This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education

# REVIEW PANEL ADVISORY RECOMMENDATION 2021 ARTS EDUCATION INSTRUCTIONAL MATERIALS ADOPTION

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| OpusYou, Inc. | *OpusYou Learning* | K–8 |

## Program Summary:

OpusYou Learning includes the following: *Student Edition (SE)*; *Teacher Edition (TE); Lesson Preparation (LP);* *Planning and Assessment Support* (*PAS); Grade Overviews (GO); Self-Assessment (SA); Record of Learning and Listen (RL); Respond Guide (RG)*

## Recommendation:

*OpusYou Learning* is not recommended for adoption because the instructional materials do not include content as specified in the *California Arts Standards for California Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*), and do not meet all the criteria in category 1 or show strengths in categories 2, 4, and 5.

### Criteria Category 1: Arts Education Content/Alignment with Standards

The program does not support instruction designed to ensure that students master all the *Arts Standards* for the intended grade level(s), and does not meet all of the evaluation criteria in category 1.

#### Citations:

Criteria Category 1, criterion #1: Standards Not Met:

* + Kindergarten
    - K.MU:Cr3.1a: (PAS) The Kindergarten Teacher Assessment Guide and Log advises teachers to “revisit” as students apply personal, peer, and teacher feedback, but provides no guidance on specific examples to revisit, and the provided prompts for personal feedback are not related to Creating. <https://opusyoulearning.com/ca/standards/K-assessment>
    - K.MU:Pr5a: (PAS) Prompts in the assessment guide, such as “rehearse and refine,” do not specify when or by whom the prompts should be used. <https://opusyoulearning.com/ca/standards/K-assessment>

