Publisher: *QuaverEd, Inc.*

Program Title: *Quaver’s General Music California Curriculum (K-5)*

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Components: *To use links, be sure you are logged in at QuaverEd.com/CA-reviewers/. Screen Address - 5LP12-14 is 5 = 5th Grade, LP12 = Lesson 12, 14 = Screen 14*

# Criteria Map Template–2021 Arts Education Adoption

(Download and use to cite where instructional resources fully address each criterion)

## Category 1: Alignment with the California Arts Education Performance Standards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criterion** | Arts Education Content/Alignment with Standards | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| 1.1 | Instructional materials, as defined in *Education Code* (*EC*) Section 60010(h), must align to the Arts Standards, adopted by the SBE in January 2019. | QuaverMusic has aligned their resources with the Arts Standards in the CA Arts Standards Correlation Documents.   * [Kindergarten](https://www.quavermusic.com/media/images/e6600e36-b718-430e-b09c-f81bcfa8c360.pdf) * [1st Grade](https://www.quavermusic.com/media/images/db560c7f-444c-4447-890b-fb72a0400dab.pdf) * [2nd Grade](https://www.quavermusic.com/media/images/94ab42da-94b8-4d31-b485-1b551f641582.pdf) * [3rd Grade](https://www.quavermusic.com/media/images/7cad815b-5dc7-452a-a330-0e9daabd006a.pdf) * [4th Grade](https://www.quavermusic.com/media/images/1b0cb512-b31c-48ae-9c2f-34c070f3c9ef.pdf) * [5th Grade](https://www.quavermusic.com/media/images/e0d6522e-8148-4528-a67b-00c6c85edd29.pdf)   QuaverMusic has also organized their instructional materials through their [K-5 Curriculum Maps](https://www.quavermusic.com/media/images/82334489-f9dd-4b4b-868c-d639d6aa9a1a.pdf) and [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf). |  |  |  |
| 1.2 | Instructional materials are consistent with the content of the *Arts Education Framework for California Public Schools, Pre-Kindergarten Through Grade Twelve* (*CA Arts Framework*). | QuaverMusic is brimming with resources for students to [create](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=10b49c26-fca3-4216-aa3b-3f319df74d2b&slideGUID=660d8c71-a324-11eb-aa16-02420a807bba), [perform](https://www.quavermusic.com/media/images/74ffe76b-bc7b-44f4-bd93-b63fe1db0cf7.pdf), [respond](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1dc665b5-b073-41e2-91f3-ab392ba447bc&slideGUID=549a1b94-a318-11eb-aa16-02420a807bba), and [connect](https://www.quavermusic.com/lppHost.aspx?lpGuid=c6981d26-be9e-48cc-a0fb-d44cb1b3a187&slideGUID=d0c6c928-8dee-11eb-aa16-02420a807bba) music all in a seamless fashion. The 5th-grade [commercial project](https://www.quavermusic.com/lppHost.aspx?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba) includes ample opportunities for all basic facets of music literacy while providing a real-world, relatable challenge.  We’ve supplemented this with a guide entitled “[Best Practices for Incorporating Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)” to support teachers along the way. |  |  |  |
| 1.3 | Instructional materials must include instructional strategies and student activities that incorporate skill development and authentic sequential, discipline-specific learning in all four artistic processes (Creating, Performing/Producing/Presenting, Responding, Connecting) over time leading to artistically literate individuals. | QuaverMusic students are constantly creating, performing, responding, and connected. Below is just one example of each that demonstrates these processes:   * Create - The [5th Grade Commercial Project](https://www.quavermusic.com/lppHost.aspx?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba) * Perform - [Arctic Overture](https://www.quavermusic.com/lppHost.aspx?lpGuid=d7c8c62c-3b10-4940-9c98-ad51641b78dd&slideGUID=328037d1-a323-11eb-aa16-02420a807bba) * Respond - [Flight of the Bumblebee](https://www.quavermusic.com/lppHost.aspx?lpGuid=8090614f-4a8c-4e3e-81f1-0ad820f51e61&slideGUID=984829b6-9823-11eb-aa16-02420a807bba) * Connect - [Spoons in the Americas](https://www.quavermusic.com/lppHost.aspx?lpGuid=a529be74-b657-47be-a97d-eb4334b88795&slideGUID=93c5492b-9be3-11eb-aa16-02420a807bba) |  |  |  |
| 1.4 | Instructional materials must be consistent with current state statutes and support statutorily mandated instruction as noted in these criteria. | QuaverMusic materials support the statutorily mandated instruction by aligning their resources with the Arts Standards in their CA Arts Standards Correlation Documents, listed below. These resources, as well as all other resources in the curriculum, are consistent with current state statutes.   * [Kindergarten](https://www.quavermusic.com/media/images/e6600e36-b718-430e-b09c-f81bcfa8c360.pdf) * [1st Grade](https://www.quavermusic.com/media/images/db560c7f-444c-4447-890b-fb72a0400dab.pdf) * [2nd Grade](https://www.quavermusic.com/media/images/94ab42da-94b8-4d31-b485-1b551f641582.pdf) * [3rd Grade](https://www.quavermusic.com/media/images/7cad815b-5dc7-452a-a330-0e9daabd006a.pdf) * [4th Grade](https://www.quavermusic.com/media/images/1b0cb512-b31c-48ae-9c2f-34c070f3c9ef.pdf) * [5th Grade](https://www.quavermusic.com/media/images/e0d6522e-8148-4528-a67b-00c6c85edd29.pdf) |  |  |  |
| 1.5 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). | QuaverMusic resources go through a vigorous testing process which includes at least three rounds of review for any new screen that is released. Our [screens](https://www.quavermusic.com/lppHost.aspx?lpGuid=1e4169e5-f010-4119-81c9-5cfb33169f64&slideGUID=97e90181-98ab-11eb-aa16-02420a807bba), [lesson plans](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194), [songs](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=eb1a5ea5-c835-4d24-bebf-03342f614469&slideGUID=e518db5d-98e6-11eb-aa16-02420a807bba), [project books](https://www.quavermusic.com/media/images/c0a31e66-95e5-4bbd-a179-692c49a29848.pdf), and [worksheets](https://www.quavermusic.com/media/images/e654c9ba-834a-4183-89fd-86687ec46886.pdf) all get reviewed for accuracy and use of proper grammar and spelling.  If something were to become out of date, QuaverMusic’s cloud-based platform allows them to update resources quickly and consistently. |  |  |  |
| 1.6 | Instructional materials shall include standards-aligned opportunities, including culturally and linguistically responsive activities for engaging students in the arts processes, to increase students’ knowledge of the arts through their study of the historical, contemporary, and multi-cultural artistic concepts and the lives, contributions, and innovations of various artists and arts movements. | [Here](https://www.quavermusic.com/lppHost.aspx?lpGuid=7871ac32-7356-4b47-a330-cc2d5160785d&slideGUID=18828fb6-a1fe-11eb-aa16-02420a807bba) is just one example of a culturally and linguistically responsive activity, which is included throughout the QuaverMusic curriculum.  [Historical](https://www.quavermusic.com/lppHost.aspx?lpGuid=971efbfd-2822-4394-bdf9-ab7ee7a693e0&slideGUID=19e360b2-a1fe-11eb-aa16-02420a807bba), [contemporary](https://www.quavermusic.com/lppHost.aspx?lpGuid=f53d0591-290d-470a-9ba9-303d5c0e2894&slideGUID=19dca6d7-a220-11eb-aa16-02420a807bba), and [multi-cultural](https://www.quavermusic.com/lppHost.aspx?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=b26d3abc-975e-11eb-aa16-02420a807bba) artistic concepts also make up the framework of the QuaverMusic curriculum.  QuaverMusic represents various artists such as [Joseph Bologne, Chevalier de Saint-Georges](https://www.quavermusic.com/lppHost.aspx?lpGuid=87910577-336d-4393-be42-70a2b33f3885&slideGUID=24d1374e-a321-11eb-aa16-02420a807bba), [Clara Schumann](https://www.quavermusic.com/lppHost.aspx?lpGuid=d7918614-446b-41ed-9166-61e93222b71e&slideGUID=dd3e69ee-a1e6-11eb-aa16-02420a807bba), [Silvestre Revueltas](https://www.quavermusic.com/lppHost.aspx?lpGuid=7536a137-7eae-4791-a15d-9a9c06b1f720&slideGUID=45fabdbe-a31f-11eb-aa16-02420a807bba), [William Grant Still](https://www.quavermusic.com/lppHost.aspx?lpGuid=fcb6b124-5acd-404b-9911-7ed1799fba52&slideGUID=2fafb056-a323-11eb-aa16-02420a807bba), [Clarice Assad](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe219fb5-3f46-4e90-9aa1-7180cb09ad3d&slideGUID=e57dd926-98e6-11eb-aa16-02420a807bba), [Louis Armstrong](https://www.quavermusic.com/lppHost.aspx?lpGuid=4937974e-9383-4eb2-bc1d-17f6909b7c6a&slideGUID=1d74e5b8-a1fe-11eb-aa16-02420a807bba), [José Silvestre White Lafitte](https://www.quavermusic.com/lppHost.aspx?lpGuid=90ff6035-028a-4773-9e93-8f7288035128&slideGUID=647bcf7f-a324-11eb-aa16-02420a807bba), [Teresa Carreño](https://www.quavermusic.com/lppHost.aspx?lpGuid=340b3172-3dfc-4425-b659-b1bc595b158b&slideGUID=65022622-a324-11eb-aa16-02420a807bba), [Kōsaku Yamada](https://www.quavermusic.com/lppHost.aspx?lpGuid=6251a2ca-d693-43c2-9662-4dc369af8666&slideGUID=165f2544-a220-11eb-aa16-02420a807bba), [Dolly Parton](https://www.quavermusic.com/lppHost.aspx?lpGuid=6f50c170-0c42-4634-b509-9dafddd29b37&slideGUID=02fe6d92-a18c-11eb-aa16-02420a807bba), and more. |  |  |  |
| 1.7 | Instructional materials shall include opportunities for students to study the connections among the arts disciplines to support development in the designated performance standards for dance, media arts, music, theatre, and the visual arts at various grade levels. | QuaverMusic has connections among the arts disciplines throughout the curriculum. Below is one example of for each grade level:   * Kindergarten: [SongBrush](https://www.quavermusic.com/lppHost.aspx?lpGuid=9afeca37-d68c-41aa-b892-3d3c8937a987&slideGUID=06374cf5-a18c-11eb-aa16-02420a807bba) * 1st grade: [Respond Through the Arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=9afeca37-d68c-41aa-b892-3d3c8937a987&slideGUID=0672ca17-a18c-11eb-aa16-02420a807bba) * 2nd grade: [In the Hall of the Mountain King](https://www.quavermusic.com/lppHost.aspx?lpGuid=41dfb56a-29d9-4781-95a7-94b90a11549d&slideGUID=43250a58-a31f-11eb-aa16-02420a807bba) * 3rd grade: [Improvising Across the Arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=8c547d54-907d-4788-94a1-46e232b36754&slideGUID=21ad01c5-9d53-11eb-aa16-02420a807bba) * 4th grade: [Collaboration Station](https://www.quavermusic.com/lppHost.aspx?lpGuid=e27f005c-1bc3-4aad-9161-4a981758363f&slideGUID=d9f3fabc-a1e6-11eb-aa16-02420a807bba) * 5th grade: [Careers in the Arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=6251a2ca-d693-43c2-9662-4dc369af8666&slideGUID=166bc9e1-a220-11eb-aa16-02420a807bba)   A few other examples to note are the [Commercial Project](https://www.quavermusic.com/lppHost.aspx?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba), [Musical Traditions](https://www.quavermusic.com/lppHost.aspx?lpGuid=f0ba1a56-cf3f-41bc-8caa-95ff2d3b13ce&slideGUID=94d8f1fb-9be3-11eb-aa16-02420a807bba), [Express the Contour](https://www.quavermusic.com/lppHost.aspx?lpGuid=db1b3277-8e4b-4bde-97b8-54634587192f&slideGUID=34ffc515-a158-11eb-aa16-02420a807bba), and [QSoundFX](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=ce767c7d-8884-4f55-9fb7-df72548efd20&slideGUID=659e0124-a324-11eb-aa16-02420a807bba). |  |  |  |
