

Nevada Instructional Materials Review Process

Fine Arts

Vendor Name: Savvas Learning

Course Name: InteractiveMusic

Grade Level: K-8

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Fine Arts - Music. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn.

Category 1 Rubric – Alignment to Standards

Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the music standards.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in music.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, and reflections.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills.

	and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).				Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to favorite music and genres.
	<i>Column Totals</i>	18	0	0	
OVERALL SCORE				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improve ment	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences.
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a

	of cultures and life experiences.				variety of cultures, backgrounds, and experiences.
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
			Overall score	12	

Nevada Instructional Materials Review Process

Fine Arts

Vendor Name: Music In Motion

Course Name: MusicPlay

Grade Level: - K-6

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Fine Arts - Music. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn.

Category 1 Rubric – Alignment to Standards

Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the music standards.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers.
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication and reflections.
	B3. Material spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic.

C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections genres.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a variety of cultures, backgrounds,

	of cultures and life experiences.				and experiences.
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Instructional Materials Workgroup for Fine Arts

Participants in the Instructional Materials Workgroup represent the following entities:

- Clark County School District
- Lyon County School District
- Nye County School District
- Washoe County School District