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* + - K.MU:Pr5b: (LP) The program lacks strategies for students to improve expressive qualities for rehearsal. [https://opusyoulearning.com/ca/standards/kmupr5b-teplan1](https://opusyoulearning.com/ca/standards/kmupr5b-teplan1" \o "Kindergarten Week 5: Eency Weency Spider)
    - K.MU:Pr6b: (LP) Opportunities to demonstrate performance decorum are not included. <https://opusyoulearning.com/ca/standards/kmupr6b-teplan1>
    - K.MU:Re8: (LP) The program misses opportunities for students to demonstrate awareness of “creators’ and performers’ expressive intent,” as called for in the standard. <https://opusyoulearning.com/ca/standards/kmure8-teplan1>
    - K.MU:Cn10: (LP) Prompts do not include access to students' personal interests in connection to creating and performing. <https://opusyoulearning.com/ca/standards/kmucn10-teplan1>
    - K.MU:Cn11: (LP) Activities lack opportunities for students to share personal interests and connections once they have been taught about the cultural context. <https://www.opusyoulearning.com/resources/194622>
  + Grade 1
    - 1.MU:Cr1b: (LP) The lesson does not provide opportunities for students to create in minor, though the standard calls for students to generate musical ideas in multiple tonalities. Unit 3 Understanding the Music document calls for students to create in minor, but it is not present in the Understanding the Music teaching video. <https://www.opusyoulearning.com/resources/190193>
    - 1.MU:Cr2a: (TE & LP) After selecting musical ideas (e.g., when improvisation and composition in Unit 2 Week 1 lesson), students are not invited to “discuss personal reasons for selecting musical ideas that represent expressive intent,” for which the standard calls. <https://opusyoulearning.com/ca/standards/1mucr2a-teteach1>
    - 1.MU:Pr5a: (PAS) Assessment guides and lesson plans lack explicit detail as to who will be providing the feedback during “rehearsing,” and there are no questioning prompts to provide the “limited guidance” outlined by the standard. <https://opusyoulearning.com/ca/standards/1-assessment>
    - 1.MU:Pr5b: (LP) The assessment guides and lesson plans do not identify the interpretive qualities that will be rehearsed, as specified in the *Arts Standards*, and lack questioning prompts to provide the “limited guidance” required for the standard. <https://opusyoulearning.com/ca/standards/1mupr5b-teplan2>
    - 1.MU:Pr6b: (LP) The program provides limited to no attention to audience etiquette. An example of this is the Perform and Share section of the lesson plan for Unit 2 Week 4. <https://opusyoulearning.com/ca/standards/1mupr6b-teplan1>
    - 1.MU:Re7.1: (LP) After stating personal interests (through questions like, “Do you like the music?” in the Listen and Respond section of the lesson), students have no opportunities to connect those interests to musical selection (of music heard). <https://opusyoulearning.com/ca/standards/1mure71-teplan1>
    - 1.MU:Re7.2a: (LP) After identifying and demonstrating music concepts (such as beat in the Respond section of the lesson), students are not provided opportunities to explore connections to the music’s purpose. Rather, connections are prescribed by the publisher. <https://opusyoulearning.com/ca/standards/1mure72-teteach2>
    - 1.MU:Re8: (LP) The program lacks opportunities for students to connect expressive qualities (such as the style question in the Respond section of the lesson) to “creators’ and performers’ expressive intent” as called for in the standard. <https://opusyoulearning.com/ca/standards/1mure8-teteach1>
    - 1.MU:Re9: (PAS) The program does not provide guidance for students to connect evaluation to their own expressive preferences or evaluate music “for specific purposes,” only discuss “what you enjoyed and what you think could have been better.” Strategies for eliciting student exploration using limited guidance are not provided. <https://opusyoulearning.com/ca/standards/1-assessment>
    - 1.MU:Cn10: (LP) The program lacks opportunities for students to demonstrate personal interests beyond, “Do you like the music” (Responding). None exist for Performing or Creating. Overall, the program provides no means by which students can, with limited guidance, discuss how personal interests connect to creating, performing, and responding to music. <https://opusyoulearning.com/ca/standards/1mure71-teplan1>
    - 1.MU:Cn11: (LP) The program does not provide guidance for students to discuss or individually make cultural connections once they have been taught about the cultural context. <https://opusyoulearning.com/ca/standards/1mucn11-teteach1>
  + Grade 2
    - 2.MU:Cr2a: (TE) The TE lacks prompts to provide students an opportunity to explain personal reasons for selecting that pattern or idea. <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/2nd%20Grade/Unit%201/4%20-%20Lets%20Work%20It%20Out%20Together/Lesson%20Plans/G2%20U1%20W4%20Core%20Learning%20-%20Lets%20Work%20It%20Out%20Together.pdf>
    - 2.MU:Cr3.1a (PAS): Peer assessment and/or teacher feedback are not included in the assessment options. <https://opusyoulearning.com/ca/standards/2-assessment>
    - 2.MU:Pr4.1: (LP) Students are not asked to demonstrate or explain personal interest in, or knowledge about musical selections <https://www.opusyoulearning.com/c/1353945-2nd-grade/1353951-how-does-music-connect-us-with-our-planet/lessons/504878-core-learning?resource_id=194423>
    - 2.MU:Pr4.3: (LP) The program did not provide expressive markings for students to demonstrate, or prompts for conveying expressive intent. <https://opusyoulearning.com/ca/standards/2mupr43-teplan2>
    - 2.MU:Pr5a: (PAS) The program lacks criteria for the intended results of accuracy, expressiveness, and effectiveness. <https://opusyoulearning.com/ca/standards/2-assessment>
    - 2.MU:Pr6b: (LP) Lessons provide no means by which students demonstrate performance decorum and audience etiquette. <https://opusyoulearning.com/ca/standards/2mupr6b-teteach2>
    - 2.MU:Re7.1: (TE) Students lack opportunities to explain and demonstrate how personal interests and experiences influenced the purpose for that specific musical selection. <https://opusyoulearning.com/ca/standards/2mure71-teteach1>
    - MU:Re7.2a: (LP) The program lacks opportunities for students to describe how specific music concepts are used to support a specific purpose in music. <https://opusyoulearning.com/ca/standards/2mure72-teplan1>
    - 2.MU:Re8: (LP) The program lacks opportunities for students to describe how expressive qualities support creators’ and performers’ expressive intent. <https://opusyoulearning.com/ca/standards/2mure8-teplan1>
    - 2.MU:Re9: (LP) There are missed opportunities for students to apply personal preferences in the evaluation of music for specific purposes, such as a lullaby, a march, etc. <https://opusyoulearning.com/ca/standards/2mure9-teplan1>
    - 2.MU:Cn10: (TE) The questions posed in the “Did You Know” section may target student personal interests and experiences, but statements do not connect to the creating and performing of the music. The questions in the program are: “In how many languages do you know how to say, ‘Hello’?” “In the song, why do you think the sun says, ‘Hello’ and the moon says ‘Goodbye’?” <https://opusyoulearning.com/ca/standards/2mucn10-teteach1>
  + Grade 3
    - 3.MU:Cr3.1a: (PAS) Students are not provided with examples of collaboratively developed criteria. <https://opusyoulearning.com/ca/standards/3-assessment>
    - 3.MU:Cr3.2: (LP/TE) Lessons lack examples of connection to expressive intent. <https://opusyoulearning.com/ca/standards/3mucr32-teplan1>
    - 3.MU:Pr4.3: (LP/TE) The program misses opportunities for students to “describe how intent is conveyed through expressive qualities.” <https://opusyoulearning.com/ca/standards/3mupr43-teplan1>
    - 3.MU:Pr5a: (PAS) Students are not given the opportunity to collaboratively develop criteria. <https://opusyoulearning.com/ca/standards/3-assessment>
    - 3.MU:Pr6b: (LP/TE) Students are not given examples for addressing the concept of performance decorum and audience etiquette. <https://opusyoulearning.com/ca/standards/3mupr6b-teplan1>
    - 3.MU:Re8: (LP/TE) Lessons for songs such as “Hoedown” do not include a task for students to explain “how performers’ personal interpretations use expressive qualities to reflect creators’ expressive intent.” <https://opusyoulearning.com/ca/standards/3mure8-teplan1>
    - 3.MU:Re9: (LP/TE) Students do not have the opportunity to apply established criteria, and describe appropriateness to the context. <https://opusyoulearning.com/ca/standards/3mure8-teplan1> <https://opusyoulearning.com/ca/standards/3mure9-teplan1>
    - 3.MU:Cn10 (LP/TE) Program lacks opportunities for students to “demonstrate how personal interests, experiences, and ideas relate to creating, performing, and responding to music.” <https://opusyoulearning.com/ca/standards/3mucn10-teplan1>
  + Grade 4
    - 4.MU:Cr1a: (LP/TE) “Look into the Night” provides no opportunity for students to explain “connection to specific purpose and context (such as social and cultural).” <https://opusyoulearning.com/ca/standards/4mucr2a-teplan1>
    - 4.MU:Cr2a: (LP/TE) “Look into the Night” includes no opportunity for students to select and organize musical ideas and explain connection to purpose and context. <https://opusyoulearning.com/ca/standards/4mucr2a-teplan1>
    - 4.MU:Cr3.1a: (PAS) There is not sufficient language in the Assessment Guide and Log to instruct the teacher to document revisions of personal music, nor is there a tool or space on the assessment log to document revisions of personal music. <https://opusyoulearning.com/ca/standards/4-assessment>
    - 4.MU:Cr3.2: (LP/TE) In “I Like My School” and other examples provided, examples do not include “personal created music,” as the standard states. The lessons provided do not contain clear language for students to explain a connection to their expressive intent. <https://opusyoulearning.com/ca/standards/4mucr32-teplan1>
    - 4.MU:Pr4.3: (LP/TE) The portion of this standard to “demonstrate and explain how intent is conveyed” is not achieved through the activity in “De Colores.” <https://opusyoulearning.com/ca/standards/4mupr43-teplan1>
