5LP20-05 – Strings Can Do It All (Epic Soundtrack)</p> <p>5LP22-06 – Making an Impression</p> <p>5LP06-11 – Create a Reggae Band</p>
<p>History, Culture, and Citizenship</p>	
<p>5.6</p> <p>The student will explore historical and cultural aspects of music.</p> <p>a) Identify representative composers and music compositions from different periods of music history.</p> <p>b) Compare and contrast a variety of musical styles using music terminology.</p> <p>c) Examine factors that may inspire musicians to perform or compose.</p>	<p>5LP03-03 – Classical 6/8</p> <p>5LP07-10 – Classical Connections – Singing</p> <p>5LP10-11 – The Piano</p> <p>5LP18-03 – Solo Instrument Ear Candy</p> <p>5LP05-05 – The Roots of Reggae</p> <p>5LP49-06 – Meet the Musicians</p> <p>5.6-04 – Meet the Composer – He Had a Dream</p>
<p>5.7</p> <p>The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates.</p>	<p>5LP04-03 – Be What You Want to Be (Lyrics)</p> <p>5LP04-06 – Reggae Book – Advanced</p> <p>5LP19-08 – America, the Beautiful (Lyrics)</p> <p>5LP47-07 – Musical Traditions</p> <p>5.6-04 – Meet the Composer – He Had a Dream</p>

<p>5.8</p> <p>The student will define intellectual property as it relates to music and the music industry.</p>	<p>5LP48-04 – Minstrelsy</p> <p>5LP28-04 – Commercial Project</p> <p>5.5-03 – Amazing Africa (The Rock Song)</p> <p>5.5-06 – Play the Parts</p> <p>5LP03-04 – Quaver’s Irish Jig (Animated Score)</p>
Innovation in the Arts	
<p>5.9</p> <p>The student will recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher).</p>	<p>5LP04-06 – Reggae Book – Advanced</p> <p>5LP24-04 – Talk to Debussy</p> <p>5LP49-06 – Meet the Musicians</p> <p>5.6-04 – Meet the Composer – He Had a Dream</p> <p>5LP32-02 – Careers in Music and the Arts</p>
<p>5.10</p> <p>The student will investigate and explore innovative ways to make music.</p>	<p>5LP10-08 – My Random Composition</p> <p>5LP22-06 – Making an Impression</p> <p>5LP23-05 – Whole Tone Ostinato</p> <p>5LP47-07 – Musical Traditions</p> <p>5LP05-10 – Syncopated Drum Parts</p>
<p>5.11</p> <p>The student will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills.</p>	<p>5LP17-03 – Dictation is Everywhere!</p> <p>5LP22-03 – Art Gallery</p> <p>5LP47-07 – Musical Traditions</p> <p>5LP48-06 – Banjo Playing Styles</p> <p>5LP49-06 – Meet the Musicians</p>

Technique and Application	
<p>5.12</p> <p>The student will demonstrate music literacy.</p> <ol style="list-style-type: none"> a) Identify the treble (G) and bass (F) clefs. b) Use a system to sight-read melodies based on the diatonic scale. c) Use traditional notation to write melodies containing skips and leaps. d) Read and notate rhythmic patterns of increasing complexity. e) Identify the meaning of the upper and lower numbers of compound time signatures (6/8). f) Identify tempo markings. 	<p>5LP07-06 – Bass Clef</p> <p>5LP13-13 – Staff Champion – Grand Staff</p> <p>5.6-06 – He Had a Dream – Play the Parts</p> <p>5LP07-11 – Canon Vocalise</p> <p>5LP10-08 – My Random Composition</p> <p>5.5-05 – African Countries and Rhythms</p> <p>5LP03-02 – Meter of 6/8</p> <p>5LP20-12 – Strings Can Do It All (String Quartet Play-Along)</p>
<p>5.13</p> <p>The student will develop skills for individual and ensemble singing performance.</p> <ol style="list-style-type: none"> a) Sing with attention to blend, balance, intonation, and expression. b) Sing melodies of increasing complexity notated in varying forms. c) Sing in two – and three-part harmony. d) Model proper posture for singing. 	<p>5LP07-02 – Stretch it Out</p> <p>5LP13-06 – Minka (Lyrics)</p> <p>5LP06-05 – Be What You Want to Be (Full Score)</p> <p>5LP08-08 – This is My Country</p> <p>5LP08-04 – Get on Board (Full Score)</p> <p>5LP08-02 – Alphabet Warm-Up</p>
<p>5.14</p> <p>The student will develop skills for individual and ensemble instrumental performance.</p> <ol style="list-style-type: none"> a) Play music of increasing difficulty in a variety of ensembles. b) Play melodies and accompaniments of increasing difficulty notated in varying forms. c) Play with expression. d) Apply proper playing techniques. 	<p>5LP08-09 – Get on Board (Full Score)</p> <p>5LP12-08 – G Major Scale Song – Improvisation</p> <p>5LP05-06 – Teemo the Singing Monkey</p> <p>5LP14-10 – C, F, and G Scales Song (Lyrics)</p> <p>5.6-07 – He Had a Dream – Orff</p> <p>5LP01-05 – Music Room Tour</p> <p>5LP08-06 – Get on Board (Full Score)</p>