| 1.8 | Instructional materials shall include clear procedures and explanations of underlying concepts, artistic processes, language, and theories integral to and supportive of the teaching and learning of arts disciplines so that artistic skills are learned in the context of specific performance standards. | QuaverMusic provides clear procedures and explanations in a variety of easy-to-find ways.   * For teachers:   + QuaverMusic’s lesson plans provide a one-stop shop for all lesson planning needs. [Here](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) is one example of the over 250 lesson plans available. * For students:   + Many screens provide clear directions and visuals on the screen itself, like in [Respond Through the Arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=ba40fa74-1067-45d4-8b1f-7b8eacaa6fb3&slideGUID=6786d3fe-a324-11eb-aa16-02420a807bba). * For both:   + All screens contain notes that guide teachers on how to make the most of each resource, such as [Carnival of the Animals: Fossils (Movement Videos)](https://www.quavermusic.com/lppHost.aspx?lpGuid=0aeef14a-d084-454c-aef6-d1e64ebe1fb7&slideGUID=8e8f1b76-9b4f-11eb-aa16-02420a807bba).   + QuaverMusic also provides several screens with easily digestible definitions, such as [melody](https://www.quavermusic.com/lppHost.aspx?lpGuid=b12d9de7-c313-4726-96c4-216b9df7671d&slideGUID=06d448b8-a18c-11eb-aa16-02420a807bba), [lyrics](https://www.quavermusic.com/lppHost.aspx?lpGuid=1ae16395-3a0a-46ce-88c4-a20a8068a081&slideGUID=22b4577f-a321-11eb-aa16-02420a807bba), [beat and rhythm](https://www.quavermusic.com/lppHost.aspx?lpGuid=702be9a9-7a5d-48aa-a8e7-9ed180def5d5&slideGUID=c56c4b12-9825-11eb-aa16-02420a807bba), [range](https://www.quavermusic.com/lppHost.aspx?lpGuid=2f8c108f-bae6-4969-90c7-66538fcc9651&slideGUID=911eea34-9d6e-11eb-aa16-02420a807bba), [harmony](https://www.quavermusic.com/lppHost.aspx?lpGuid=d7c8c62c-3b10-4940-9c98-ad51641b78dd&slideGUID=32154ac4-a323-11eb-aa16-02420a807bba), and many more. |  |  |  |
| 1.9 | Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *Arts Standards*. | Instructional materials on humanity’s place in ecological systems permeate the QuaverMusic curriculum. We have included one example per grade level below:   * Kindergarten: [Charlie Catches a Big Fish (Story)](https://www.quavermusic.com/lppHost.aspx?lpGuid=79ffa548-3f74-4e7c-9a2b-c6681b013f97&slideGUID=b1def32f-975e-11eb-aa16-02420a807bba) * 1st Grade: [Habitat (Lyrics)](https://www.quavermusic.com/lppHost.aspx?lpGuid=078672fa-d2cb-4739-8054-62546f4f7eef&slideGUID=8dc41b42-9b4f-11eb-aa16-02420a807bba) * 2nd Grade: [Scotland’s Burning (Lyrics)](https://www.quavermusic.com/lppHost.aspx?lpGuid=c77ea102-5bee-4aab-b748-ab89ace5f447&slideGUID=cad0127e-a194-11eb-aa16-02420a807bba) * 3rd Grade: [What a Wonderful World (Lyrics)](https://www.quavermusic.com/lppHost.aspx?lpGuid=fad6f90e-2ec7-4c98-8f51-dcf2da81ba84&slideGUID=2e2545cb-a323-11eb-aa16-02420a807bba) * 4th Grade: [I Love the Mountains (Lyrics)](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe219fb5-3f46-4e90-9aa1-7180cb09ad3d&slideGUID=e59ab6e0-98e6-11eb-aa16-02420a807bba) * 5th Grade: [Save the Planet (Lyrics)](https://www.quavermusic.com/lppHost.aspx?lpGuid=d9272ab4-c541-46b2-a0bd-24b6e04f89a2&slideGUID=988f8e99-98ab-11eb-aa16-02420a807bba) |  |  |  |

## Category 2: Program Organization

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| **Criterion** | Program Organization | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| 2.1 | An organizational structure that provides logic and coherence to facilitate efficient and effective teaching and learning within the discipline-specific unit, lesson, and grade level or grade span, consistent with the guidance in the *Arts Framework*. | * The [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf) demonstrates how the curriculum scaffolds concepts throughout the curriculum. It includes the main concepts taught in each grade level, how the concepts are developed, and specific examples of each. * [K-5 Curriculum Maps](https://www.quavermusic.com/media/images/82334489-f9dd-4b4b-868c-d639d6aa9a1a.pdf) provide a large-scale overview of each module and lesson in the curriculum. * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes. |  |  |  |
| 2.2 | Tables of contents, indexes, glossaries, technology-based resources, support materials, content summaries, and assessment guides designed to help administrators, teachers, parents or guardians, and students navigate the program | * Tables of contents   + Because of the digital nature of our product, our [Lesson Selection Menu](https://help.quavered.com/product-support/quavermusic/lesson-selection-menu/) acts as the table of contents for our curriculum.   + The student version of the Lesson Selection Menu is the [Student Dashboard](https://help.quavered.com/product-support/quavermusic/student-dashboard/), where they can find assignments, student interactives, and more.   + There are also tables of contents in each section of [QuaverMusic Guides](https://help.quavered.com/product-support/quavermusic/teacher-dashboard/). * Indexes   + QuaverMusic’s [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/) is a comprehensive, innovative index that houses all QuaverMusic resources.   + There are also documents like the [Ukulele Song Index](https://www.quavermusic.com/media/images/db6d2f25-7d43-4a43-93cc-4174be12abbc.pdf), [Quaver Song and Music List](https://www.quavermusic.com/media/images/3bde645b-91c9-415d-925e-32cd7da40f6f.pdf), and [Movement Maps](https://www.quavermusic.com/media/images/1b4bc24b-6419-425f-a36b-5772db4553c2.pdf). * Glossaries   + QuaverMusic has a comprehensive [Keyword Glossary](https://www.quavermusic.com/media/images/ec9ff834-5052-4828-a84a-d71e7a5c44e4.pdf) with all key terms from the curriculum.   + There is also a [keywords tab](https://www.quavermusic.com/lppHost.aspx?lpGuid=1fca068e-b8c8-45d0-af1d-7dd2fb4a3be9&slideGUID=13959d0f-98e2-11eb-aa16-02420a807bba) in the beginning of every lesson. These show the terms that will be defined in the lesson. * Technology-based resources   + QuaverMusic’s [technical support](https://help.quavered.com/technical-support/) site provides help for IT-related issues.   + QuaverMusic has also created resources on the subject of using digital curriculum that live in the [Professional Development Curriculum](https://help.quavered.com/professional-development/video-training-courses/quavermusic-video-training/) and [QuaverMusic Guides](https://help.quavered.com/product-support/quavermusic/) pages.   + We also have a document specifically on [Using an Online Curriculum](https://www.quavermusic.com/media/images/879fc73b-a6e9-4e8f-ba6a-75072a1ddd3a.pdf).   + Students have access to an online world of resources on [Quaver Street](https://help.quavered.com/product-support/quavermusic/quaver-street/). * Support materials   + Best practice guides provide general information on how to engage students in the classroom, useful for applications inside and outside of our program.     - [Using an Online Curriculum](https://www.quavermusic.com/media/images/879fc73b-a6e9-4e8f-ba6a-75072a1ddd3a.pdf)     - [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf)     - [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)     - [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)     - [Rhythm Counting and Notation](https://www.quavermusic.com/media/images/eb8e0692-6c35-4c9c-a6ae-0dda24ebe9be.pdf)     - [Strengthening the Teacher-Student Bond](https://www.quavermusic.com/media/images/3d8e8d16-5f5d-4fa1-9262-2e14452e06ef.pdf)     - [Keyword Glossary](https://www.quavermusic.com/media/images/ec9ff834-5052-4828-a84a-d71e7a5c44e4.pdf)     - [Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf)     - [Writing Assessment Questions](https://www.quavermusic.com/media/images/b296e660-439a-44f2-ae56-c80bce01b2c3.pdf)   + Teachers can create more individualized instructional materials for students through [Resource Creation](https://help.quavered.com/product-support/quavermusic/resource-creation/). * Content summaries   + Curriculum Features documents are detailed guides on specific content of the QuaverMusic curriculum.     - [Classical Connections Overview](https://www.quavermusic.com/media/images/54cf94ef-bef7-42ad-a228-a0f241e80be6.pdf)     - [Movement Maps](https://www.quavermusic.com/media/images/1b4bc24b-6419-425f-a36b-5772db4553c2.pdf)     - [Orff Resources](https://www.quavermusic.com/media/images/7217a2dc-f104-4e46-8b31-85abfb90c4f5.pdf)     - [Kodály Resources](https://www.quavermusic.com/media/images/b8ebd0d4-701d-47d8-bbc9-82649ace6c6d.pdf)     - [Quaver STEAM concepts](https://www.quavermusic.com/media/images/084166ff-c419-44db-8e3a-a3c695820fe8.pdf)     - [Song List](https://www.quavermusic.com/media/images/3bde645b-91c9-415d-925e-32cd7da40f6f.pdf)     - [Ukulele Song Index](https://www.quavermusic.com/media/images/db6d2f25-7d43-4a43-93cc-4174be12abbc.pdf)     - [Cross-curricular Connections sheet](https://www.quavermusic.com/media/images/878720c3-e1e0-4edb-929d-015c68eba04c.pdf)     - [Curriculum Materials and Instruments](https://www.quavermusic.com/media/images/ae4c85bd-efc8-41b6-b464-a943e6bb5a08.pdf) * Assessment guides   + Several assessment guides are available, including documentation on [Writing Assessment Questions](https://www.quavermusic.com/media/images/b296e660-439a-44f2-ae56-c80bce01b2c3.pdf), [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf), and [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf).   + There are also help articles on [assessing students in the classroom](https://help.quavered.com/assess-students-in-the-classroom-with-teacher-guided-mode/), [distributing assignments](https://help.quavered.com/how-to-articles/assignments/distribute-assignments/), [collecting student video recordings](https://help.quavered.com/how-to-articles/assignments/collect-student-video-recordings/), and [more](https://help.quavered.com/how-to-articles/assignments/quaver-content/).   + Students can benefit from assignments being sent right to their [dashboard](https://help.quavered.com/product-support/quavermusic/student-dashboard/). |  |  |  |
| 2.3 | An overview of the content in each chapter or unit that describes how it supports instruction and learning of the *Arts Standards* | * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, essential questions, and teacher notes. * The QuaverMusic [user interface](https://help.quavered.com/product-support/quavermusic/teacher-dashboard/) provides one clear location for all instructional resources. |  |  |  |
| 2.4 | An overview of the content in each chapter or unit that outlines the arts concepts, processes, and skills to be developed. | * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes. |  |  |  |