    - 4.MU:Pr5a: (PAS) The program lacks examples of criteria the teacher will use to evaluate “accuracy and expressiveness…of performances” or reference to a rubric in the Teacher Assessment Guide and Log. <https://opusyoulearning.com/ca/standards/4-assessment>
    - 4.MU:Pr5b (LP/TE) Sheet music included across the grade level does have notation for students to play, and the “Whole Song with Score” format in lessons such as “Home On The Range” can support students refining technical accuracy at the discretion of the teacher. However, the sheet music has insufficient dynamic markings or clear rehearsal processes for students to refine expressive qualities. <https://opusyoulearning.com/ca/standards/4mupr5b-teplan1>
    - 4.MU:Pr6a: (LP/TE) “Do You Ever Wonder” includes language stating that students should understand the emotion/feeling /intent of the song and explain it to the class or each other and to present a holistic performance with some understanding of the musical, cultural, historical contexts. However, this language is not sufficiently clearly aligned with “music with expression, technical accuracy, and appropriate interpretation” as the standard requires. <https://opusyoulearning.com/ca/standards/4mupr6a-teplan1>
    - 4.MU:Pr6b: (SE) “El Borrego” and other performance-week lesson plans include very few “specific behaviors to be implemented or avoided” regarding “performance decorum,” and none are included about “audience etiquette.” <https://opusyoulearning.com/ca/standards/4mupr6b-teteach1>
    - 4.MU:Re8: (LP/TE) The program lacks specific ways for students to show the connection with expressive qualities to “reflect creators’ expressive intent” in lessons such as [“Happy To Be Me.”](https://opusyoulearning.com/ca/standards/4mure8-teplan1) <https://opusyoulearning.com/ca/standards/4mure8-teplan1>
    - 4.MU:Re9: (PAS) Resources such as the Teacher Assessment Guide and Log does not include sufficient criteria for students to “evaluate musical works and performances” or to “explain appropriateness to the context.” <https://opusyoulearning.com/ca/standards/4-assessment>
    - 4.MU:Cn10: (LP/TE) The prompts for students in “A Bright Sunny Day” do not sufficiently support students to “describe and demonstrate student personal interest, experiences, ideas and knowledge” related to their improvisation, creating, and responding to the music. <https://opusyoulearning.com/ca/standards/4mucn10-teplan1>
  + Grade 5
    - 5.MU:Cr1a: (TE) Lesson plans and student slides across the program do not address the second half of the standard to “explain connection to specific purpose and context.”
      * “La Bamba” <https://www.opusyoulearning.com/c/1354002-5th-grade/1354004-how-does-music-connect-us-with-our-past/lessons/504413-core-learning/planning>
      * “Down By the Riverside” <https://www.opusyoulearning.com/c/1354002-5th-grade/1354007-how-does-music-shape-our-way-of-life/lessons/504447-core-learning/planning>
    - 5.MU:Cr3.1a: (PAS) The Grade 5 Assessment chart cited by the publisher does not include “teacher-provided...criteria.” Lessons guide students to “refine and document” personal music but not to “explain rationale for changes” or receive teacher feedback. <https://opusyoulearning.com/ca/standards/5-assessment>
      * “Simple Gifts” <https://www.opusyoulearning.com/c/1354002-5th-grade/1354006-how-does-music-teach-us-about-our-community/lessons/504437-core-learning/planning>
    - 5.MU:Pr4.3: (SE) Lessons such as “Danny Boy” do not include sufficient mention of students explaining “interpretive decisions and expressive qualities.” Relevant vocabulary is present in the “Understanding Music” sections but the program provides no opportunities for students to utilize vocabulary to illustrate understanding. When learning or performing songs, the (TE) Lead sheets and (SE) melodic PDFs include insufficient markings (dynamics, articulations, etc.) for the students or teacher *to* interpret or express.
      * <https://www.opusyoulearning.com/c/1354002-5th-grade/1354003-how-does-music-bring-us-together/lessons/504397-core-learning/planning>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_sheet_music/5th%20Grade/Unit%201/2%20-%20Danny%20Boy/Lead%20Sheets/Danny%20Boy%20-%20Melody%20Lyrics%20and%20Chords.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/5th%20Grade/Unit%201/1%20-%20Do%20What%20You%20Want%20To/Lesson%20Plans/G5%20U1%20Understanding%20Music.pdf>
    - 5.MU:Pr5a: (PAS) Similar to the rationale in Cr3.1a, the assessment chart cited by the publisher does not include “teacher-provided and established criteria to evaluate the accuracy and expressiveness of...performances.” <https://opusyoulearning.com/ca/standards/5-assessment>
    - 5.MU:Pr6b: (TE) The provided lessons offer no expectations for 5.students to demonstrate protocols for “audience etiquette.” For example, Gr5Un6Wk2 “Our Beautiful Planet.” <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/5th%20Grade/Unit%206/2%20-%20Our%20Beautiful%20Planet/Lesson%20Plans/G5%20U6%20W2%20Core%20Learning%20-%20Our%20Beautiful%20Planet.pdf>
    - 5.MU:Re7.2a: (TE) In lessons such as “I’m On My Way” there is not an explicit opportunity for students to “explain” how “responses to music are informed by the structure, the use of the elements of music, and context.” <https://www.opusyoulearning.com/c/1354002-5th-grade/1354008-how-does-music-connect-us-with-the-environment/lessons/504461-core-learning/planning>
    - 5.MU:Re8: (TE) Multiple lessons, such as “Let the Melting Pot Melt,” lack opportunities for students to explicitly connect the identified expressive qualities to “‘performers’ personal interpretations” or ‘creators’ expressive intent.” <https://www.opusyoulearning.com/c/1354002-5th-grade/1354005-how-does-music-make-the-world-a-better-place/lessons/504423-core-learning/planning>
    - 5.MU:Re9: (PAS) The assessment chart cited by the publisher does not include sufficient criteria to “evaluate musical works and performances” or to “explain appropriateness to the context.” <https://opusyoulearning.com/ca/standards/5-assessment>
  + Grade 6
    - 6.MU:Cr1a: (TE) The program lacked evidence for ways students can generate harmonic phrases or convey expressive intent, as in Creative Project Plan - Create: Compose. <https://opusyoulearning.com/ca/standards/6-5-teachers-project-plan>
    - 6.MU:Pr4.2c: (TE) The program lacked evidence of a process for students to identify personal, social, cultural, and historical context to inform performances as indicated in the Standard. The brief summary provides no guidance for teachers and students to address that part of the standard. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
    - 6.MU:Pr5a: (TE) The program did not indicate a process to guide students to determine when a piece is ready to perform. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
    - 6.MU:Pr6b: (TE) The program did not provide evidence of a process for students to demonstrate audience etiquette appropriate for a particular venue and purpose as indicated in the standards. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
    - 6.MU:Re7.1: (TE) The program notes songs are “specially selected” by the teacher, missing opportunities to provide guidance for students to select music and describe connections to specific interests or experiences for a specific purpose as indicated in the *Arts Standards*. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
  + Grade 7
    - 7.MU:Cr1a: (TE) Throughout the grade level, lessons do not meet the portion of the standard related to musical elements such as harmonic accompaniment and expressive intent. One example is in the Project Breakdown section of the plan: <https://opusyoulearning.com/ca/standards/7-6-project-plan>
    - 7.MU:Cr2a: (TE) The TE does not address grade-level musical elements stated in the standard related to form (AB, ABA, theme and variation), and expressive intent. For example, the “Musical Building Blocks” document describes melodic and harmonic concepts but not Form or expressive markings. <https://opusyoulearning.com/ca/standards/6-8/gr7-building-blocks>
    - 7.MU:Pr5a: (LP) Across the grade level, the program lacked opportunities for “identifying and applying collaboratively developed criteria” or “determining when music is ready to perform.” The Unit 3 Creative Project Plan includes steps to prepare for performance, includes no criteria or determination for how the steps impact performance. <https://opusyoulearning.com/ca/standards/7-3-project-plan>
    - 7.MU:Pr6b: (TE) Across the grade level this does not meet the Standard as it did not demonstrate evidence of audience etiquette. One example is in the Perform and Evaluate section of the following example: <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
    - 7.MU:Re7.1: (TE) The breadth of the standard was not met across grade 7, missing guidance for “selecting contrasting music to listen to” and “comparing the connections to specific interests and experiences.” <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
    - 7.MU:Re7.2a: (TE) The program did not meet the breadth of the grade-level standard throughout the program; minimal evidence that students are “classifying and explaining how musical elements and expressive qualities relate to structure of contrasting pieces.” Students are not given an opportunity to classify, explain how musical elements and expressive qualities relate to structure in contrasting pieces as shown in the Lesson Content and Activities section of the following example: <https://www.opusyou.com/>
  + Grade 8
  + 8.MU:Cr1a: (TE) The program misses opportunities to provide guidance for teachers to support student generation of rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms(including introductions, transitions, and codas), or any directive on how to meet this standard. <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
  + 8.MU:Cr2a: (TE) The program did not provide opportunities for students to experience the full breadth of the standard.
    - * Approach to Standards at Grades 6–8 <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Approach%20to%20Standards%20at%20Grades%206-8.pdf>