<p>5.15</p> <p>The student will classify, perform, and count rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Increase complexity, including syncopations. 	<p>5LP06-03 – What Does a Dot Tell Us?</p> <p>5LP03-04 – Quaver’s Irish Jig (Animated Score)</p> <p>5LP12-10 – Body Percussion Relay – Improvisation</p> <p>5LP13-12 – Groovy Bass Clef</p> <p>5LP04-02 – Rhythmic Syllables</p> <p>5LP05-06 – Teemo the Singing Monkey</p>
<p>5.16</p> <p>The student will demonstrate meter.</p> <ul style="list-style-type: none"> a) Apply accent. b) Identify duple and triple meter. 	<p>5LP03-03 – Classical 6/8</p> <p>5LP05-04 – Syncopation in a Song</p> <p>5LP01-06 – Which Meter?</p> <p>5LP02-02 – Meter of 2, 3, or 4</p> <p>5LP03-11 – Classical Music in 6/8</p>
<p>5.17</p> <p>The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Perform non-choreographed and choreographed movements including music in duple and triple meters. b) Perform dances and other music activities. 	<p>5LP01-06 – Which Meter?</p> <p>5LP04-09 – Classical Connections – Rhythm</p> <p>5LP09-06 – Zhao Peng You (Lyrics)</p> <p>5LP24-09 – A New Bolero</p> <p>5LP21-05 – Simple Square Dance 1 (Lyrics)</p>

Grade 6

Music Correlation to SOL Framework documents (appendix G)

Music • Grade Six

Publisher: QuaverEd

Textbook/Resource Title:

QuaverMusic General Music Curriculum

Copyright: 2021

The elementary general music program engages students in singing, playing instruments, moving to music, learning to read and notate music, creating music, and listening to, analyzing and evaluating music and music performances.

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills through singing, playing instruments, performing rhythms, moving to music, composing and improvising. Emphasis is on the development of fundamental skills in reading and notating music and in personal expression through music. Students explore components of a creative process as they define, organize, and share music ideas. Students examine a variety of musical styles and works from periods of music history. Students identify ways in which culture and technology influence the development of music and describe connections between music and other fields of knowledge.

Resources Meet General Requirements

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	The QuaverMusic curriculum is organized into grade-specific lessons and packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. On the Lesson Selection Menu, teachers will find a base of 254 fully-developed lesson plans, organized by grade level (K-6) and topic, with an assessment every third lesson.
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Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Each lesson is titled, within each lesson the screens are subtitled in a way that helps the teacher to see the flow of the lesson. All of our printed lessons plans are built round the sub headings of Welcome, Engage, Introduce, Develop, Apply and Summarize and Extend (if needed).
Writing style, syntax, and vocabulary are appropriate.	The writing style, syntax, and vocabulary found in the QuaverMusic resources are appropriate and grade level appropriate. Our screens and songs use vocabulary that makes the learning easy to understand, while giving the teacher means to extend student knowledge. Our vocabulary has passed the rigorous testing of teaching experts and fine arts directors.