| 2.5 | Graphics (e.g., pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content | * [Pictures](https://www.quavermusic.com/lppHost.aspx?lpGuid=a77b3c61-ecb1-4ff2-b317-3543db1e346c&slideGUID=942a03b5-9be3-11eb-aa16-02420a807bba), [maps](https://www.quavermusic.com/lppHost.aspx?lpGuid=d9272ab4-c541-46b2-a0bd-24b6e04f89a2&slideGUID=98694bd3-98ab-11eb-aa16-02420a807bba), and [charts](https://www.quavermusic.com/lppHost.aspx?lpGuid=6def7e6b-d607-4e4a-9796-43ade53e5250&slideGUID=da6d65f6-a1e6-11eb-aa16-02420a807bba) pervade throughout the curriculum. Below are a few particularly popular examples. * [Introducing Syncopation](https://www.quavermusic.com/lppHost.aspx?lpGuid=a55ad413-5d7d-4ab2-a19c-4ded6159bebd&slideGUID=98cfc26c-98ab-11eb-aa16-02420a807bba) - This resource contains several graphics that demonstrate syncopated rhythms. This is just one example of several resources that provide comprehensive rhythmic analysis. * [Carmen: Overture (Active Listening)](https://www.quavermusic.com/lppHost.aspx?lpGuid=469a3f4d-058a-48eb-8938-0863eb4b267d&slideGUID=de07ddab-a1e6-11eb-aa16-02420a807bba) - This resource provides several examples of labeled notation for students to perform. There are over 100 instances of interactive notation throughout the curriculum. * [Orff Library](https://www.quavermusic.com/lppHost.aspx?lpGuid=8657d220-0a04-4739-9afb-fb44a7955d8d&slideGUID=1a8cda5c-a1fe-11eb-aa16-02420a807bba) - This resource houses examples of several barred Orff instruments, their ranges, and the interactive audio that matches each instrument. There are over 100 Orff-inspired arrangements in QuaverMusic resources. * [Instrument Anatomies - Orchestral Brass](https://www.quavermusic.com/lppHost.aspx?lpGuid=e41c403e-fc4b-49e0-bcfd-22e8ed70e1e7&slideGUID=c6aad2a4-a324-11eb-aa16-02420a807bba) - This resource labels various parts of orchestral brass instruments. QuaverMusic has resources that cover major instrument types from around the world. * [Magic Dot](https://www.quavermusic.com/lppHost.aspx?lpGuid=b3b48228-0973-43f2-a66b-e900e8d1c252&slideGUID=17804aaa-a1fe-11eb-aa16-02420a807bba) - This resource annotates clear, accurate music notation and focuses on dotted notes. Accurate notation lives and breathes throughout the QuaverMusic curriculum. |  |  |  |
| 2.6 | Support materials that are an integral part of the instructional program and are clearly aligned with the *Arts Standards* | * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, essential questions, and teacher notes. * The [Teacher Toolbox](https://www.quavermusic.com/teachertoolbox/) houses essential supporting resources for teachers, including vocal warm-ups, movement activities, music theory resources, and much more. * There are thousands of printable resources that support our instructional material, such as [this lead sheet](https://www.quavermusic.com/media/images/7ef91c3c-5eec-4ab3-ae94-12c94b9e7902.pdf) for the popular song You-Nique. * [ClassPlay](https://www.quavermusic.com/classplayhub/) includes an interactive library of more than 600 songs with supporting activities for use in the general music classroom. * [Quaver Choral Resources](https://www.quavermusic.com/NFHost.aspx) (located within the dashboard) have fully-scaffolded choral song lessons. * [Song-Based Lessons](https://www.quavermusic.com/NFHost.aspx) (located on the left side of the dashboard) use specific pedagogical approaches to teach musical concepts through a song. They allow students to demonstrate their new skills in a variety of interactive screens and activities. * Curriculum Features documents are detailed guides on specific components of the QuaverMusic curriculum.   + [Classical Connections Overview](https://www.quavermusic.com/media/images/54cf94ef-bef7-42ad-a228-a0f241e80be6.pdf)   + [Movement Maps](https://www.quavermusic.com/media/images/1b4bc24b-6419-425f-a36b-5772db4553c2.pdf)   + [Orff Resources](https://www.quavermusic.com/media/images/7217a2dc-f104-4e46-8b31-85abfb90c4f5.pdf)   + [Kodály Resources](https://www.quavermusic.com/media/images/b8ebd0d4-701d-47d8-bbc9-82649ace6c6d.pdf)   + [Quaver STEAM concepts](https://www.quavermusic.com/media/images/084166ff-c419-44db-8e3a-a3c695820fe8.pdf)   + [Song List](https://www.quavermusic.com/media/images/3bde645b-91c9-415d-925e-32cd7da40f6f.pdf)   + [Ukulele Song Index](https://www.quavermusic.com/media/images/db6d2f25-7d43-4a43-93cc-4174be12abbc.pdf)   + [Cross-curricular Connections sheet](https://www.quavermusic.com/media/images/878720c3-e1e0-4edb-929d-015c68eba04c.pdf)   + [Curriculum Materials and Instruments](https://www.quavermusic.com/media/images/ae4c85bd-efc8-41b6-b464-a943e6bb5a08.pdf) * Best practice guides provide general information on how to engage students in the classroom, useful for applications inside and outside of our program.   + [Using an Online Curriculum](https://www.quavermusic.com/media/images/879fc73b-a6e9-4e8f-ba6a-75072a1ddd3a.pdf)   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf)   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Rhythm Counting and Notation](https://www.quavermusic.com/media/images/eb8e0692-6c35-4c9c-a6ae-0dda24ebe9be.pdf)   + [Strengthening the Teacher-Student Bond](https://www.quavermusic.com/media/images/3d8e8d16-5f5d-4fa1-9262-2e14452e06ef.pdf)   + [Keyword Glossary](https://www.quavermusic.com/media/images/ec9ff834-5052-4828-a84a-d71e7a5c44e4.pdf)   + [Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf)   + [Writing Assessment Questions](https://www.quavermusic.com/media/images/b296e660-439a-44f2-ae56-c80bce01b2c3.pdf) * Quaver Musicals are loaded with support materials aligned with the *Arts Standards*, including [production guides](https://www.quavermusic.com/media/images/72cec5d5-5ca7-4aa8-b767-05038b8ca72d.pdf), [student resources](https://www.quavermusic.com/media/images/497fe5f4-8591-46e4-82b1-957d69634540.pdf), [vocal warm-ups](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=236f61ef-988d-444b-8e73-df630c7e7ac7), [scripts and songs](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=43c69e0b-491e-4849-ba11-c18fd084aae9), [song tracks](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1a3658ac-4f7d-4d87-a83a-712ea7d708fd), and [movement videos](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=7620036d-e0af-414c-8deb-0e452793d65f). * On top of these resources, any of our curriculum materials can be customized through [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/), [Resource Creation](https://help.quavered.com/product-support/quavermusic/resource-creation/), and [Custom Curriculum Builder](https://help.quavered.com/product-support/quavermusic/custom-curriculum-builder/). |  |  |  |
| 2.7 | A well-organized structure that provides students with opportunities to achieve proficiency and/or the grade-level or grade-span standards | * Our [Lesson Selection Menu](https://help.quavered.com/product-support/quavermusic/lesson-selection-menu/) provides a well-organized structure for fulfilling grade-level or grade-span standards.   + This is accompanied by our [Lesson Navigation](https://help.quavered.com/product-support/quavermusic/lesson-navigation/) system that makes it easy for teachers and administrators to find what they need quickly. * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes.   + Within [each lesson plan, the “Extend” section](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=97faf75e-15b8-4674-ab4b-06cd689685f6&rand=0.9845798433256852) provides opportunities for students to reinforce concepts in order to achieve proficiency. |  |  |  |
| 2.8 | A structure that builds on knowledge and skills acquired at earlier grade levels and makes explicit the connections between the discipline-specific arts education essential concepts and processes, and the other standards across the grade levels and grade spans | * The [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf) demonstrates how the curriculum scaffolds concepts throughout the curriculum. It includes the main concepts taught in each grade level, how the concepts are developed, and specific examples of each. * [K-5 Curriculum Maps](https://www.quavermusic.com/media/images/82334489-f9dd-4b4b-868c-d639d6aa9a1a.pdf) provide a large-scale overview of how each module and lesson in the curriculum builds on knowledge. * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, essential questions, and teacher notes. |  |  |  |
| 2.9 | A list of the discipline-specific grade-level or grade-span standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the performance standards | * The CA correlations documents demonstrate exactly where performance standards line up with the QuaverMusic curriculum. See below for each grade level.   + [Kindergarten](https://www.quavermusic.com/media/images/e6600e36-b718-430e-b09c-f81bcfa8c360.pdf)   + [1st Grade](https://www.quavermusic.com/media/images/db560c7f-444c-4447-890b-fb72a0400dab.pdf)   + [2nd Grade](https://www.quavermusic.com/media/images/94ab42da-94b8-4d31-b485-1b551f641582.pdf)   + [3rd Grade](https://www.quavermusic.com/media/images/7cad815b-5dc7-452a-a330-0e9daabd006a.pdf)   + [4th Grade](https://www.quavermusic.com/media/images/1b0cb512-b31c-48ae-9c2f-34c070f3c9ef.pdf)   + [5th Grade](https://www.quavermusic.com/media/images/e0d6522e-8148-4528-a67b-00c6c85edd29.pdf) * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, essential questions and teacher notes. |  |  |  |

## Category 3: Assessment

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| --- | --- | --- | --- | --- | --- |
| **Criterion** | Assessment | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| 3.1 | Strategies or instruments that teachers can use to determine students’ prior knowledge | * [Pre-Assessments](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_6133) are available for every grade level and serve to determine students’ prior knowledge. * Our best practice guide on [Assessment and Adapting Instruction](https://www.quavermusic.com/media/images/95081bb3-ce2d-4e4b-8dae-16ff11b929fb.pdf) describes various types of assessment strategies available to teachers. It also assists teachers in adapting instruction based on assessment evidence. * Teachers can also create pre-assessments of their choice in our custom [Quiz Builder](https://help.quavered.com/how-to-articles/lessons/create-a-custom-quiz/). |  |  |  |