<https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%204/Unit%204%20Creative%20Project%20Plan.pdf>

* + - * Unit 4 Creative Project Plan <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
  + 8.MU:Cr3.2: (TE) There are no opportunities for the application of “compositional techniques.”
    - * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Approach%20to%20Standards%20at%20Grades%206-8.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
  + 8.MU:Pr4.2a: (TE) The program misses chances for students to perform key actions, "compare" and "explain," when engaged in this strand.
    - * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Approach%20to%20Standards%20at%20Grades%206-8.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%205/Unit%205%20Creative%20Project%20Plan.pdf>
  + 8.MU:Pr4.2b: (TE) The program does not show evidence of sight reading in various clefs. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
  + 8.MU:Pr4.3: (TE) The program does not contain sufficient performance or explanation of contrasting pieces.
    - * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Approach%20to%20Standards%20at%20Grades%206-8.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%206/Unit%206%20Creative%20Project%20Plan.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%206/Unit%206%20Creative%20Project%20Plan.pdf>
  + 8.MU:Pr5a: (TE) The program does not provide evidence of identifying and personally applying developed criteria or determining when music is ready to perform.
    - * <https://opusyoulearning.com/ca/standards/6-8/gr8-building-blocks>
      * <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
  + 8.MU:Pr6b: (TE) The program does not provide guidance for etiquette and decorum, including the rationale for and exemplifying of specific behaviors in a variety of music contexts.
    - * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Approach%20to%20Standards%20at%20Grades%206-8.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Musical%20Building%20Blocks%20Guide.pdf>
      * <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%203/Unit%203%20Creative%20Project%20Plan.pdf>
  + 8.MU:Re7.1: (TE) Limited evidence to support teaching the breadth of the standard, including missed opportunities for students to select programs of music and the connections to specific interests and experiences. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
  + 8.MU:Re7.2a: (TE) Few to no opportunities for students are comparing and explaining how musical elements and expressive qualities relate to structure within programs of music. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
* Criterion #1.2: (TE) In Grade 1, Unit 3 Week 3, guides teachers to present a song to perform but the lesson does not provide opportunities for students to create their own music, as stipulated by the *Arts Education Framework*. <https://opusyoulearning.com/ca/artscriteria/2-1-10>
* Criterion #1.3: (PAS/TE) Instructional materials do not include instructional strategies that incorporate skill development and authentic, sequential, discipline-specific learning in all four processes.
  + Grade 3 Musical Progression <https://opusyoulearning.com/ca/artscriteria/1-3-5>
  + Musical Building Blocks (grades 6–8) <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/7/Musical%20Building%20Blocks%20Guide.pdf>
* Criterion #1.6: (TE) Instructional materials lack culturally- and linguistically-responsive activities for engaging students in the arts process through the study of historical, contemporary and multicultural artistic concepts and the lives, contributions and innovations of various artists and arts movements.
  + Grade K, Unit 3, Week 4: The “Did You Know” tab uses “e.g.,” a term Kindergarten students are not expected to know or understand. <https://www.opusyoulearning.com/resources/193593>
  + Grade 2, Unit 2, Week 6: (“Yo Tenga Una Casita” does not have Spanish song lyrics translated or described in lyrics sheets or “Listen and Respond” sections of the slides) <https://www.opusyoulearning.com/c/1353945-2nd-grade/1353948-how-does-music-help-to-make-the-world-a-better-place/lessons/504852-core-learning>
  + Grade 5, Unit 3, Week 6: (“El Sombrero Blanco” does not have Spanish song lyrics translated or described in lyrics sheets or “Listen and Respond” sections of the slides) <https://www.opusyoulearning.com/resources/192811>
* Criterion #1.7: (TE) In grades K-3, there was not an opportunity 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.
  + Kindergarten lesson example provides no arts connections: <https://opusyoulearning.com/ca/artscriteria/1-7-1>
  + Grade 3 lesson example provides no arts connections: <https://opusyoulearning.com/ca/artscriteria/1-7-3>
* Criterion #1.8: (LP, TE) The instructional materials did not include clear procedures and explanations of underlying concepts, artistic processes, language, and theories integral to and supportive of the teaching and learning of arts. An example of this can be found in the lesson plan for Grade 2, Unit 5, week 1. <https://opusyoulearning.com/ca/artscriteria/1-8-1>
* Criterion #1.9: (GO) Grade 8 does not include any materials for examining humanity’s place in ecological systems and the necessity for the protection of the environment to satisfy this criterion. See Overview, which lists all lessons in the grade level: <https://www.opusyoulearning.com/c/1354023-8th-grade>

### Criteria Category 2: Program Organization

The organization and features of the instructional materials do not supportinstruction and learning of the standards.