<p>Graphics and illustrations are appropriate.</p>	<p>We have on request all of the characters that we use in the Quaver Resources. They are diverse, age appropriate and relevant to the ages that it is being displayed to. The graphics are also chosen to represent the changing world of children at different grade levels. For example illustrations of Trains, and Trees are used more in Kindergarten than in 5th grade which uses other age appropriate illustrations.</p>
<p>Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p>QuaverMusic resources provide sufficient instructional strategies through lesson pacing and varied instruction. Opportunities for modification and differentiation are presented throughout lesson plans and supporting materials. Activities through QuaverMusic offer on-screen options to level instruction to class-wide or student-specific ability which promotes a depth of understanding.</p>
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<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>QuaverMusic curriculum resources are web-based and updated regularly throughout the year. This allows for students to explore advances in up-to-date music technology.</p>

Resources Support the LCPS Mission, Core Beliefs and Strategic Goals

<https://bit.ly/2VV3IDB>

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<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>QuaverMusic resources present concepts in a variety of forms tailored to grade level and multiple pedagogies. Our Song-Based Lessons present a concept, then provide opportunities for students to apply that knowledge in other song text, musical examples, or activities. Our Essentials videos and clips present information in a variety of fun and engaging ways, using real-life situations and materials to tap into students' prior knowledge and foster connections. We work closely with Culture Bearers to ensure that our resources are culturally sensitive and authentic, presenting real musicians whenever possible.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>QuaverMusic resources consistently provide sufficient, grade-level content and resources to promote depth of understanding. Concepts are presented in modules that weave through each grade level of the curriculum, building on previously mastered skills and providing teachers the ability to differentiate based on the needs of diverse learners. Our thorough Scope and Sequence shows how larger concepts recur throughout the curriculum and allows for tailored scaffolding.</p>

Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.	QuaverMusic resources represent a diverse group of people and backgrounds. The material is created with the understanding that students need both mirrors to see their own cultures represented as well as windows to gain understanding of someone else’s experience.
Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.	QuaverMusic takes a proactive stance in ensuring all new resources undergo scrutiny through a variety of lenses. Resources do not assign stereotypes or specific characteristics to members of a group. Our Diversity, Equity, and Inclusion Committee meets monthly to review resources to ensure they are free from bias and represent a variety of cultural and ethnic backgrounds.
Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.	QuaverMusic resources provide teachers with strategies for meeting the needs of all learners through modifications and differentiated instructional options. Lesson plans detail extension ideas and adaptability options that allow each child opportunities for rigorous instruction. These lesson plans are customizable and allow teachers opportunities to personalize content for whole group, small group, or individual instruction.
Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.	QuaverMusic resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students. All lyric pages demonstrate Lyrics pages text highlighting to aid with tracking and literacy. Customizable resources, such as the MultiMedia Screen, allow teachers to tailor content and instruction based on the needs of individual students. Our customization features and tools allow music teachers to create custom assignments for students in keeping with their IEPs.
Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.	QuaverMusic resources may be used with small groups and individual students. Our resources provide appropriate practices and smaller tasks for building oracy skills and vocabulary development, as well as reading skills. For example, key-words introduced in one lesson are reviewed throughout the course of the year. In addition, we provide lyrics for each song with a highlighting feature, so students are able to see and hear words to help build lesson fluency.

2020 Grade Six Music Standards of Learning

Standard	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Creative Process	
<p>6.1</p> <p>The student will demonstrate creative thinking by composing and improvising original music.</p> <p>a) Improvise four-measure melodic and rhythmic phrases.</p> <p>b) Compose four-measure melodies and rhythms.</p> <p>c) Arrange an existing musical phrase.</p>	<p>6LP28-05 – Creating an Ending</p> <p>6LP03-11 – Steps, Skips, and Repeated Notes</p> <p>6LP04-09 – My Blues Song</p> <p>6LP03-07 – Adding Pitch to Rhythm</p> <p>6LP33-06 – Monsters and Fairies</p> <p>6LP20-10 – Enhancing It’s a Sticky Situation</p> <p>6LP26-04 – African Rhythms</p> <p>6LP27-06 – Build the A Section Structure</p>
<p>6.2</p> <p>The student will apply a creative process for music.</p> <p>a) Explore components of creative processes for music.</p> <p>b) Define, organize, and</p>	<p>6LP05-09 – QComposer Lite – Chords and Melody</p> <p>6LP06-08 – My Backing Track</p> <p>6LP31-08 – Creating Foley Sounds</p> <p>6LP04-12 – Write a Blues Song</p> <p>6LP06-09 – Agent V7 (Reading Chord Charts)</p> <p>6LP20-05 – Pop Opera Songs</p> <p>6LP13-11 – Waveforms – QSynth</p> <p>6LP14-10 – Sound Observations</p>
Critical Thinking and Communication	
<p>6.3</p> <p>The student will analyze, interpret, and evaluate music.</p> <p>a) Describe expressive qualities of works of music using inquiry skills and music terminology.</p> <p>b) Examine and apply personal and accepted criteria for evaluating works of music.</p> <p>c) Describe performances of music using music terminology.</p> <p>d) Apply accepted criteria for critiquing musical works and performances of self and others.</p>	<p>6LP03-03 – Pitch in My Favorite Song</p> <p>6LP06-03 – Other Elements of Genre</p> <p>6LP01-06 – What is a Musical Genre?</p> <p>6LP10-11 – Busking Video Routines</p> <p>6LP04-03 – Form in My Favorite Song</p> <p>6LP11-05 – Busking Project Dress Rehearsal</p> <p>6LP29-06 – Evaluating Group Pieces</p> <p>6LP30-08 – Feedback Sandwich</p>