| 3.2 | Formative and summative assessments | * Both formative and summative assessments are interspersed throughout the curriculum. * Examples of summative assessments include:   + [End of unit assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=e41f91ce-e442-4a70-9511-0f2efcc6ae32)   + [Year-end assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe824efc-278e-4129-8e16-d7bc59685ff0&slideGUID=5cc80a24-a318-11eb-aa16-02420a807bba)   + [Rubrics for end of projects](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18b2e0d5-a220-11eb-aa16-02420a807bba), that are also fully customizable. * Examples of formative assessments include:   + [Quiz Challenges](https://www.quavermusic.com/lppHost.aspx?lpGuid=f53d0591-290d-470a-9ba9-303d5c0e2894&slideGUID=1a971ec3-a220-11eb-aa16-02420a807bba)   + [Train the Brain](https://www.quavermusic.com/lppHost.aspx?lpGuid=eeed4b1f-cd73-49d1-988f-81017abf2643&slideGUID=c930f383-a324-11eb-aa16-02420a807bba) activities   + [Rubrics for class activities](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18bf2551-a220-11eb-aa16-02420a807bba), which are also fully customizable for the teacher. * Teachers can create rubrics from scratch in our [Rubric Builder](https://help.quavered.com/how-to-articles/create-a-custom-rubric/). * Teachers can also create formative or summative assessments of their choice in our custom [Quiz Builder](https://help.quavered.com/how-to-articles/lessons/create-a-custom-quiz/). |  |  |  |
| 3.3 | Multiple measures of individual student progress at regular intervals to evaluate students’ attainment of grade-level or grade-span knowledge and artistic skills | * [End of unit assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=e41f91ce-e442-4a70-9511-0f2efcc6ae32) occur regularly at the end of every unit, and [year-end assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe824efc-278e-4129-8e16-d7bc59685ff0&slideGUID=5cc80a24-a318-11eb-aa16-02420a807bba) occur at the end of each school year. * [Rubrics](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18b2e0d5-a220-11eb-aa16-02420a807bba) appear regularly throughout the curriculum, and are also fully customizable for the teacher. * One of many knowledge and skills concepts in the QuaverMusic curriculum is rhythm. This, along with many other musical concepts, is measured with increasing levels of difficulty as students progress. For example:   + Kindergarten students learn their [first rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=da141b7b-1580-4629-96f3-b507f14634f6&slideGUID=5a1bc76d-a318-11eb-aa16-02420a807bba).   + 1st-grade students [select and create their own basic rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=cb06a2d3-eca4-42c2-b91c-abdc0722056f&slideGUID=4032fe36-a31f-11eb-aa16-02420a807bba).   + 2nd-grade students [expand their knowledge of note duration](https://www.quavermusic.com/lppHost.aspx?lpGuid=c77cd02f-6cab-4271-ac83-b858be549fda&slideGUID=415c56c6-a31f-11eb-aa16-02420a807bba).   + 3rd-grade students increase their listening skills through [rhythmic dictation](https://www.quavermusic.com/lppHost.aspx?lpGuid=0220dbe4-caa3-4c77-a820-194df66d7f8b&slideGUID=dba64732-a1e6-11eb-aa16-02420a807bba).   + 4th-grade students expand their rhythmic vocabulary with [dotted rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=b3b48228-0973-43f2-a66b-e900e8d1c252&slideGUID=17804aaa-a1fe-11eb-aa16-02420a807bba).   + 5th-grade students [build, transcribe, and dictate even more advanced notation](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18743ee5-a220-11eb-aa16-02420a807bba). * The QuaverMusic [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf) outlines concepts learned and how they develop in each grade level. |  |  |  |
| 3.4 | Multiple measures of students’ ability to independently apply discipline-specific arts concepts, processes, and principles | * [End of unit assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=e41f91ce-e442-4a70-9511-0f2efcc6ae32) occur regularly at the end of every unit, and [year-end assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe824efc-278e-4129-8e16-d7bc59685ff0&slideGUID=5cc80a24-a318-11eb-aa16-02420a807bba) occur at the end of each school year. * [Rubrics](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18b2e0d5-a220-11eb-aa16-02420a807bba) appear regularly throughout the curriculum, and are also fully customizable for the teacher. * All lessons contain opportunities for students to independently apply arts concepts, whether it be [practicing basic rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=8cdd60f2-1ae3-4817-8727-855779f88377&slideGUID=d560e319-9b43-11eb-aa16-02420a807bba), [learning notes on the staff](https://www.quavermusic.com/lppHost.aspx?lpGuid=7d54f5d8-dad1-49da-9bde-e07f3ecd6e39&slideGUID=1497e646-a220-11eb-aa16-02420a807bba), [singing solfège](https://www.quavermusic.com/lppHost.aspx?lpGuid=4bd2c4c7-c925-40b4-88e3-83b8daacafae&slideGUID=55ec805d-a318-11eb-aa16-02420a807bba), [exploring dynamics](https://www.quavermusic.com/lppHost.aspx?lpGuid=a206e635-096d-46cf-992a-cabf84eab924&slideGUID=43f34f33-a31f-11eb-aa16-02420a807bba), or any other concept mentioned in the *Arts Standards*.   + Teachers are guided on multiple measures of students’ ability in the [lesson notes](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=1536c5f2-62f9-4a3b-bb4b-ba3213e12850&rand=0.6222525621771395). * Students also apply concepts, process, and principles when completing unit-long projects, such as the [Commercial Jingle Project](https://www.quavermusic.com/lppHost.aspx?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba) and [Rap Project](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=10b49c26-fca3-4216-aa3b-3f319df74d2b&slideGUID=65dc9539-a324-11eb-aa16-02420a807bba). * Students also have the ability to create their own music in [Creatives](https://help.quavered.com/how-to-articles/quavermusic-creatives/) such as QBackBeat Lite, QComposer Lite, QGrooves Lite, QSynth, QStrum, QSoundFX, and SongBrush. |  |  |  |
| 3.5 | A broad array of assessment strategies that allow students to demonstrate what they know, understand, and are able to do | * [End of unit assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=e41f91ce-e442-4a70-9511-0f2efcc6ae32) occur regularly at the end of every unit, and [year-end assessments](https://www.quavermusic.com/lppHost.aspx?lpGuid=fe824efc-278e-4129-8e16-d7bc59685ff0&slideGUID=5cc80a24-a318-11eb-aa16-02420a807bba) occur at the end of each school year. * [Rubrics](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18b2e0d5-a220-11eb-aa16-02420a807bba) appear regularly throughout the curriculum, and are also fully customizable for the teacher. * All lessons contain opportunities for measuring students’ ability to independently apply arts concepts, whether it be [practicing basic rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=8cdd60f2-1ae3-4817-8727-855779f88377&slideGUID=d560e319-9b43-11eb-aa16-02420a807bba), [learning notes on the staff](https://www.quavermusic.com/lppHost.aspx?lpGuid=7d54f5d8-dad1-49da-9bde-e07f3ecd6e39&slideGUID=1497e646-a220-11eb-aa16-02420a807bba), [singing solfège](https://www.quavermusic.com/lppHost.aspx?lpGuid=4bd2c4c7-c925-40b4-88e3-83b8daacafae&slideGUID=55ec805d-a318-11eb-aa16-02420a807bba), [exploring dynamics](https://www.quavermusic.com/lppHost.aspx?lpGuid=a206e635-096d-46cf-992a-cabf84eab924&slideGUID=43f34f33-a31f-11eb-aa16-02420a807bba), or any other concept mentioned in the *Arts Standards*. * One of many knowledge and skills concepts in the QuaverMusic curriculum is rhythm. This, along with many other musical concepts, is measured with increasing levels of difficulty as students progress. For example:   + Kindergarten students learn their [first rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=da141b7b-1580-4629-96f3-b507f14634f6&slideGUID=5a1bc76d-a318-11eb-aa16-02420a807bba).   + 1st-grade students [select and create their own basic rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=cb06a2d3-eca4-42c2-b91c-abdc0722056f&slideGUID=4032fe36-a31f-11eb-aa16-02420a807bba).   + 2nd-grade students [expand their knowledge of note duration](https://www.quavermusic.com/lppHost.aspx?lpGuid=c77cd02f-6cab-4271-ac83-b858be549fda&slideGUID=415c56c6-a31f-11eb-aa16-02420a807bba).   + 3rd-grade students increase their listening skills through [rhythmic dictation](https://www.quavermusic.com/lppHost.aspx?lpGuid=0220dbe4-caa3-4c77-a820-194df66d7f8b&slideGUID=dba64732-a1e6-11eb-aa16-02420a807bba).   + 4th-grade students expand their rhythmic vocabulary with [dotted rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=b3b48228-0973-43f2-a66b-e900e8d1c252&slideGUID=17804aaa-a1fe-11eb-aa16-02420a807bba).   + 5th-grade students [build, transcribe, and dictate even more advanced notation](https://www.quavermusic.com/lppHost.aspx?lpGuid=656b1236-975a-45f0-80d5-d744365e463a&slideGUID=18743ee5-a220-11eb-aa16-02420a807bba). * QuaverMusic provides teachers the opportunity to create [submittable assignments with existing Quaver content](https://help.quavered.com/how-to-articles/assignments/quaver-content/), or [create assignments from scratch](https://help.quavered.com/how-to-articles/assignments/custom-content/). * Teachers can also assess through unit-long projects, such as the [Commercial Jingle Project](https://www.quavermusic.com/lppHost.aspx?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba) and [Rap Project](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=10b49c26-fca3-4216-aa3b-3f319df74d2b&slideGUID=65dc9539-a324-11eb-aa16-02420a807bba). * QuaverMusic’s choral resources include various assessment strategies, including a [performance evaluation](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=764bb75f-6838-4ccc-a5e7-ca89ef0c788d&slideGUID=1701b8da-9b4a-11eb-aa16-02420a807bba) for in-class discussion, worksheets on [self-evaluation](https://www.quavermusic.com/media/images/a8dcb6c1-395f-4056-b795-72b13fdd8a23.pdf), [post-concert assessments](https://www.quavermusic.com/media/images/724a3a26-1ba0-4fc9-bb94-520811cb395b.pdf), and [more](https://www.quavermusic.com/ChoralResourceHost.aspx?category=5). Choral resource [lesson plans](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=556e687a-a047-4b67-a37f-1cd2bc03a7c7&rand=0.9750367671496523) also provide a broad array of assessment strategies. |  |  |  |