#### Citations:

* Criterion #2.1: (GO/TE/LP) The organizational structure does not provide a logical, efficient, and effective method of teaching and learning within the discipline specific unit, lesson and grade level. Specifically, lesson plans do not cohere to the given scope and sequence.
  + - The scope and sequence requires a focus on the strong beat in Grade 2.  
      <https://opusyoulearning.com/ca/artscriteria/2-1-3>
    - The concept of strong beat is missing from the lesson plan in Grade 2 Unit 6, Week 3, “The Other Side of the Moon.” <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/2nd%20Grade/Unit%206/3%20-%20The%20Other%20Side%20Of%20The%20Moon/Lesson%20Plans/G2%20U6%20W3%20Core%20Learning%20-%20The%20Other%20Side%20Of%20The%20Moon.pdf>
* Criterion #2.6: (LP) Support materials are not clearly aligned with the Arts Standards in many grade levels. These examples show the standards stated in the lesson plan but are not addressed.
  + - Grade 1: MU:Pr5b Interpretive qualities not addressed in the lesson <https://www.opusyoulearning.com/c/1353938-1st-grade/1353943-how-does-music-make-us-happy/lessons/505041-core-learning/planning>
    - Grade 3: MU:Re9 Requirements for established criteria not included  
      <https://opusyoulearning.com/ca/standards/3mure9-teplan1>
    - Grade 6: MU:Pr4c Process for students to identify personal, social, cultural, and historical context to inform performances not included. <https://opusyoulearning.com/ca/standards/6-8-standards-approach>
* Criterion #2.7: (PAS) The program doesn’t provide opportunities for students or teachers to achieve proficiency at grade-level. Students may master certain skills, but are not provided with opportunities to meet all grade-level standards.
  + - Grade K–2 Teacher Assessment Guide: <https://opusyoulearning.com/ca/artscriteria/3-3-5>
    - Grade 3–5 Teacher Assessment Guide: <https://opusyoulearning.com/ca/artscriteria/3-3-6>
    - Grade 6–8 Teacher Assessment Guide: <https://opusyoulearning.com/ca/artscriteria/3-3-7>
* Criterion #2.8: (TE/GO) The structures provided, such as grade-level Musical Progressions and Scope and Sequence documents, do not explicitly connect the skills and concepts with the artistic processes. Some of the skills from the standards are missing from the Scope and Sequences entirely (such as Pr6b: performance decorum and audience etiquette), and there are no Enduring Understandings or Essential Questions from the *Arts Standards* that would increase rigor across grade levels. The Scope and Sequence documents are not accurately reflected in lesson plans.
  + - (TE) Scope and Sequence: Skills<https://opusyoulearning.com/ca/artscriteria/2-8-10>
    - (TE) Scope and Sequence: Concepts <https://opusyoulearning.com/ca/artscriteria/2-8-11>

### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Citations:

* Criterion #3.1: (SE, TE) Each grade level’s assessment resources include a Baseline Theory Quiz at the beginning of the year which teachers may use as a diagnostic tool (see slide 1 at “The Song of Hiawatha”). <https://www.opusyoulearning.com/c/1354016-7th-grade/1354017-my-place-in-the-world/lessons/505996-core-learning>
* Criterion #3.2: (TE) The assessment resources include a grade-span Assessment Guide and grade-level Teacher Assessment Guide and Log describing various assessment types during (formative) and at the end of units (summative).
  + - Grades 3–5  
      <https://www.opusyoulearning.com/file/download?digilearning_support_file_id=56341>
    - Grade 8  
      <https://www.opusyoulearning.com/file/download?digilearning_support_file_id=56689>
  + Criterion #3.3: (TE, SE, LP) Each unit includes several measures to evaluate individual student progress. These measures include
    - Grade 4 composition tasks using the Music Notepad app <https://opusyoulearning.com/ca/artscriteria/3-3-1>
    - Grade 4 end-of-Unit quizzes  
      <https://opusyoulearning.com/ca/artscriteria/3-3-3>
    - Grade 4 end-of-grade quizzes  
      <https://opusyoulearning.com/ca/artscriteria/3-3-4>
  + Criterion #3.5: (PAS) There are multiple assessment types to evaluate student learning. The grade-span Assessment Guides (K–2, Grade 3–5, Grade 6–8) give an overview of formative and summative assessment opportunities in broad strokes. The Teacher Assessment Guide for each grade level provides guidance in and criteria for assessing performances. In primary grades, this guide also addresses separate assessment of Creating, Responding, and Connecting.
    - Grades K–2 Assessment Guide <https://opusyoulearning.com/ca/artscriteria/3-5-1>
    - Grades 3–5 Assessment Guide <https://opusyoulearning.com/ca/artscriteria/3-3-6>
    - Grades 6–8 Assessment Guide <https://opusyoulearning.com/ca/artscriteria/2-2-4>
    - Grade 3 Teacher Assessment Guide and Log <https://opusyoulearning.com/ca/artscriteria/3-4-1>
  + Criterion #3.7: (LP) Listen and Respond activities in each lesson include open and closed questions that help monitor student understanding of the arts, such as identifying musical concepts and expressive qualities.
    - Grade 3 Unit 3 Week 3 contains Listen and Respond guiding questions.  
      <https://opusyoulearning.com/ca/artscriteria/3-7-1>

### Criteria Category 4: Access and Equity

Program materials do not ensure universal and equitable access to high-quality curriculum and instruction for all students and do not provide teachers with suggestions for differentiation for students with special needs.

#### Citations:

* + Criterion #4.1: (TE) Grades 6–8 program materials did not demonstrate accessibility by “appropriate for use with all students,” specifically English learners. The Access and Equity material specifically describes the program’s philosophy of “minimizing the need for spoken and written English in our lessons” and describes how the program “supports ‘Flipped Learning,’” both of which contrast the recommendations outlined in the *ELD Standards* to best meet the needs of students who are English learners.  
    <https://opusyoulearning.com/ca/artscriteria/4-1-1>
  + Criterion #4.3: (TE) In grades 4-8, the program did not demonstrate “comprehensive teacher guidance and differentiation strategies... to adapt instructions to meet students’ identified special needs and to provide effective, efficient, instruction for all students.” The program misses opportunities to address English learners, and despite including captioning for improved access, does not meet the full breadth of the criteria. <https://opusyoulearning.com/ca/artscriteria/4-3-5>

Additionally, the program did not include citations of “current and confirmed research.”

* + Criterion #4.4: (TE) In grades 4–8, the program did not demonstrate “strategies for English Learners that are consistent with the California English Language Development Standards.” Specifically, the program does not demonstrate non-designated time, frequent meaningful interactions, and appropriate teaching approaches for English learners. <https://opusyoulearning.com/ca/artscriteria/4-3-5>
  + Criterion #4.6: (TE) In grades 4–8, the program did not provide additional support “to help students who are below grade level…in academic English to understand the Arts content.” The provided scaffold does not provide sufficient support to best meet the needs of these students. <https://www.opusyoulearning.com/c/1353952-3rd-grade/1353974-how-does-music-teach-us-about-our-community/lessons/499985-core-learning?resource_id=188995>

### Criteria Category 5: Instructional Planning and Support

The instructional materials do not contain a clear road map for teachers to follow when planning instruction and are not designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

#### Citations:

* + Criterion #5.3: (TE) In grades 4–8, there is not a sufficient variety of pedagogical strategies (such as Orff, Gordon, etc.) and instructional strategies.  
    <https://opusyoulearning.com/ca/artscriteria/5-3-1>
  + Criterion #5.4: (TE) In grades 4–5, Cross-Curricular Links documents provide insufficient “suggestions for connecting Arts education concepts with other areas of the curriculum.” In most lesson plans, the Listen & Respond sections list those connections as extended-learning points not main points. There are also few “examples of interdisciplinary (across the five Arts disciplines) instruction” in lessons, aside from occasional Dance references.  
    <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/5th%20Grade/Unit%205/3%20-%20Down%20By%20The%20Riverside/Lesson%20Plans/G5%20U5%20W3%20Core%20Learning%20-%20Down%20By%20The%20Riverside.pdf>
  + Criterion #5.9: (TE) In grades 6–8, the “discipline-specific arts content” in the [Musical Building Blocks Guide](https://opusyoulearning.com/ca/artscriteria/2-3-9) and the Music Theory Guide do not consistently include “clearly written and accurate explanations.” For example, key signatures and scales and rhythmic patterns do not consistently include definitions or include a model of the counting. <https://opusyoulearning.com/ca/artscriteria/2-3-9>
  + Criterion #5.10: (TE) In grades 4–8, overview documents, there are no “clear procedures and explanations of underlying concepts, principles, and theories” in lessons to ensure “that performance skills are learned in the context of specific performance standards.” <https://opusyoulearning.com/ca/artscriteria/5-11-2>
  + Criterion #5.11: (TE) The program provides no performance “guidelines” in grades 4 and 5 for student work and other works “focused on demonstrating the formal and informal artistic elements and principles.” In addition, there are no specific guidelines or rubrics to aid meaningful learning.  
    <https://opusyoulearning.com/ca/artscriteria/5-11-2>
  + Criterion #5.13: (TE) The program misses opportunities to provide guidelines for the teacher or administrator to use or advocate “for a safe physical facility appropriate to the level of physical performance and training called for in the arts curriculum.” Teachers and administrators should have a reference point as they consider movement, instrument playing, and organization of resources to create an accessible learning environment in the Music classroom. In the “Music Is In My Soul” Lesson, guidelines are not present.  
    <https://opusyoulearning.com/ca/artscriteria/5-13-1>
  + Criterion #5.14: (TE) The program provides no evidence supporting the “implementation” and use of “general or specialized facilities,” including how to address any issues for various school facilities and “a range of school resources.”  
    <https://opusyoulearning.com/ca/artscriteria/5-14-1>