<p>6.4</p> <p>The student will formulate and justify personal responses to music.</p> <p>a) Identify reasons for preferences among works of music using music terminology.</p> <p>b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.</p>	<p>6LP05-08 – Student Compositions</p> <p>6LP11-10 – Choosing Busking Instruments</p> <p>6LP05-02 – Fixing Quaver Radio</p> <p>6LP01-06 – What is a Musical Genre?</p> <p>6LP30-13 – Talking Drums</p> <p>6LP03-13 – Use Dynamics</p> <p>6LP22-03 – Start With the Overture</p> <p>6LP32-05 – Composing Techniques</p>
<p>6.5</p> <p>The student will identify and demonstrate collaboration and communication skills for music, including active listening.</p>	<p>6LP02-02 – Fixing Quaver Radio</p> <p>6LP08-06 – Group Work Time</p> <p>6LP32-13 – Adding Live Recording – QSoundFX</p> <p>6LP34-07 – Animated Music Example</p> <p>6LP35-08 – Crab SFX Example – QSoundFX</p>
<p>History, Culture, and Citizenship</p>	
<p>6.6</p> <p>The student will explore historical and cultural influences of music.</p> <p>a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.</p> <p>b) Describe ways in which culture influences the development of music and music styles.</p>	<p>6LP25-03 – Amazing Africa 1</p> <p>6LP03-02 – Fixing Quaver Radio</p> <p>6LP19-11 – Showtunes Book – Advanced</p> <p>6LP25-09 – Making Music Worldwide – Djembe</p> <p>6LP26-05 – History of African Drumming 2</p> <p>6LP27-03 – Amazing Africa 2</p>
<p>6.7</p> <p>The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment</p>	<p>6LP04-10 – Blues Book – Advanced</p> <p>6LP07-03 – What is Busking?</p> <p>6LP08-03 – The History of Busking</p> <p>6LP10-08 – Making Music Worldwide – Rasping Stick</p> <p>6LP13-12 – Making Music Worldwide</p> <p>6LP29-03 – Amazing Africa 3</p> <p>6LP29-11 – African Dance Example</p> <p>6LP30-13 – Talking Drums</p>

<p>6.8</p> <p>The student will explain intellectual property as it relates to music.</p>	<p>6LP12-02 – Goals of The Busking Project</p> <p>6LP12-04 – Busking Performance</p> <p>6LP18-02 – Explaining Goals to the Audience</p> <p>6LP18-03 – Group Presentations</p> <p>6LP22-02 – Pop Opera Songs</p> <p>6LP24-02 – Welcome to Our Pop Opera</p> <p>6LP29-07 – Program Notes</p>
<p>Innovation in the Arts</p>	
<p>6.9</p> <p>The student will describe career options in music.</p>	<p>6LP07-05 – Troubadour History</p> <p>6LP08-03 – The History of Busking</p> <p>6LP10-07 – Careers in Music – Hall of Fame</p> <p>6LP16-02 – Studio Magic</p> <p>6LP16-04 – Working on Goals 4 and 5</p> <p>6LP20-08 – Start a Pit Orchestra</p> <p>6LP23-04 – Other Essential Parts</p>
<p>6.10</p> <p>The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.</p>	<p>6LP17-07 – Science of Sound Game Show</p> <p>6LP17-09 – How Does Sound Travel?</p> <p>6LP28-11 – Talking Drums</p> <p>6LP29-03 – Amazing Africa 3</p> <p>6LP31-11 – Experimenting with Waves – QSynth</p>
<p>6.11</p> <p>The student will describe the connections of music to the other fine arts and other fields of knowledge.</p>	<p>6LP11-09 – Creating Flyers For the Show</p> <p>6LP13-03 – What is Sound?</p> <p>6LP13-06 – Analyzing Instrument Vibration</p> <p>6LP15-03 – Materials and Reverberation</p> <p>6LP32-11 – QSoundFX</p> <p>6LP22-10 – Prop and Background Ideas</p> <p>6LP24-06 – Shakespeare’s Story Arc</p> <p>6LP24-07 – Strings Can Do It All (Epic Soundtrack)</p>