| 3.6 | Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning | * QuaverMusic provides teachers with a best practice document on [assessment and how to adapt instruction](https://www.quavermusic.com/media/images/95081bb3-ce2d-4e4b-8dae-16ff11b929fb.pdf). * QuaverMusic has also developed several additional resources for how to adapt instruction in the classroom.   + The Best Practices document on [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf) addresses how students vary in the way they approach learning and processing new information.   + QuaverMusic’s [accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) document outlines approaches for hearing impaired, intellectually disabled, and physically impaired students.   + The principles in the document on [Writing Multiple Choice Questions](https://www.quavermusic.com/media/images/b296e660-439a-44f2-ae56-c80bce01b2c3.pdf) also guide teachers.   + QuaverMusic also provides documentation on facilitating the [Teacher-Student Bond](https://www.quavermusic.com/media/images/3d8e8d16-5f5d-4fa1-9262-2e14452e06ef.pdf), which will yield immediate benefits to student learning.   + In addition, guidance for [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf) and [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf) is also provided. * With QuaverMusic, teachers can also [edit an assignment after distributing it](https://help.quavered.com/how-to-articles/assignments/adjust-assignments-after-distributing/) to students and reassign the assignments to individual students or whole classes. * QuaverMusic’s [Teacher Admin Panel](https://help.quavered.com/product-support/quavermusic/teacher-admin/) allows teachers to adapt instruction at any point by differentiating assignments to individual students and sending messages to students or classes online. * [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/)’s Topic Index, Resource Sets, and Search features all help facilitate new approaches to teaching familiar academic concepts. * QuaverMusic also has a vibrant [Facebook group](https://www.facebook.com/groups/quavermusicteachers/?multi_permalinks=2637318319862201&notif_id=1614784638224787&notif_t=group_activity&ref=notif) of 8K+ members, where teachers have an unlimited potential to share ideas and learn tips from fellow educators around the world. |  |  |  |
| 3.7 | Guiding questions to monitor student understanding of the arts | * [Every lesson](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) contains Essential Questions for students and teachers to discuss, as well as notes that guide teachers in asking questions to monitor student understanding of the arts. * Every lesson also guides students and teachers through a “[What Did We Learn Today?](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=06fc7bb2-fc48-454f-9cc3-3af6cbc1da56&slideGUID=433964c5-9b42-11eb-aa16-02420a807bba)” screen to reinforce student understanding. |  |  |  |

## Category 4: Access and Equity

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| --- | --- | --- | --- | --- | --- |
| **Criterion** | Access and Equity | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| 4.1 | Appropriate for use with all students, including students who are English learners, at-promise students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation | * Best practice guides and our stance on diversity, equity, and inclusion document provide helpful information and targeted strategies for working with all students:   + [Stance on Diversity, Equity, and Inclusion](https://www.quavermusic.com/media/images/9809f3ef-f0a3-45d6-9d2e-7e83a4674e66.pdf)   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf)   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Strengthening the Teacher-Student Bond](https://www.quavermusic.com/media/images/3d8e8d16-5f5d-4fa1-9262-2e14452e06ef.pdf)   + [Quaver Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) |  |  |  |
| 4.2 | Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs | * QuaverEd’s resources support the principles of Universal Design for Learning (UDL). UDL is a research-based approach to educating all students. Our best practice guides give practical suggestions for adapting the curriculum to meet students’ assessed instructional needs:   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Commitment to Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) |  |  |  |
| 4.3 | Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation | * QuaverEd’s resources support the principles of Universal Design for Learning (UDL). UDL is a research-based approach to educating all students. Our best practice guides provide comprehensive teacher guidance and differentiation strategies for adapting the curriculum to meet students’ identified needs:   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf)   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Commitment to Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) * The QuaverEd curriculum has built-in support that provides effective and efficient differentiation tools. These tools are accessible on-screen and through the Teacher Dashboard:   + The [Draw Tool](https://help.quavered.com/product-support/quavermusic/lesson-navigation/) (located under menu options) helps with understanding text structure and cohesion.   + Lyric screens include graphics to help with comprehension.     - [Jumpin' Jacks (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=cacfc792-dcbe-479e-bf49-40086119d70e&slideGUID=d63dba0c-9b43-11eb-aa16-02420a807bba)   + [Keywords](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1fca068e-b8c8-45d0-af1d-7dd2fb4a3be9&slideGUID=13959d0f-98e2-11eb-aa16-02420a807bba) are available at the beginning of each lesson.   + Lyric screens have a highlighting feature available to help students track text.     - [Twinkle, Twinkle, Little Star (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=db1b3277-8e4b-4bde-97b8-54634587192f&slideGUID=35249d85-a158-11eb-aa16-02420a807bba)   + Songs have a mixer available to focus on vocals without the background track.     - [Bluebird (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=37f8e7b0-3cf9-4f61-86b2-f590d803aed8&slideGUID=380d8d54-a158-11eb-aa16-02420a807bba)   + There is [resource sharing by link and QR code](https://help.quavered.com/how-to-articles/content-distribution/resource-sharing-by-link/) available for all screens to aid in differentiation and hands-on, one-to-one learning.   + The [Teacher Recording](https://help.quavered.com/how-to-articles/assignments/create-a-teacher-recording-screen/) tool allows the teacher to make a recording, providing verbal instructions and clarification for an assignment or specific screen activity. Video instructions allow students to read the teacher’s face as they hear the teacher speak. With the [Student Recording](https://help.quavered.com/product-support/distance-teaching-support/create-and-distribute-assignments/how-to-use-a-student-recording-screen-for-students/) tool, students can show mastery of a skill through verbal responses or performance-based responses to a given assignment. |  |  |  |
| 4.4 | Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811 | * Our best practice guide provides teachers with effective strategies for students learning the English language:   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf) * The QuaverEd curriculum has built-in support that provides effective and efficient differentiation tools. These tools are accessible on-screen and through the Teacher Dashboard:   + The [Draw Tool](https://help.quavered.com/product-support/quavermusic/lesson-navigation/) (located under menu options) helps with understanding text structure and cohesion.   + Lyric screens include graphics to help with comprehension.     - [Jumpin' Jacks (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=cacfc792-dcbe-479e-bf49-40086119d70e&slideGUID=d63dba0c-9b43-11eb-aa16-02420a807bba)   + [Keywords](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1fca068e-b8c8-45d0-af1d-7dd2fb4a3be9&slideGUID=13959d0f-98e2-11eb-aa16-02420a807bba) are available at the beginning of each lesson.   + Lyric screens have a highlighting feature available to help students track text.     - [Twinkle, Twinkle, Little Star (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=db1b3277-8e4b-4bde-97b8-54634587192f&slideGUID=35249d85-a158-11eb-aa16-02420a807bba)   + Songs have a mixer available to focus on vocals without the background track.     - [Bluebird (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=37f8e7b0-3cf9-4f61-86b2-f590d803aed8&slideGUID=380d8d54-a158-11eb-aa16-02420a807bba)   + There is [resource sharing by link and QR code](https://help.quavered.com/how-to-articles/content-distribution/resource-sharing-by-link/) available for all screens to aid in differentiation and hands-on, one-to-one learning.   + The [Teacher Recording](https://help.quavered.com/how-to-articles/assignments/create-a-teacher-recording-screen/) tool allows the teacher to make a recording, providing verbal instructions and clarification for an assignment or specific screen activity. Video instructions allow students to read the teacher’s face as they hear the teacher speak. With the [Student Recording](https://help.quavered.com/product-support/distance-teaching-support/create-and-distribute-assignments/how-to-use-a-student-recording-screen-for-students/) tool, students can show mastery of a skill through verbal responses or performance-based responses to a given assignment.   + Connection screens are used throughout the curriculum to help students understand the topic in a real-world context.     - [Connect with Music](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=abad560a-fee8-48df-83ae-4cb7e5434145&slideGUID=1fc975bc-a321-11eb-aa16-02420a807bba)     - [Saving Time and Space](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=3c8085e4-27a2-4592-986d-ac5024bccadc&slideGUID=4800ae87-a31f-11eb-aa16-02420a807bba)     - [About the Piece (The Dark Gate)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1ae16395-3a0a-46ce-88c4-a20a8068a081&slideGUID=22fddaa3-a321-11eb-aa16-02420a807bba) |  |  |  |
| 4.5 | Strategies for English learners in both lessons and teacher’s editions, as appropriate, at every grade level and grade span | * QuaverEd’s resources support the principles of Universal Design for Learning (UDL). UDL is a research-based approach to educating all students. Our best practice guides give practical suggestions for adapting the curriculum to meet students’ assessed instructional needs:   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf).   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) * The QuaverEd curriculum has built-in support that provides effective and efficient differentiation tools. These tools are accessible on-screen and through the Teacher Dashboard:   + The [Draw Tool](https://help.quavered.com/product-support/quavermusic/lesson-navigation/) (located under menu options) helps with understanding text structure and cohesion.   + Lyric screens include graphics to help with comprehension.     - [Jumpin' Jacks (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=cacfc792-dcbe-479e-bf49-40086119d70e&slideGUID=d63dba0c-9b43-11eb-aa16-02420a807bba)   + [Keywords](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1fca068e-b8c8-45d0-af1d-7dd2fb4a3be9&slideGUID=13959d0f-98e2-11eb-aa16-02420a807bba) are available at the beginning of each lesson.   + Lyric screens have a highlighting feature available to help students track text.     - [Twinkle, Twinkle, Little Star (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=db1b3277-8e4b-4bde-97b8-54634587192f&slideGUID=35249d85-a158-11eb-aa16-02420a807bba)   + Songs have a mixer available to focus on vocals without the background track.     - [Bluebird (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=37f8e7b0-3cf9-4f61-86b2-f590d803aed8&slideGUID=380d8d54-a158-11eb-aa16-02420a807bba)   + There is [resource sharing by link and QR code](https://help.quavered.com/how-to-articles/content-distribution/resource-sharing-by-link/) available for all screens to aid in differentiation and hands-on, one-to-one learning.   + The [Teacher Recording](https://help.quavered.com/how-to-articles/assignments/create-a-teacher-recording-screen/) tool allows the teacher to make a recording, providing verbal instructions and clarification for an assignment or specific screen activity. Video instructions allow students to read the teacher’s face as they hear the teacher speak. With the [Student Recording](https://help.quavered.com/product-support/distance-teaching-support/create-and-distribute-assignments/how-to-use-a-student-recording-screen-for-students/) tool, students can show mastery of a skill through verbal responses or performance-based responses to a given assignment. |  |  |  |