## Edits and Corrections:

The panel recommends the following edits and corrections:

| # | Grade level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 6–8 | Musical Building Blocks Guide | 2 | [image of G Major scale] | Adjust the spacing so the text line “G Major” from page 1 can be on the same page as the actual G-Major scale on p. 2. | Page 2 contains no label for the scale because it’s back at the end of page 1. |
| 2 | 6–8 | Musical Building Blocks Guide | 12 | [image of treble clef staff] | Adjust the spacing so the text line about the “treble clef” from page 11 can be on the same page as the actual treble clef staff on page 12. | If you are looking at page 12, it appears there is no label for the clef/staff because it’s back at the end of page 11. |
| 3 | All | Criterion 4.3  Access & Equity  <https://cdn.charanga.com/resource_library/products/pdfs/USA/ca/teacher-edition/Access%20and%20Equity.pdf> | Through-out | Throughout | Need to include current and confirmed research. Websites to national organizations are good but please include citations of research studies/ books to support your statements in this document. Some suggestions pertaining to multiple learning styles, UDL, and students with special needs and exceptionalities are below.  -Universal Design for Learning and the ArtsbyDon Glass; Anne Meyer; David Rose in *Harvard Educational Review* (2013) 83 (1): 98–119. | To meet the full breadth of Criterion 4.3, recognition and inclusion of current and confirmed research needs to be cited in the program documents. |
| 3 | All | (cont.) | (cont.) | (cont.) | -Multiple learning styles/modalities Barbe & Swassing, Howard  Gardner’s Multiple Intelligence etc. as cited in *Music in Childhood* by C. Scott Kassner & P. Campbell (2018).  -Music in Special Education (2018) by M. Adamek A. Darrow.  -Hammel, A. (2018). Amy and Drew: Two Children Who Helped Determine What Free Appropriate Public Education Means. *General Music Today Vol. 31(2)* 29–32. | (cont.) |
| 4 | K–8 | Scope and Sequence Skills | 8th Grade, page 1 | Rehearse and learn songs in specific musical styles. Listen and Response to a widening range of musical styles: Pop Disco Country Jazz Classical Rock Hip Hop Ragtime  Use songs in musical styles as models for composing | Students will:   * Rehearse, learn, listen, and respond to songs in specific musical styles (Pop Disco Country Jazz Classical Rock Hip Hop Ragtime) * Compose songs using the styles listed above as models | “Use songs in musical styles as models for composing” is not a complete sentence and needs a period. Multiple examples of incomplete sentences in the scope and sequence in all grade levels.  This was done much better in the document “Students - Welcome to 7th Grade.” |
| 5 | 6–8 | Musical Building Blocks Guide | Page 1 and throughout | All “major” and “minor” scales/chords are presented with lowercase “m”s | Write the names of “Major” chords with capital “M”s. | Chord charts and lead sheets use capital letters to denote Major chords, so labeling “A Major triad” in the guide would look clearer than “A major triad.” |
| 6 | 6–8 | Approach to Standards | 1 | From Grade 6, students complete six projects, building on what they have learned previously, and using a series of creative apps – including YuStudio, OpusYou Learning’s online music studio, to produce their own music. | From Grade 6, students complete six projects, building on what they have learned previously, and using a series of creative apps – including YuStudio, OpusYou Learning’s online music studio – to produce their own music. | The last five words of the sentence belong to the beginning of the sentence. The phrase within the dashes is an interruption. |
| 7 | 6–8 | Grades 6–8 Music Theory Guide | 1 | Staves:  Music is written on a ladder of five lines called a ‘stave’. When music is written down, it is placed on a stave. You can see that the stave has five lines… | Staff:  Music is written on a ladder of five lines called a ‘staff’. When music is written down, it is placed on a staff. You can see that the staff has five lines… | Use the American form of “staff” when used in the singular. |
| 8 | 6–8 | Grades 6–8 Music Theory Guide | 4 | 7/8 – 7 quarter notes in every measure:  9/8 – 9 quarter notes in every measure:  12/8 – 12 quarter notes in every measure: | 7/8 – 7 eighth notes in every measure:  9/8 – 9 eighth notes in every measure:  12/8 – 12 eighth notes in every measure: | Correct time signature definitions to use eighth notes instead of quarter notes. |
| 9 | 6–8 | Musical Building Blocks  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Musical%20Building%20Blocks%20Guide.pdf> | 1 | Melodies are a sequence of notes that can be organized onto a stave. | Melodies are a sequence of notes that can be organized onto a staff. | Use the American form of “staff” when used in the singular. |
| 10 | 6–8 | Musical Building Blocks  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Musical%20Building%20Blocks%20Guide.pdf> | 10 | Music is written on a ladder of five lines called a ‘stave’. When music is written down, it is placed on a stave. You can see that the stave has five lines: | Music is written on a ladder of five lines called a ‘staff’. When music is written down, it is placed on a staff. You can see that the staff has five lines: | Use the American form of “staff” when used in the singular. |
| 11 | 6–8 | Musical Building Blocks  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/6/Musical%20Building%20Blocks%20Guide.pdf> | 17 | Time Signature 12–8  The time signature in this piece is nine-eight. | Time Signature 12–8  The time signature in this piece is twelve-eight. | Matching the names of the time signature to be the same time signature. |
| 12 | 6–8 | Listen and Respond Connect (Connections Timeline) | New Orleans Jazz | **Melody** instruments including the clarinet, cornet; and trombone. | **Melody** instruments including the clarinet, cornet, and trombone. | Use a regular comma instead of a semi-colon, since it is a straightforward continuing list of items. |
| 13 | K–8 | Pedagogical Approach Guide  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Pedagogical%20Approach.pdf> | 1 | To prepare, students work through a series of musical activities where they acquire new, and enrich existing, musical knowledge and understanding.. | To prepare, students work through a series of musical activities where they acquire new, and enrich existing, musical knowledge and understanding. | Remove one of the two periods. |
| 14 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 3  (Design: Texture  Kindergarten) | Sing Togther | Sing Together | Correct the spelling of “together.” |
| 15 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 1–5 | There is no content for grades 7 and 8 | Is the same scope and sequence used for grades 6, 7, and 8? | There are no entries for Grades 7 and 8. |
| 16 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 1  (Singing, Grades 3–5) | Copy Sing 4 bar phrases based on doh ray me in C Major… | Copy Sing 4 bar phrases based on do re mi in C Major… | Use the correct Kodaly solfege syllable spelling instead of phonetic spelling. |
| 17 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 1  (Singing,  Grades 6–7) | Rn’B | R&B (or R ’n B) | Use accepted spellings of this musical style. |
| 18 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 2 | Listening Respond/Analyse | Listening Respond/Analyze | Use the American form of “analyze.” |
| 19 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 2  (Listening, Grades 3–4) | Recognise… | Recognize… | Use the American form of “recognize.” |
| 20 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 2  (Listening, Grades 3–5) | Identify 2/ 4, 3/ 4, and 4/4 metre | Identify 2/4, 3/4, and 4/4 meter | Use the American form of “meter.” Also correct spacing in time signatures in 3rd and 5th grades. |
| 21 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 2  (Listening, Grade 6) | * Rhythm & Blues * Film /Programme Music | * Rhythm & Blues * Film /Program Music | Use the American form of “program” and remove the empty bullet point. |
| 22 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 2  (Listening, Grade 7) | * Trad Jazz Techno, House, musicals, Native American music | * Trad Jazz * Techno * House * Musicals * Native American music | Give each musical style its own bullet point to align with similar formatting across grade levels. |
| 23 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 3  (Playing Instruments, Grades 3–5) | Rehearse and learn in time with a steady beat in a metre of 2, 3, or 4 beats | Rehearse and learn in time with a steady beat in a meter of 2, 3, or 4 beats | Use the American form of “meter.” |
| 24 | 6–8 | Musical Building Blocks Guide | 14 | The end of a piece is shown by a final barline. | The end of a piece is shown by a double bar line. | It’s a double bar at the end. |
| 25 | 6–8 | Musical Building Blocks Guide | 19 | Crescendo/Diminuendo | Crescendo: gradually get louder. Diminuendo: gradually get softer. | There’s no definition for the < or > symbols. |
| 26 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 4  (Creating Composing, Grades 3–5) | Create musical ideas that fit with the tonality and metre of a song | Create musical ideas that fit with the tonality and meter of a song | Use the American form of “meter.” |
| 27 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 5  (Notation, Grade 2) | Reflect on feelings about sharing and preforming e.g. excitement, nerves, enjoyment etc. | Reflect on feelings about sharing and performing, e.g., excitement, nerves, enjoyment etc. | Corrected spelling of “performing” and added commas before and after “e.g.,” for proper grammar |
| 28 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 5  (Notation, Grades 2–8) | …and recognise music notation… (gr2)  Recognising how notes are grouped when notated (gr3–8) | …and recognize music notation… (gr2)  Recognizing how notes are grouped when notated (gr3–8) | Use the American form of “recognize”/“recognizing.” |
| 29 | K–8 | Scope and Sequence: Skills  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Skills.pdf> | 5  (Notation, Grades 2–8) | … music notation on a stave of five lines… (gr2)  Identifying stave, treble clef, the name… (gr3–8) | … music notation on a staff of five lines… (gr2)  Identifying staff, treble clef, the name… (gr3–8) | Use the American form of “staff” when used in the singular. |
| 30 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 1  (Duration: Rhythm, Grades K–6)  4  (Tone Color: Vocal/ Instrumental, Grades 3–5) | Recognise… | Recognize… | Use the American form of “recognize.” |
| 31 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 2  (Pitch: Melody, Grade 6) | Analyse the melody and words of a song | Analyze the melody and words of a song | Use the American form of “analyze.” |
| 32 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 4  (Tone Color: Vocal/ Instrumental, Grade 6) | * Film /Programme Music | * Film /Program Music | Use the American form of “program.” |
| 33 | K–8 | Scope and Sequence: Concepts  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/teacher-edition/Scope%20and%20Sequence%20-%20Concepts.pdf> | 6  (Expression: Articulation, Grade 6) | Use articulation to communicate the style of the song or piece of music e.g. accents | Use articulation to communicate the style of the song or piece of music, e.g., accents | Use the correct punctuation before and after “e.g.” |
| 34 | K–8 | Gr7 Un3 Wk1  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354019-music-freedom-and-change/lessons/506020-core-learning> | throughout the program | Pictures without annotations | Pictures need to be annotated with the group name or place and source. | Pictures were not annotated throughout the program. This is one example. |
