

**Meridian Instructional Materials Committee Notes**

Meeting date: April 22, 2022

Members: Lisa Buckley, Cynthia Richardson, Natalie Eining, Marylin Rockwell-Bengen, Katrina Hayrynen

Members not in attendance: Todd Torgeson

Chair- non voting: Adrienne Somera

Proposed Core Instructional Materials

Title:	<i>Music Play</i>
Publisher:	<b>Themes &amp; Variations 2022</b>
Subject/Course:	Elementary Music (all levels)
Grade Level:	PK-5th grade

<b>Criteria:</b>	<b>Evidence from identification team</b>	<b>IMC comments</b>
Demonstrate likelihood of impact as shown by scientific or evidence-based research	The materials include sequential learning of music skills that are developmentally appropriate. The concepts build sequentially which allows for there to be skill development that progresses through the elementary school years..	Meets criteria

	Demonstrated success with these materials used as a supplement in class during remote learning.	
Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements	<p>The materials provide lesson outlines that are sequential and aligned with the Music standards.</p> <p>The materials support the motor skill appropriate introduction of instruments, including wind, string and percussion, which was an important criteria for the Meridian music department.</p> <p>The materials include activities that support the development of performance skills, music appreciation and audience behavior which were areas of importance to the Music Department.</p>	Meets criteria
Provide sufficient flexibility to meet the varied needs and abilities of the students served	<p>Lessons include opportunities for curricular connections and include activities that build skills like partnering, taking turns, responding to feedback, connecting that help support student needs.</p> <p>There is a range of activities at different grades and developmental levels that can be accessed for students with varied needs and these options allow the teacher to accelerate or slow the pace as needed.</p> <p>Lessons frequently include a range of activities that allow for choice and adaptation to meet student needs.</p> <p>Online community includes access to other teachers and curriculum support can share ideas for adapting to needs of students</p>	Meets criteria
Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;	<p>Within the materials there are songs in Spanish</p> <p>Materials that are student facing are accessible and engaging and include visual support.</p> <p>Because the materials are digital, students can access them on their devices for practice or support. This also allows the music lessons to be accessible for students with sensory issues or who may need to be in an alternative location for music.</p>	Meets criteria

	<p>For students who are advanced in music there is a possibility to have students access materials at a higher grade level.</p> <p>There is a range of entry points and complexity for instrumental music.</p>	
Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;	<p>These materials do not typically address issues</p>	
Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);	<p>Digital format has video and audio support for students (example closed caption)</p> <p>Allow for students to access on their own devices. There is the ability for students to access the materials on their own devices with student code.</p>	Games reinforce skills
Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;	<p>The materials are digital and provide the option for student digital access, online accessibility can remove the barriers for students who have a hard time accessing music in the classroom or who need additional practice</p> <p>Audio and visual support are embedded in most lessons.</p>	Meets criteria
Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.	<p>The materials have a range of cultures, themes and topics included. The company is actively evaluating the content of their materials for bias or stereotyping and are updating materials to increase the diversity of imagery.</p> <p>The teacher should apply a community lens to holiday themed lessons to choose songs and activities that are inclusive of all students in Meridian.</p>	No concerns

Recommendation: Recommended for approval

Title:	<i>Flex Curriculum</i>
Publisher:	The Art of Education University
Subject/Course:	Middle School Art (all levels), High School Fundamentals of Art, Ceramics, Pottery, Advanced Art
Grade Level:	6th-12th grades

Criteria:	Identification Team Evidence/Comments	IMC Comments
Demonstrate likelihood of impact as shown by scientific or evidence-based research	Materials have a wide variety of materials, resources and lessons. They provide access to a range of art lessons and activities that align with the art standards. The materials provide strategies for skill development in the creation of art, including fundamental skills as well as strategies for supporting the Visual Arts anchor standards of Presenting, Responding, and Connecting.	Meets criteria

<p>Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements</p>	<p>The Flex curriculum materials are aligned with the skills in the WA Visual Arts Standards. The structure of the materials helps to support the learning to allow students to build the fundamental skills of art and also to expand their learning to include skill deepening or exploration of areas of interest.</p> <p>The materials include a wide range of example projects and provide grade level appropriate series of activities that build foundational skills. The teaching tools included assessments and rubrics that help to focus the instruction and support student success in art classes.</p>	<p>Meets criteria</p> <p>Materials also can filter standards to find lesson or information, this supports alignment with standards</p>
<p>Provide sufficient flexibility to meet the varied needs and abilities of the students served</p>	<p>The FLEX curriculum includes activities that have a range of levels for students from beginning to advanced. The activities provide both foundations and the options of choice and flexibility for students.</p> <p>Teacher materials provide suggestions for adapting and differentiating activities.</p>	<p>Meets criteria</p> <p>The whole curriculum appears to be flexible</p>
<p>Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;</p>	<p>The Flex materials include many visuals, scaffolds and videos that provide access for students. Visuals are of high quality and can be supportive of a variety of student needs. Modification for the abilities of students is possible within the range of available materials.</p> <p>The materials include levels from beginner to advanced.</p>	<p>Meets criteria</p>