| 4.6 | Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand the arts content | * The QuaverEd curriculum has built-in support that provides effective and efficient differentiation tools. These tools are accessible on-screen and through the Teacher Dashboard:   + The [Draw Tool](https://help.quavered.com/product-support/quavermusic/lesson-navigation/) (located under menu options) helps with understanding text structure and cohesion.   + Lyric screens include graphics to help with comprehension.     - [Jumpin' Jacks (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=cacfc792-dcbe-479e-bf49-40086119d70e&slideGUID=d63dba0c-9b43-11eb-aa16-02420a807bba)   + [Keywords](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=1fca068e-b8c8-45d0-af1d-7dd2fb4a3be9&slideGUID=13959d0f-98e2-11eb-aa16-02420a807bba) are available at the beginning of each lesson.   + Lyric screens have a highlighting feature available to help students track text.     - [Twinkle, Twinkle, Little Star (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=db1b3277-8e4b-4bde-97b8-54634587192f&slideGUID=35249d85-a158-11eb-aa16-02420a807bba)   + Songs have a mixer available to focus on vocals without the background track.     - [Bluebird (Lyrics)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=37f8e7b0-3cf9-4f61-86b2-f590d803aed8&slideGUID=380d8d54-a158-11eb-aa16-02420a807bba)   + There is [resource sharing by link and QR code](https://help.quavered.com/how-to-articles/content-distribution/resource-sharing-by-link/) available for all screens to aid in differentiation and hands-on, one-to-one learning.   + The [Teacher Recording](https://help.quavered.com/how-to-articles/assignments/create-a-teacher-recording-screen/) tool allows the teacher to make a recording, providing verbal instructions and clarification for an assignment or specific screen activity. Video instructions allow students to read the teacher’s face as they hear the teacher speak. With the [Student Recording](https://help.quavered.com/product-support/distance-teaching-support/create-and-distribute-assignments/how-to-use-a-student-recording-screen-for-students/) tool, students can show mastery of a skill through verbal responses or performance-based responses to a given assignment. |  |  |  |
| 4.7 | Suggestions for advanced learners that are tied to the *CA Arts Framework* and that allow students to study content in greater depth | * [Quaver Creatives](https://help.quavered.com/how-to-articles/quavermusic-creatives/) provide a broad level of differentiation. Gifted and talented students can be accelerated to musical concepts with more measures, lines, and rhythms. * [Quaver Custom Lessons](https://help.quavered.com/how-to-articles/lessons/create-a-custom-curriculum-menu/) and mobile [Student Interactives](https://help.quavered.com/product-support/quavermusic/student-interactives/) allow activities to be in the hands of individual students, allowing teachers to increase the rigor for advanced students. Teachers can reword the educational scaffolding for the activity as they engage with the individual needs of each student. |  |  |  |
| 4.8 | Images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive | * QuaverMusic’s best practice paper entitled [Stance on Diversity, Equity, and Inclusion](https://admin.quavermusic.com/media/images/9809f3ef-f0a3-45d6-9d2e-7e83a4674e66.pdf) addresses this topic. * The following screens show a small portion of characters from QuaverEd’s diverse community:   + [1LP13-01 - Intro to Lines and Spaces!](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=43787e6b-9d75-4832-bc02-3a6615bc8116&slideGUID=03eb3393-a18c-11eb-aa16-02420a807bba)   + [3LP01-01 - Welcome to Music!](https://www.quavermusic.com/lppHost.aspx?lpGuid=6bfc2f54-ee29-4b8f-8e4b-6bfb04c9de1f&slideGUID=c4489fb2-9825-11eb-aa16-02420a807bba)   + [5LP28-01 - Welcome to Creating a Commercial](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb5cfa7d-a324-11eb-aa16-02420a807bba) |  |  |  |

## Category 5: Instructional Planning and Support

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| --- | --- | --- | --- | --- | --- |
| **Criterion** | Instructional Planning and Support | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| 5.1 | Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons | * Lesson plans   + Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes.     - [Kindergarten example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194)     - [1st grade example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=b6ce60cd-656d-4ae9-8685-0655f33bf23a&rand=0.37095396469931363)     - [2nd grade example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=abad560a-fee8-48df-83ae-4cb7e5434145&rand=0.30880148346584924)     - [3rd grade example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=1536c5f2-62f9-4a3b-bb4b-ba3213e12850&rand=0.974914408552152)     - [4th grade example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=10cb3d1d-e41d-40bb-b804-78e47f7ec838&rand=0.4821684216105162)     - [5th grade example](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=33ac3ea5-6643-45b4-b553-fba6b122d2db&rand=0.7263840803619965) * Suggestions for organizing resources in the classroom   + QuaverMusic houses an extensive [library of training videos](https://help.quavered.com/professional-development/video-training-courses/quavermusic-video-training/) to help teachers organize their resources. Some specific videos include:     - A guide to [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/).     - An overview of the [Teacher Admin Panel](https://help.quavered.com/product-support/quavermusic/teacher-admin/).   + QuaverMusic also supplies a list of [Curriculum Materials and Instruments](https://www.quavermusic.com/media/images/ae4c85bd-efc8-41b6-b464-a943e6bb5a08.pdf) suggested for instruction.   + QuaverMusic’s [accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) document outlines suggestions for organizing resources in the classroom for hearing impaired, intellectually disabled, and physically impaired students.     - There are suggestions for designing and organizing resources for all learners in our [Creating an Accessible Learning Environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf) guide.     - There are suggestions for organizing resources in the classroom in order to create an [accessible learning environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf). * Ideas for pacing lessons   + There are [several video resources](https://help.quavered.com/professional-development/video-training-courses/quavermusic-video-training/) that review lesson pacing, such as this one on [how to use a lesson](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_486012). Each grade level has 36 lessons—the ideal amount for weekly planning.   + QuaverMusic’s [Custom Curriculum Builder](https://help.quavered.com/product-support/quavermusic/custom-curriculum-builder/) provides resources and tools for teachers to customize their own curriculum. |  |  |  |
| 5.2 | A pacing guide or scope and sequence for planning instruction | * QuaverMusic’s [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf) demonstrates how the curriculum scaffolds concepts throughout the curriculum. It includes the main concepts taught in each grade level, how the concepts are developed, and specific examples of each. * [K-5 Curriculum Maps](https://www.quavermusic.com/media/images/82334489-f9dd-4b4b-868c-d639d6aa9a1a.pdf) provide a large-scale overview of each module and lesson in the curriculum. * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides an overview of the content in each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes. * In addition, QuaverMusic’s [Custom Curriculum Builder](https://help.quavered.com/product-support/quavermusic/custom-curriculum-builder/) provides resources and tools for teachers to customize their own curriculum, should their district require a unique scope or sequence. |  |  |  |
| 5.3 | A variety of pedagogical and instructional strategies to accommodate/include multiple learning modalities | * QuaverMusic has adapted their resources to accommodate for a wide scope of learning modalities and pedagogical strategies. For example, [Orff-inspired resources](https://www.quavermusic.com/media/images/7217a2dc-f104-4e46-8b31-85abfb90c4f5.pdf) and [Kodály-inspired resources](https://www.quavermusic.com/media/images/b8ebd0d4-701d-47d8-bbc9-82649ace6c6d.pdf) are sprinkled throughout the program. QuaverMusic also contains resources from Music Learning Theory and other pedagogies. * QuaverMusic also employs [five rhythm counting approaches](https://www.quavermusic.com/media/images/eb8e0692-6c35-4c9c-a6ae-0dda24ebe9be.pdf) (Syllables, Numbers, Gordon, Takadimi, and Eastman) in their [resources](https://www.quavermusic.com/lppHost.aspx?lpGuid=4bd2c4c7-c925-40b4-88e3-83b8daacafae&slideGUID=55ec805d-a318-11eb-aa16-02420a807bba). * All of QuaverMusic’s lessons include [visual](https://www.quavermusic.com/lppHost.aspx?lpGuid=5c455e7a-c538-4a18-a19a-3dd119322914&slideGUID=d0fc7abb-8dee-11eb-aa16-02420a807bba), [auditory](https://www.quavermusic.com/lppHost.aspx?lpGuid=7080f64b-737a-48d1-beaa-b67f3af627e3&slideGUID=127b183f-a220-11eb-aa16-02420a807bba), [reading](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=4b1a331d-709f-4033-978f-3c0fe79f2627&slideGUID=d04aad58-a194-11eb-aa16-02420a807bba)/[writing](https://www.quavermusic.com/lppHost.aspx?lpGuid=1ae16395-3a0a-46ce-88c4-a20a8068a081&slideGUID=22bdb0f5-a321-11eb-aa16-02420a807bba), and [kinesthetic](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=bddb37c9-a92e-4611-be83-b50dbcaa94a4&slideGUID=23db1f65-a321-11eb-aa16-02420a807bba) learning. The linked examples are just the tip of the iceberg.   + Visual examples include [My First Rhythms](https://www.quavermusic.com/lppHost.aspx?lpGuid=da141b7b-1580-4629-96f3-b507f14634f6&slideGUID=5a1bc76d-a318-11eb-aa16-02420a807bba), [Movement Videos](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=aea8cd42-177c-450e-86bd-4c4410f4a99e&slideGUID=931d184d-9824-11eb-aa16-02420a807bba), and [Body Percussion](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=b6ce60cd-656d-4ae9-8685-0655f33bf23a&slideGUID=8c4e0a5b-9b4f-11eb-aa16-02420a807bba).   + Auditory examples include [Whisper, Talk, Shout, and Sing](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=d458fb3e-76b7-42af-9b46-6f42f4c4791d&slideGUID=01b61f6d-a18c-11eb-aa16-02420a807bba), [Active Listening](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=3072b046-19be-4fb5-835a-eb660219d70b&slideGUID=cd569431-a194-11eb-aa16-02420a807bba), and [Bell Challenge](https://www.quavermusic.com/lppHost.aspx?lpGuid=c2375ccd-cd59-4910-b9d9-911bcf5c9e72&slideGUID=33758037-a158-11eb-aa16-02420a807bba).   + Reading and Writing examples include [Project Books](https://www.quavermusic.com/QR/ZXU9D4), [Quaver Stories](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=79ffa548-3f74-4e7c-9a2b-c6681b013f97&slideGUID=b1def32f-975e-11eb-aa16-02420a807bba), and [worksheets to accompany lessons](https://www.quavermusic.com/QR/S25CE3).   + Kinesthetic examples include [Flight of the Bumblebee](https://www.quavermusic.com/lppHost.aspx?lpGuid=7e8919e4-1127-4274-9f60-3f73a4f038bc&slideGUID=422c646d-a31f-11eb-aa16-02420a807bba), [Faster or Slower](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=7e8919e4-1127-4274-9f60-3f73a4f038bc&slideGUID=41b54a8b-a31f-11eb-aa16-02420a807bba), and [Bluebird (Game)](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=616d04db-d981-48e7-8bcd-0c1b6e2b7ad5&slideGUID=a411aa6f-9825-11eb-aa16-02420a807bba). * QuaverMusic also provides documentation assisting teachers with [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf). * [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/)’s [Topic Index](https://www.quavermusic.com/media/images/9c12a842-2425-4726-bc7a-73814b87e3e6.pdf) and Resource Sets make these pedagogical and instructional strategies easy to find. * QuaverMusic’s [accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) document outlines approaches for hearing impaired, intellectually disabled, and physically impaired students.   + There are suggestions for organizing resources in the classroom in order to create an [accessible learning environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf). * QuaverMusic also provides comprehensive [guidelines for a safe online environment](https://www.quavermusic.com/media/images/ebc8955f-49b8-446d-902f-de554d3be778.pdf). |  |  |  |
| 5.4 | Suggestions for connecting arts education concepts with other areas of the curriculum and examples of interdisciplinary (across the five arts disciplines) instruction within the appropriate grade level or grade span | * QuaverMusic offers many examples of [dance](https://www.quavermusic.com/lppHost.aspx?lpGuid=d387d9b0-1b8f-4d96-9068-dbb4d14c48df&slideGUID=1d03ad15-a1fe-11eb-aa16-02420a807bba), [media arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=ce767c7d-8884-4f55-9fb7-df72548efd20&slideGUID=659e0124-a324-11eb-aa16-02420a807bba), [theatre](https://www.quavermusic.com/lppHost.aspx?lpGuid=10b49c26-fca3-4216-aa3b-3f319df74d2b&slideGUID=65ed6f82-a324-11eb-aa16-02420a807bba), and [visual arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=eae1affe-d1a9-491d-9bd5-4a4c652dee8a&slideGUID=c85e2239-a324-11eb-aa16-02420a807bba) disciplines within the appropriate grade level or grade span. * The following are a few examples of connecting arts education concepts with other areas of the curriculum:   + [Careers in Music and the Arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=9546a7a6-2745-4df2-8ca7-2444ed945d67&slideGUID=cc2b3e21-a324-11eb-aa16-02420a807bba)   + [Quaver Musicals](https://www.quavermusic.com/media/images/72cec5d5-5ca7-4aa8-b767-05038b8ca72d.pdf)   + [Movement activities](https://www.quavermusic.com/lppHost.aspx?lpGuid=b60ebab4-3afe-4a52-b331-4e606be9e3c3&slideGUID=377cc8fc-a158-11eb-aa16-02420a807bba)   + [Dances](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=37f8e7b0-3cf9-4f61-86b2-f590d803aed8&slideGUID=383efbf7-a158-11eb-aa16-02420a807bba)   + [Creative projects](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=a9c187b7-0d73-4ea2-97d5-cc748b852135&slideGUID=cb64a57d-a324-11eb-aa16-02420a807bba)   + [Science experiences](https://www.quavermusic.com/lppHost.aspx?lpGuid=bc32ba4c-5038-40e2-a15d-211249489acc&slideGUID=6faf2697-a63f-11eb-aa16-02420a807bba)   + [Creating instruments](https://www.quavermusic.com/lppHost.aspx?lpGuid=07a20b6e-18f4-42cc-a83b-1eec69819ef4&slideGUID=95ce1e91-9be3-11eb-aa16-02420a807bba)   + [Culture and traditions](https://www.quavermusic.com/lppHost.aspx?lpGuid=f0ba1a56-cf3f-41bc-8caa-95ff2d3b13ce&slideGUID=94e350f9-9be3-11eb-aa16-02420a807bba)   + [Geographic study](https://www.quavermusic.com/lppHost.aspx?lpGuid=ac6a53c5-10c7-44bd-a05a-cd8242fac192&slideGUID=93657072-9be3-11eb-aa16-02420a807bba)   + [Historical context](https://www.quavermusic.com/lppHost.aspx?lpGuid=f0ba1a56-cf3f-41bc-8caa-95ff2d3b13ce&slideGUID=94d8f1fb-9be3-11eb-aa16-02420a807bba)   + [Social and emotional learning](https://www.quavermusic.com/lppHost.aspx?lpGuid=5f402ad0-b6fe-4ddf-81ce-b999de14b5fb&slideGUID=ccbad409-a324-11eb-aa16-02420a807bba)   + [English language arts](https://www.quavermusic.com/lppHost.aspx?lpGuid=1ae16395-3a0a-46ce-88c4-a20a8068a081&slideGUID=22bdb0f5-a321-11eb-aa16-02420a807bba)   + [Health](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=c77ea102-5bee-4aab-b748-ab89ace5f447&slideGUID=cabe56f6-a194-11eb-aa16-02420a807bba)   + [Languages](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=b3b48228-0973-43f2-a66b-e900e8d1c252&slideGUID=17fc2e03-a1fe-11eb-aa16-02420a807bba)   + [Nature](https://www.quavermusic.com/lppHost.aspx?lpGuid=79ffa548-3f74-4e7c-9a2b-c6681b013f97&slideGUID=b190c9e9-975e-11eb-aa16-02420a807bba)   + [Technology](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=096f0f51-8bad-4a57-a4a7-c7468f7f8e92&slideGUID=6f832c00-a63f-11eb-aa16-02420a807bba) * QuaverMusic also connects music to areas outside the arts, as seen in the [cross-curricular connections sheet](https://www.quavermusic.com/media/images/878720c3-e1e0-4edb-929d-015c68eba04c.pdf).   + Some examples include:     - Math: [Math + Music Challenge](https://www.quavermusic.com/lppHost.aspx?lpGuid=be8e1c4c-7073-4059-bdfa-cec7bea2f998&slideGUID=a55afcae-9825-11eb-aa16-02420a807bba) and [Feel It! Count It!](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=2a41d7d7-686f-4142-9472-b251aead6826&slideGUID=20d3fb8a-9d53-11eb-aa16-02420a807bba).     - Science: [Create and Aerophone](https://www.quavermusic.com/lppHost.aspx?lpGuid=bc32ba4c-5038-40e2-a15d-211249489acc&slideGUID=6fd71791-a63f-11eb-aa16-02420a807bba) and [Arctic Overture](https://www.quavermusic.com/lppHost.aspx?lpGuid=c6d4318f-de32-41dc-9f55-3bfebc8c2fa1&slideGUID=ca1909bd-a324-11eb-aa16-02420a807bba).     - Geography: [About the Song](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=dd3cb940-8f7c-44c7-b392-a201a3240c79&slideGUID=73fddfa9-a185-11eb-aa16-02420a807bba) and [Geography Connections](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=d9272ab4-c541-46b2-a0bd-24b6e04f89a2&slideGUID=98694bd3-98ab-11eb-aa16-02420a807bba). * QuaverMusic’s [Scope and Sequence](https://www.quavermusic.com/media/images/28debf04-bb6e-473a-960d-915ce49726eb.pdf) outlines how the arts develop within each grade level. |  |  |  |
| 5.5 | Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit | * We provide a [three-pronged approach](https://help.quavered.com/technical-support/) for technical support:   + [Classroom Technology](https://help.quavered.com/technical-support/classroom-technology/): Get tips for using Quaver resources with classroom devices and diagnose common technical issues.   + [System Requirements](https://help.quavered.com/technical-support/system-requirements/): Compare existing technology to our System Requirements for the best performance.   + [Integrations](https://help.quavermusic.com/integrations/?_ga=2.75540501.144795019.1613491669-649861436.1599769962): QuaverMusic’s in-house team can facilitate standard Single Sign On and Rostering integrations. Find documentation and more in our Integrations Knowledgebase. * QuaverMusic’s [Customer Support Team](https://www.quavered.com/contact-us/) is always standing by and can help with questions about orders, technology, and the use of Quaver resources in any school or district. |  |  |  |
| 5.6 | User-friendly components and platform-neutral electronic materials | * QuaverMusic has the functionality to help teachers easily manage every technology scenario without juggling dozens of separate apps. * For information on QuaverMusic’s user-friendly components, see our [How-To Articles](https://help.quavered.com/product-support/quavermusic/teacher-dashboard/) detailing our [Dashboard](https://help.quavered.com/product-support/quavermusic/teacher-dashboard/), [Lesson Selection Menu](https://help.quavered.com/product-support/quavermusic/lesson-selection-menu/), [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/), and [more](https://help.quavered.com/product-support/quavermusic/). * The following articles discuss our platform-neutral electronic materials:   + [How does Quaver work with my technology?](https://help.quavered.com/technical-support/classroom-technology/)   + [How to Configure a Dual-Display Setup](https://help.quavered.com/technical-support/classroom-technology/classroom-technology/)   + [How to Lock a Mobile Device for Child Use](https://help.quavered.com/technical-support/classroom-technology/how-to-lock-a-mobile-device-for-child-use/) |  |  |  |
| 5.7 | Homework assignments, if included in the program, that support classroom learning, give clear directions, and provide practice and reinforcement for the discipline-specific skills taught in the classroom | * There are [assignments](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=80474829-37a5-491f-9dd1-891da47aff5b&slideGUID=cbc34e91-a194-11eb-aa16-02420a807bba) throughout the curriculum, as well as thousands of [printables](https://www.quavermusic.com/media/images/e3f75883-5b41-4bf8-960e-8050dc4d1090.pdf) to support classroom learning. * In addition, Quaver teachers can [create an assignment](https://help.quavered.com/how-to-articles/assignments/quaver-content/) using any Quaver resource or lesson and distribute it to students to access in their accounts. |  |  |  |
| 5.8 | Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement | * Our Music at Home assignments (located through a Resource Manager search) are designed for students working at home, with simple directions for parents to guide students along. * There are [assignments](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=80474829-37a5-491f-9dd1-891da47aff5b&slideGUID=cbc34e91-a194-11eb-aa16-02420a807bba) throughout the curriculum, as well as thousands of [printables](https://www.quavermusic.com/media/images/e3f75883-5b41-4bf8-960e-8050dc4d1090.pdf) to support classroom learning. * In addition, Quaver teachers can [create an assignment](https://help.quavered.com/how-to-articles/assignments/quaver-content/) using any Quaver resource or lesson and distribute it to students to access in their accounts. This customization makes it easier for parents, guardians, and caretakers to engage, since teachers can assign material specifically for individual students. |  |  |  |