| 35 | K–8 | Grade K overview | 1 | Singing, dancing, moving to the beat, and having fun with music, is what this Grade is all about! | Singing, dancing, moving to the beat, and having fun with music, is what this grade is all about! | No need to capitalize words in the middle of sentences. This happens throughout the program with the word grade. |
| 36 | K–5 | Grade K Scope & Sequence: Concepts | 1 | Talk about spikey music, and interpret it in a meaningful way | Talk about spiky music, and interpret it in a meaningful way | The dictionary spelling of the word is “spiky.”  This also occurs in the materials forGrK Un4 Wk2 and throughout the program. Or consider using a different term like “bumpy or choppy” in lower grades, and “staccato” or “short and detached” in upper grades. |
| 37 | K | Grade K Overview | 1 | Unit 2: How Does Music Tell Us Stories About The Past? | Unit 2: How Does Music Tell Us Stories About The Past? | The last three characters should also be bolded for consistency. |
| 38 | K | Grade K Overview | 2 | If You’re Happy and You Know it | If You’re Happy and You Know It | Capitalize “it” to match every other title (which has every word’s first letter capitalized) and to match elsewhere this title is used. |
| 39 | K | Unit 2 main screen  <https://www.opusyoulearning.com/c/1353931-kindergarten> | Kindergarten Units | How Does Music Tell Stories about the past? | How Does Music Tell Stories About The Past? | Capitalize last three words to match formatting of all other unit titles. Ensure the title case is consistent in all titles and headings. |
| 40 | K | GrK Un1 Wk6 – Lesson Plan  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353932-how-can-we-make-friends-when-we-sing-together/lessons/504927-core-learning/planning> | Teachers Supporting Documents   * Core Learning * Melody Lyrics and Chord * Lyrics | Im a Little Teapot | I’m a Little Teapot | Correct name of three documents to include the apostrophe (“I’m”). |
| 41 | K | Unit 1 Week 6 – Lesson Plan – Core Learning  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/Kindergarten/Unit%201/6%20-%20Im%20A%20Little%20Teapot/Lesson%20Plans/GK%20U1%20W6%20Core%20Learning%20-%20Im%20A%20Little%20Teapot.pdf> | Knowledge and Skills | Children will learn to  1. Move in time with a steady beat  2. As point 1  3. Copy back… | Children will learn to  1. Move in time with a steady beat  2. Copy back… | Remove #2 as it is not knowledge or skills.  This also appears in Core Learning documents from other lessons. |
| 42 | K | GrK Un3 Wk4 Lesson Plan  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/Kindergarten/Unit%203/4%20-%20Shapes/Lesson%20Plans/GK%20U3%20W4%20Core%20Learning%20-%20Shapes.pdf> | 5 | Learning Focus  Help to create a simple melody using 2,3,4, or 5 notes.  Keep a record of your composition then you can play it again with your friends | Learning Focus  Help to create a simple melody using 2,3,4, or 5 notes.  Keep a record of your composition then you can play it again with your friends. | Add a period at the end of the sentence. |
| 43 | K | GrK Un3 Wk4 Lesson Plan  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/opus_you_lesson_plans/Kindergarten/Unit%203/4%20-%20Shapes/Lesson%20Plans/GK%20U3%20W4%20Core%20Learning%20-%20Shapes.pdf> | 5 | Notes:   * C D * C D E * @C D E F * C D E F G | Notes:   * C D * C D E * C D E F * C D E F G | Remove unnecessary @ sign. |
| 44 | K | GrK Un1 Wk3  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353932-how-can-we-make-friends-when-we-sing-together/lessons/504925-core-learning> | Listen and Respond - Dynamics | Did you think the music was loud, quiet or just OK? | Did you think the music was loud, quiet, or in-between? | “Just OK” is an opinion of like or dislike, not a description of dynamics. Dynamics cover a spectrum of volume, so if it is neither loud nor quiet, it is in the middle, or medium. “In-between” is the language used elsewhere (such as for tempo inGrK Un1 Wk4 orGrK Un2 Wk5). |
| 45 | K | GrK Un3 Wk4  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353934-how-does-music-make-the-world-a-better-place/lessons/504947-core-learning> | Listen and Respond - Did You Know? | The pentagon is one of the largest office buildings in the world and is for America’s department of defense. | The Pentagon is one of the largest office buildings in the world and is for the United States Department of Defense. | Several terms in this sentence are proper nouns, so they need to be capitalized and written as officially named. |
| 46 | K | GrK Un5 Wk3  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353936-what-songs-can-we-sing-to-help-us-through-the-day/lessons/504969-core-learning> | Listen and Respond - Did You Know? | Listen out for… | Listen for… | Change from a British phrase to an American phrase.  This phrase also occurs in the same place in other lessons, such as<https://www.opusyoulearning.com/c/1353931-kindergarten/1353937-how-does-music-teach-us-about-looking-after-our-planet/lessons/504979-core-learning> and <https://www.opusyoulearning.com/c/1353931-kindergarten/1353932-how-can-we-make-friends-when-we-sing-together/lessons/504925-core-learning>. |
| 47 | K | GrK Un2 Wk3  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353933-how-does-music-tell-stories-about-the-past/lessons/504933-core-learning> | Listen and Respond - Did You Know? | There is no picture, only a blank space for a picture. | Add relevant content. | This slide is missing its picture. |
| 48 | K | GrK Un2 Wk5  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353933-how-does-music-tell-stories-about-the-past/lessons/504937-core-learning> | Listen and Respond - Did You Know? | There is no picture, only a blank space for a picture. | Add relevant content. | This slide is missing its picture. |
| 49 | K | GrK Un6 Wk3  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353937-how-does-music-teach-us-about-looking-after-our-planet/lessons/504981-core-learning> | Listen and Respond - Did You Know? | Do you think the music was the music fast or slow or in-between? | Do you think the music was fast or slow or in-between? | Removed extra words.  This also appears in theListen and Respond Teacher Guide PDF for the same lesson on p. 2 where questions are listed.  <https://www.opusyoulearning.com/c/1353931-kindergarten/1353937-how-does-music-teach-us-about-looking-after-our-planet/lessons/504981-core-learning/planning> |
| 50 | K | Assessment Guide and Log  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/K/Grade%20K%20Teacher%20Assessment%20Guide%20and%20Log.pdf> | Unit Assessment Log – p.1 (p. 5 in PDF) | If the student is working at the expected level of musical learning then it’s not necessary to record any information, you decide, it’s a working document for you to use as you please. | If the student is working at the expected level of musical learning, then it’s not necessary to record any information. You decide – it’s a working document for you to use as you please. | Add punctuation to make these into complete and grammatically correct sentences.  This occurs in the Assessment Log of other grades as well. |
| 51 | K | Assessment Guide and Log  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/K/Grade%20K%20Teacher%20Assessment%20Guide%20and%20Log.pdf> | Teacher Assessment Guide – p. 4 | Rehearse, and perform, a song to an audience, explaining why the song was chosen. | Rehearse and perform a song for an audience, explaining why the song was chosen. | Commas are not needed, and it is more common to say we perform “for” an audience, not “to” an audience. (Performing “to” an audience also implies we change what we’re doing to fit the audience.)  This occurs in the Assessment Guide of other grades as well. |
| 52 | 1 | Grade 1 Overview | 1 | Improvise and compose - explore and create with the song you are learning.  Perform and Share all the learning and creating that has taken place. | Improvise and Compose - explore and create with the song you are learning.  Perform and Share - all the learning and creating that has taken place. | Capitalize “compose” to match formatting of other items.  Add a dash after “Perform and Share” to match formatting of other items, and separate the item from its definition.  This also occurs in the Grade 2 Overview. |
| 53 | 1 | Grade 1 Scope & Sequence: Concepts | 1 | Rehearse and play a simple instrumental melody as part to go with a song | Rehearse and play a simple instrumental melody to go with a song | Removed words to make the statement make sense |
| 54 | 1 | Grade 1 Scope & Sequence: Skills | 1  (Second row, in dark blue) | Grade 3 Musical Expectations | Musical Learning | Change wording to match the rest of the dark blue rows. Also, this is not Grade 3. |
| 55 | 1 | Gr1 Un2 Wk1 – Lesson Plan  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353940-how-does-music-teach-us-about-the-past/lessons/505003-core-learning/planning> | Activities 5 and 6 | Activity 5 – Improvise with the Song *[contains an activity description for Listening and Responding]*  Activity 6 – Compose with the Song *[contains an activity description for Learn to Sing the Song and choreograph movement]* | Activity 5 – Improvise with the Song *[contains an activity description for Improvising]*  Activity 6 – Compose with the Song *[contains an activity description for Composing]* | Align the activity language to the title of the learning segment. |
| 56 | 1 | Gr1 Un2 Wk2 – Lesson Plan  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353940-how-does-music-teach-us-about-the-past/lessons/505005-core-learning/planning> | Activities 2, 3, 4, and 5 | Activity 2 – Listen and Respond *[contains an activity description for Play Your Instruments With the Song]*  Activity 3 – Learn to Sing the Song *[contains an activity description for Perform the Song]*  Activity 4 – Play Your Instruments  *[contains an activity description for Improvise with the Song]*  Activity 5 – Perform the Song *[contains an activity description for Compose With the Song]* | Activity 2 – Listen and Respond *[contains an activity description for Listen and Respond]*  Activity 3 – Learn to Sing the Song *[contains an activity description for Sing the Song]*  Activity 4 – Play Your Instruments  *[contains an activity description for Play the Song]*  Activity 5 – Perform the Song *[contains an activity description for Perform the Song]* | Align the activity language to the title of the learning segment. |
| 57 | 1 | Gr1 Un3 Wk2  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353941-how-does-music-make-the-world-a-better-place/lessons/505017-core-learning> | Listen and Respond | How is the song put together | How is the song put together? | Add punctuation (a question mark) to the question. |
| 58 | 1 | Gr1 Un1 Wk6  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353939-how-does-music-help-us-to-make-friends/lessons/505001-core-learning> | Listen and Respond Did You Know? | There are songs to sing to help us learn how to do things or remember facts, like maths songs or the Alphabet Song. | There are songs to sing to help us learn how to do things or remember facts, like math songs or the Alphabet Song. | Change from the British word “maths” to the American word “mathematics.” |
| 59 | 1 | Gr1 Un3 Wk1  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353941-how-does-music-make-the-world-a-better-place/lessons/505015-core-learning> | Listen and Respond Did You Know? | This light is bent and reflected, like a reflection in a mirror, and this causes all of the amazing colors that you see | This light is bent and reflected, like a reflection in a mirror, and this causes all of the amazing colors that you see. | Add a period/ punctuation at the end of the sentence. |
| 60 | 1 | Gr1 Un3 Wk2  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353941-how-does-music-make-the-world-a-better-place/lessons/505017-core-learning> | Listen and Respond -Respond | How is the song put together | How is the song put together? | Add a question mark/punctuation at the end of the question. |