<p>Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;</p>	<p>The available resources include references to a wide range of art and artists, some of whom are responding to a range of societal issues. Where these are included, students reflect on the artist's technique and then have opportunities to create art that reflects ideas or issues important to them. The materials include a number of teachers' resources that support a safe learning environment where diverse perspectives are included.</p>	<p>Meets Criteria Variety of art is high interest</p>
<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Videos, visuals, and digital versions of materials are available for students and teachers. Videos and documents accessed digitally can be shown whole or small groups and also added into Google classrooms which allows for flexibility of access for students from their devices.</p>	<p>Meets criteria</p>
<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;</p>	<p>Professional learning and teacher support materials provide strategies for increasing access for students. The materials include activities in a range from beginner to advanced and provide suggestions for differentiation and modifications for students that need them.</p>	<p>Meets criteria</p>

<p>Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.</p>	<p>Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups. A wide range of art from many cultures is included and the art and artists do include representation from a diverse group of artists. Many of the materials are open ended, allowing for student voice to be represented.</p>	<p>Meets criteria</p> <p>There are many different bios from different cultures, backgrounds etc. will be valuable in teaching this.</p>
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Recommendation: Recommended for approval

Proposed Core Instructional Materials

<p>Title:</p>	<p><i>Deep Space Sparkle</i></p>
<p>Publisher:</p>	<p>Deep Space Sparkle</p>
<p>Subject/Course:</p>	<p>Elementary Art (all levels)</p>
<p>Grade Level:</p>	<p>PK-5th grade</p>

**Instructional Materials Committee Evidence Review**

Criteria for Selection of Core Instructional Materials:

Core instructional materials shall be selected based upon the degree to which they meet the following criteria (as outlined in Meridian School Board Policy 2020)		
Criteria:	Identification Team Evidence/Comments	IMC Comments
Demonstrate likelihood of impact as shown by scientific or evidence-based research	The materials provide a wide variety of activities, resources and lessons that align with the art standards. The activities are engaging and developmentally appropriate for elementary students. The materials provide strategies for skill development in the creation of art and the development of fundamental art skills.	Looks like a lot of fun...Teacher has been able to pull and connect to other subjects like literacy
Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements	The Deep Space Sparkle materials are aligned with the skills in the WA Visual Arts Standards. The structure of the materials helps to support the learning to allow students to build the fundamental skills of art and to explore and use a number of different art tools, techniques and media. The materials include a wide range of example projects and provide grade level appropriate series of activities that build foundational skills. The teaching tools include example scope and sequences as well as frequently updated ideas for art activities. Many of the available art activities tie well with other elementary content areas allowing for cross curricular connections.	Collectively agree that this will meet standards of art curriculum. Scaled for different development levels? Used at MP3. meets students there with a range of activities in different levels. Adaptable to meet developmental needs.  Can we access grade levels outside of what we are teaching when trying to meet different skill levels needed? Yes there is good support for kids at all skill levels. Flexibility to meet students' needs.



Provide sufficient flexibility to meet the varied needs and abilities of the students served	<p>Deep Space Sparkle activities include a range of levels for students from early to upper elementary. The activities provide both foundations and the options of choice and flexibility for students.</p> <p>Teacher materials provide suggestions for adapting and differentiating activities.</p>	Pre-6th will help kids from all different skill levels.
Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;	Deep Space Sparkle materials include many visuals and examples as well as some videos that can be used to support students. The activities provide flexibility for students at all levels to access and create art.	Some kids need to see a lesson more than once so these lessons have videos to repeat instructions to meet student needs. Helps students be successful and have a positive experience.
Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;	The available resources do not include many references to issues. Materials do provide students an opportunity to bring their own ideas to their artwork.	

<p>Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);</p>	<p>Visuals and examples support students in the hands-on use of materials to create art. Some projects do also include video examples.</p>	
<p>Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;</p>	<p>Professional learning and teacher support materials provide strategies for increasing access for students. The activities are highly flexible and adaptable for students. The materials also include activities in a range appropriate for early elementary to upper elementary.</p>	
<p>Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.</p>	<p>A wide range of art from many cultures and places in the world is included in the materials. Referenced artists include representation from a diverse group of artists.</p>	<p>Did a good job at making it diverse</p>

Recommendation: Recommended for approval