| 5.9 | Clearly written and accurate explanations of discipline-specific arts content | * QuaverMusic has several clearly-written documents on discipline-specific arts content, including:   + [Orff pedagogy](https://www.quavermusic.com/media/images/7217a2dc-f104-4e46-8b31-85abfb90c4f5.pdf)   + [Kodály pedagogy](https://www.quavermusic.com/media/images/b8ebd0d4-701d-47d8-bbc9-82649ace6c6d.pdf)   + [Rhythm counting and notation](https://www.quavermusic.com/media/images/eb8e0692-6c35-4c9c-a6ae-0dda24ebe9be.pdf) (Syllables, Numbers, Gordon, Takadimi, and Eastman)   + [Movement Maps](https://www.quavermusic.com/media/images/1b4bc24b-6419-425f-a36b-5772db4553c2.pdf)   + [STEAM concepts](https://www.quavermusic.com/media/images/084166ff-c419-44db-8e3a-a3c695820fe8.pdf)   + [Ukulele Performance](https://www.quavermusic.com/media/images/db6d2f25-7d43-4a43-93cc-4174be12abbc.pdf) |  |  |  |
| 5.10 | Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of the discipline-specific art forms so that performance skills are learned in the context of specific performance standards | * QuaverMusic has several clearly-written documents on discipline-specific arts content, including:   + [Orff pedagogy](https://www.quavermusic.com/media/images/7217a2dc-f104-4e46-8b31-85abfb90c4f5.pdf)   + [Kodály pedagogy](https://www.quavermusic.com/media/images/b8ebd0d4-701d-47d8-bbc9-82649ace6c6d.pdf)   + [Rhythm counting and notation](https://www.quavermusic.com/media/images/eb8e0692-6c35-4c9c-a6ae-0dda24ebe9be.pdf) (Syllables, Numbers, Gordon, Takadimi, and Eastman)   + [Movement Maps](https://www.quavermusic.com/media/images/1b4bc24b-6419-425f-a36b-5772db4553c2.pdf)   + [STEAM concepts](https://www.quavermusic.com/media/images/084166ff-c419-44db-8e3a-a3c695820fe8.pdf)   + [Ukulele Performance](https://www.quavermusic.com/media/images/db6d2f25-7d43-4a43-93cc-4174be12abbc.pdf) * In addition, there are clear procedures and guidelines in place for the following topics:   + [Using an Online Curriculum](https://www.quavermusic.com/media/images/879fc73b-a6e9-4e8f-ba6a-75072a1ddd3a.pdf)   + [English Language Learners](https://www.quavermusic.com/media/images/0b85754b-aa77-44af-beca-190f23faa82d.pdf)   + [Exceptional Student Education](https://www.quavermusic.com/media/images/59e39555-3f30-4463-a959-34f8ee734eff.pdf)   + [Multiple Learning Styles](https://www.quavermusic.com/media/images/b60c433b-bb3b-4c10-8ceb-ce45b96e8216.pdf)   + [Teacher Student Bond](https://www.quavermusic.com/media/images/3d8e8d16-5f5d-4fa1-9262-2e14452e06ef.pdf)   + [Accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf)   + [Writing Multiple Choice Questions](https://www.quavermusic.com/media/images/b296e660-439a-44f2-ae56-c80bce01b2c3.pdf) * Within each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194), there are clearly outlined notes, objectives, and standards that work together to guide teaching and learning. * There are many screens that outline concepts, principles, and theories, including:   + [How to Practice](https://www.quavermusic.com/lppHost.aspx?lpGuid=2c32a15c-54c3-4995-b903-8d198475a4f6&slideGUID=18415112-a645-11eb-aa16-02420a807bba)   + [The Ukulele Project goals and rubric](https://www.quavermusic.com/lppHost.aspx?lpGuid=228804e5-9b66-4e61-b614-a231820ab6fd&slideGUID=18784a55-a645-11eb-aa16-02420a807bba)   + [Recorder fingering](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=fce50238-1314-4121-83dc-996e7d7944f3&slideGUID=2e93adc7-a323-11eb-aa16-02420a807bba) and [basic technique](https://www.quavermusic.com/lppHost.aspx?lpGuid=0b1bfe37-6af6-4304-a439-bea93f9ec196&slideGUID=2d4ff59f-a323-11eb-aa16-02420a807bba)   + Choral [breathing technique](https://www.quavermusic.com/lppHost.aspx?lpGuid=9f6b40bc-dc37-4bdb-965d-e5aef6ceeb16&slideGUID=43bc0916-9b42-11eb-aa16-02420a807bba), [breath anatomy](https://www.quavermusic.com/lppHost.aspx?lpGuid=c77ea102-5bee-4aab-b748-ab89ace5f447&slideGUID=cabe56f6-a194-11eb-aa16-02420a807bba), [building diphthongs](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_161619), [vowel sounds](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_161630), [singing positions](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_93166), and [sliding and gliding](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_161631).   + [Multiple techniques](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_148311) on playing mallet instruments including [bouncing mallets](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_148309), [playing in the center](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_161654), and [alternating hands](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=rid_148310). |  |  |  |
| 5.11 | Guidelines for presentations/ performances/productions of student work and other artwork focused on demonstrating the formal and informal artistic elements and principles in the specific discipline, thereby aiding meaningful learning | * QuaverMusic’s choral resources include various guidelines, including a [performance evaluation](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=764bb75f-6838-4ccc-a5e7-ca89ef0c788d&slideGUID=1701b8da-9b4a-11eb-aa16-02420a807bba) for in-class discussion, worksheets on [self-evaluation](https://www.quavermusic.com/media/images/a8dcb6c1-395f-4056-b795-72b13fdd8a23.pdf), [post-concert assessments](https://www.quavermusic.com/media/images/724a3a26-1ba0-4fc9-bb94-520811cb395b.pdf), and [more](https://www.quavermusic.com/ChoralResourceHost.aspx?category=5). Choral resource [lesson plans](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=556e687a-a047-4b67-a37f-1cd2bc03a7c7&rand=0.9750367671496523) also provide a broad array of guidelines for teachers strategies. * Quaver Musicals also include guidelines, including [production guides](https://www.quavermusic.com/media/images/72cec5d5-5ca7-4aa8-b767-05038b8ca72d.pdf), [warm-up ideas](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=236f61ef-988d-444b-8e73-df630c7e7ac7), and [movement videos](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=7620036d-e0af-414c-8deb-0e452793d65f). * Each [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) provides step-by-step guidelines for each lesson, including the purpose of the lesson, key student objectives, standards, and teacher notes. * Project rubrics guide the accepted standard for production of student work. Below are a few rubric examples:   + [Performance Rubric](https://www.quavermusic.com/lppHost.aspx?lpGuid=01a92ef7-7a56-499d-9452-b7972aa42098&slideGUID=67affe31-a324-11eb-aa16-02420a807bba)   + [Create Rubric](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=2479fdd0-86e5-47e6-a18d-2c997c587f2b&slideGUID=25dae03a-a321-11eb-aa16-02420a807bba) * Within various projects, project goals provide clear guidelines for both students and teachers.   + [Project Goals](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=096f0f51-8bad-4a57-a4a7-c7468f7f8e92&slideGUID=6f718237-a63f-11eb-aa16-02420a807bba)   + [Ukulele Project Goals](https://www.quavermusic.com/lessonplanpresenter/?lpGuid=7ed06f01-d12a-47bf-9f09-d86be5794a72&slideGUID=15b6359a-a645-11eb-aa16-02420a807bba) * There are also fully customizable rubrics for teachers and students to develop their own artistic elements and principles. Learn more about creating customizable rubrics [here](https://help.quavered.com/how-to-articles/create-a-custom-rubric/). |  |  |  |
| 5.12 | Guidelines for a safe online environment when used in the instruction of the arts | * QuaverMusic has provided a detailed paper on a safe online environment through our document entitled [Guidelines for Creating a Safe Online Environment](https://www.quavermusic.com/media/images/ebc8955f-49b8-446d-902f-de554d3be778.pdf). |  |  |  |
| 5.13 | Guidelines for a safe physical facility appropriate to the level of physical performance and training called for in the arts curriculum | * QuaverMusic developed documentation on [Creating an Accessible Learning Environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf) that covers this criterion. * QuaverMusic’s [accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) document outlines suggestions for organizing resources in the classroom for hearing impaired, intellectually disabled, and physically impaired students.   + There are suggestions for organizing resources in the classroom in order to create an [accessible learning environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf). |  |  |  |
| 5.14 | Guidelines for the implementation of the discipline-specific instructional content that reflect general or specialized facilities, varied staff expertise, and a range of school resources | * QuaverMusic’s guide for [Using An Online Curriculum](https://www.quavermusic.com/media/images/879fc73b-a6e9-4e8f-ba6a-75072a1ddd3a.pdf) shows teachers how to organize their rooms to best accommodate the online music classroom. For different school facilities and staff expertise, it includes troubleshooting tips and four different phases of use. * In order to accommodate varied expertise, QuaverMusic also offers a fully-developed [premade curriculum](https://help.quavered.com/product-support/quavermusic/lesson-selection-menu/), great for new teachers looking for guidance. For experienced teachers, the curriculum is also fully customizable in [Resource Manager](https://help.quavered.com/product-support/quavermusic/resource-manager/) and offers [Resource Creation](https://help.quavered.com/product-support/quavermusic/resource-creation/). This allows experienced teachers to determine which resources best facilitate their unique approaches. * Every [lesson plan](https://www.quavermusic.com/GeneratePrintedLessonPlan.aspx?guid=db1b3277-8e4b-4bde-97b8-54634587192f&rand=0.9737726431582194) contains a materials list so teachers know exactly what school resources are required for the upcoming lesson, or how to adapt them if needed. There is also a [Curriculum Materials and Instruments](https://www.quavermusic.com/media/images/ae4c85bd-efc8-41b6-b464-a943e6bb5a08.pdf) list that gives a large-scale overview of what resources are needed. * QuaverMusic’s [accessibility](https://www.quavermusic.com/media/images/1d4b2afd-947d-4b01-8a2c-3705d315dee6.pdf) document outlines suggestions for organizing music resources in the classroom for hearing impaired, intellectually disabled, and physically impaired students.   + There are suggestions for organizing resources in the classroom in order to create an [accessible learning environment](https://www.quavermusic.com/media/images/2eb4000d-dd09-49a7-90bf-0987b400884c.pdf). |  |  |  |

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