Technique and Application	
<p>6.12</p> <p>The student will read and notate music.</p> <ol style="list-style-type: none"> Identify tonal, rhythmic, and melodic patterns containing steps, skips, and leaps. Recognize diatonic intervals. Identify and notate melodies on the musical staff. Read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests. Identify the meaning of the upper and lower numbers of time signatures. 	<p>6LP07-12 – Busking Starter</p> <p>6LP20-10 – Enhancing It’s a Sticky Situation</p> <p>6LP25-12 – My African Rhythms</p> <p>6LP02-03 – Analyzing Rhythms by Genre</p> <p>6LP03-12 – Interval Monkey</p> <p>6LP01-10 – Percussion Grids Level 2</p> <p>6LP02-07 – Rhythm Composition</p> <p>6LP02-04 – Sixteenth Note Samba (Rhythm Clapper Olympics)</p>
<p>6.13</p> <p>The student will perform a variety of music.</p> <ol style="list-style-type: none"> Sing or play music in unison and simple harmony. Follow dynamic and tempo markings. Identifying appropriate performance practices. 	<p>6LP25-07 – Jabu Na Simba (Full Score)</p> <p>6LP33-02 – Vocal Sounds Rap (Full Score)</p> <p>6LP36-03 – The Three Animations</p> <p>6LP14-09 – The Boomwhackers® Song (Lyrics)</p> <p>6LP04-11 – Singing Chords</p> <p>6LP03-14 – Dynamic Percussion</p> <p>6LP12-04 – Busking Performance</p> <p>6LP11-07 – Busking Project Dress Rehearsal</p>
<p>6.14</p> <p>The student will perform melodies and accompaniments.</p> <ol style="list-style-type: none"> Sing or play instruments with and without notation. Perform music in a variety of ensembles. 	<p>6LP04-07 – Agent V7 (Reading Chord Charts)</p> <p>6LP03-11 – Steps, Skips, and Repeated Notes</p> <p>6LP02-12 – Create a Reggae Band</p> <p>6LP26-12 – African Percussion Techniques</p> <p>6LP21-08 – Enhancing The Story of Us</p> <p>6LP11-07 – Busking Project Dress Rehearsal</p> <p>6LP12-10 – The Busking Song (Lyrics)</p> <p>6LP20-11 – Enhancing We Need Someone</p>

<p>6.15</p> <p>The student will read, count, and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests. 	<p>6LP05-07 – Raving Rhythm Waterways (FULL SCORE)</p> <p>6LP07-09 – Rhythm Selectah Triplets</p> <p>6LP02-04 – Sixteenth Note Samba (Rhythm Clapper Olympics)</p> <p>6LP02-07 – Rhythm Composition</p> <p>6LP27-05 – Lay the Foundation</p> <p>6LP33-02 – Vocal Sounds Rap (Full Score)</p> <p>6LP28-02 – Reviewing the A Section</p> <p>6LP29-05 – Practicing Everything</p>
<p>6.16</p> <p>The student will respond to music with movement by performing non-choreographed and choreographed movements.</p>	<p>6LP24-03 – The Pop Opera</p> <p>6LP12-04 – Busking Performance</p> <p>6LP26-03 – African Dance Example</p> <p>6LP22-05 – Pop Opera Songs</p> <p>6LP07-12 – Busking Starter</p>