| 61 | 1 | Gr1 Un5 Wk2  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353943-how-does-music-make-us-happy/lessons/505041-core-learning> | Listen and Respond -Respond | Instrument – trumpet | Replace text with a question | Change the statement to be a question (the Respond text boxes have questions to discuss). |
| 62 | 1 | Gr1 Un6 Wk5  <https://www.opusyoulearning.com/c/1353938-1st-grade/1353944-how-does-music-teach-us-about-looking-after-our-planet/lessons/505059-core-learning> | Listen and Respond -Respond | Instrument – trumpet | Replace text with a question | Change the statement to be a question (the Respond text boxes have questions to discuss). |
| 63 | 2 | Please Be Kind  Unit 1 Wk 2  <https://www.opusyoulearning.com/c/1353945-2nd-grade/1353946-how-does-music-bring-us-closer-together/lessons/504820-core-learning> | Listen and Respond  Did you know? | Although Please Be Kind does have instruments, the backing vocals sing in a similar way to a capella. | Although “Please Be Kind” does have instruments, the backing vocals sing in a similar way to a capella at the end of the song.  OR  Although “Please Be Kind” does have instruments, listen for when the backing vocals sing in a similar way to a capella. | Change the statement to explain that only part of the song is sung in a style similar to a capella. |
| 64 | 2 | Gr2 Un2 Wk1 - Plan: Looking In The Mirror, Compose With The Song  <https://opusyoulearning.com/ca/standards/2mucr2b-teplan1> | Lead sheet w/ Melody, Lyrics and Chords; Chorus 1 | They teach you that honour is enough. | They teach you that honor is enough. | Use the American spelling for the word “honor.” |
| 65 | 2 | Gr2 Un2 Wk3  <https://www.opusyoulearning.com/c/1353945-2nd-grade/1353947-what-stories-does-music-tell-us-about-the-past/lessons/504834-core-learning> | Listen and Respond Did You Know? | Think about why we need to look after our Redwood trees | Think about why we need to look after our Redwood trees. | Add a period/punctuation at the end of the sentence. |
| 66 | 3 | Musical Progression | Activity 1 in each unit | Recognize and move to a steady beat in a metre | Recognize and move to a steady beat in a meter. | Use the American form of “meter.” |
| 67 | 3 | Gr3 Un6 Wk3  <https://www.opusyoulearning.com/c/1353952-3rd-grade/1353988-how-does-music-connect-us-with-the-environment/lessons/500052-core-learning?resource_id=164148> | Listen and Respond Respond | Is the tempo fast, slow, or steady? | Is the tempo fast or slow? Is it steady or does it change? | Fast, slow, and steady are not comparable items. Tempo can be (and often is) steady at any speed.  This appears in other lessons and other grade levels (3+). |
| 68 | 3 | Gr3 Un5 Wk6  <https://www.opusyoulearning.com/c/1353952-3rd-grade/1353981-how-does-music-shape-our-way-of-life/lessons/500034-core-learning?resource_id=164147> | Listen and Respond Understand | Sea Shanties were songs originally sung by sailors to help them coordinate their work, but are now sung by bands and choirs all over the world. | Sea Shanties were songs originally sung by sailors to help them coordinate their work, but are now performed by bands and choirs all over the world. | Change the last verb to perform, since while choirs do sing sea shanties, bands typically play them (not sing them). |
| 69 | 4 | Gr4 Un5 Wk3  <https://www.opusyoulearning.com/file/download?digilearning_support_file_id=46438> | Lesson Plan | “Country music originated in the Southern States” | Country music originated in the South” | Use the correct term for that part of the United States |
| 70 | 4 | Gr4 Un5 Wk3  <https://www.opusyoulearning.com/file/download?digilearning_support_file_id=46438> | Lesson Plan | *Images in the lesson depict the Southwest* | Use images in the lesson that depict the South, OR give context that “Home on the Range” is a cowboy song that comes from the Midwest (even though country music is from the South) | Images do not reflect the stated locale (the South). |
| 71 | 4 | Baseline Quiz – Grade 4 | Question 15 | What is the term of the five lines that music is written on?  Keys  Clef  Stave  Notes | What is the term of the five lines that music is written on?  Keys  Clef  Staff  Notes | Use the American form of “staff.”  This also appears in the baseline quiz of all later grades (5–8). |
| 72 | 4 | Gr4 Un2 Wk6 – Lesson Plan and at other grade levels  <https://www.opusyoulearning.com/c/1353995-4th-grade/1353997-how-does-music-connect-us-with-our-past/lessons/503732-core-learning/planning> | 3 | Focussed, deeper musical learning with the song | Focused, deeper musical learning with the song | Use the standard American form of “focused.”  This also occurs in other lesson plans at this grade level and other grade levels. |
| 73 | 4 | Gr4 Un1 Wk4 Lesson Plan  <https://www.opusyoulearning.com/c/1353995-4th-grade/1353996-how-does-music-bring-us-together/lessons/503716-core-learning/planninghttps:/www.opusyoulearning.com/c/1353995-4th-grade/1353996-how-does-music-bring-us-together/lessons/503716-core-learning/planning> | 4 | 3. Sing as part of an ensemble or large group is fun, but that you must listen to each other 4. learn by ear or from notation that the song is in 4/4 time and in C major  4. Learn the design of the song: Introduction, Verse 1, Chorus 1, Verse 2, Chorus 2. | 3. Singing as part of an ensemble or large group is fun, but you must listen to each other  4. Learn by ear or from notation that the song is in 4/4 time and in C major  5. Learn the design of the song: Introduction, Verse 1, Chorus 1, Verse 2, Chorus 2. | A few grammatical corrections in the first sentence.  Bullet point #4 needs to be on its own line, and capitalized. Further bullet points need to be renumbered to match.  This also occurs in other lesson plans at this grade level. |
| 74 | 4 | Gr4 Un1 Wk6  <https://www.opusyoulearning.com/c/1353995-4th-grade/1353996-how-does-music-bring-us-together/lessons/503720-core-learning> | Listen and Respond - Understand - Cross-curricular | At the time this song was written, it wasn't always easy to find musical instruments, so people would make music from whatever they had in the house eg jugs, washboards and spoons. | At the time this song was written, it wasn't always easy to find musical instruments, so people would make music from whatever they had in the house, e.g., jugs, washboards and spoons. | Use the correct abbreviation and punctuation for “e.g.” |
| 75 | 4 | Gr4 Un5 Wk1 - Plan: Look Into The Night, Compose With The Song  <https://opusyoulearning.com/ca/standards/4mucr2a-teplan1> | Core Learning Plan Document: Activity #5 - Learning Focus | Children compose an eight measure melody using 3 or 5 notes over the backing track of Bringing Us Together. The melody can be included as part of the final performance. | Children compose an eight measure melody using 3 or 5 notes over the backing track of “Look Into the Night.” The melody can be included as part of the final performance. | The wrong song is cited in the lesson plan directions. |
| 76 | 4 | Gr4 Un6 Wk1 - Plan: You And Me, Listen and Respond (Connect)  <https://opusyoulearning.com/ca/standards/4mucn11-teplan1> | In Listen and Respond Plan under “Listen” | Last bullet says ‘PROOFED 17/02/21’ | Delete this bullet | Delete the bullet stating when it was proofread. This comment also appears across the rest of the grade levels. |
| 77 | 5 | Gr5 Un3 Wk5  <https://www.opusyoulearning.com/c/1354002-5th-grade/1354005-how-does-music-make-the-world-a-better-place/lessons/504427-core-learning?resource_id=192687> | Listen and Respond -Listen | 1. Do you like the song? 2. Do you like the song? 3. Does the song tell a story? 4. What can you hear? | 1. Do you like the song? 2. Does this music remind you of anything? 3. Does the song tell a story? 4. What can you hear? | Change question 1 or 2 so that they are not identical. |
| 78 | 5 | Gr5 Un3 Wk4  <https://www.opusyoulearning.com/c/1354002-5th-grade/1354005-how-does-music-make-the-world-a-better-place/lessons/504425-core-learning> | Listen and Respond - Extended Listening | There are ad-libs throughout the song, they increase and become more and more emotive. | There are ad-libs throughout the song. They increase and become more and more emotive. | Add punctuation to make two complete sentences (in lieu of one run-on sentence). |
| 79 | 5 | Gr5 Un5 Wk1  <https://www.opusyoulearning.com/c/1354002-5th-grade/1354008-how-does-music-connect-us-with-the-environment/lessons/504455-core-learning> | Listen and Respond - Understand - History and Culture | He is a United Nations Goodwill Ambassador and his music has featured in a few video games such as The Sims 2 and FIFA 10 | He is a United Nations Goodwill Ambassador and his music has featured in a few video games such as The Sims 2 and FIFA 10. | Add a period at the end of the sentence. |
| 80 | 5 | Gr5 Un3 Wk4 - Plan: Freedom Is Coming, Compose With The Song  <https://opusyoulearning.com/ca/standards/5mucr2b-teplan1> | Core Learning Plan document, Activity #5, Learning Focus | Children compose an eight-bar melody using 3, 5, or 7 notes over the backing track of Do What You Want To Do. The melody can be included as part of the final performance. | Children compose an eight-bar melody using 3, 5, or 7 notes over the backing track of “Freedom is Coming.” The melody can be included as part of the final performance. | The wrong song is cited in the lesson plan directions. |
| 81 | 5 | Gr5 Un3 Wk5 - Student: All Over Again, Listen and Respond (Listen) - Extended Listening  <https://opusyoulearning.com/ca/standards/5mucn10-se1> | Extended Listening TAB - Instrumental/Vocal (expression) | The singer changes the timbre of his voice to give an extra feeling at the climax of the song. | The singer changes the timbre of their voice to give an extra feeling at the climax of the song. | It is unclear which singer is being referred to; use “their” as a more-inclusive descriptor. |
| 82 | 6 | Listen and Respond – The Stars and Stripes Forever  <https://www.opusyoulearning.com/resources/194356> | Listen and Respond - Understand - Explore | If you want to hear a Pop song in the style of a marching band music, listen to Don't Stop Believin'' by The Ohio State University Marching Band. | If you want to hear a Pop song in the style of a marching band music, listen to “Don't Stop Believin'” by The Ohio State University Marching Band. | Remove one of the two apostrophes at the end of Believin’ and add quotation marks around the song title. |
| 83 | 6 | Listen and Respond - Amazing Grace  <https://www.opusyoulearning.com/resources/193847> | Listen and Respond - Respond | Does the tempo remain the same throughout the song | Does the tempo remain the same throughout the song? | Add a question mark at the end of the question to match formatting of other text boxes. |
| 84 | 6 | Gr6 Un2 Wk4  <https://www.opusyoulearning.com/c/1354009-6th-grade/1354011-how-is-music-an-extension-of-our-culture-and-community/lessons/505942-core-learning> | Listen and Respond - Understand - Cross-curricular | If successful, two to four years of training takes place in singing, dancing, language, and acting. | If successful, two to four years of training take place in singing, dancing, language, and acting. | The conjugation of the verb “take” should match the plural noun “years.” |
| 85 | 6 | Gr6 Un2 Wk5  <https://www.opusyoulearning.com/c/1354009-6th-grade/1354011-how-is-music-an-extension-of-our-culture-and-community/lessons/505944-core-learning> | Listen and Respond - Respond | What Instruments can you hear? | What instruments can you hear? | No need to capitalize the word “instruments” in the middle of the sentence. |
| 86 | 6 | Gr6 Un3 Wk1  <https://www.opusyoulearning.com/c/1354009-6th-grade/1354012-do-we-need-to-borrow-from-the-past-to-create-new-musical-ideas/lessons/505948-core-learning> | Listen and Respond - Understand - History | He first studied piano with his mother and then in St.Petersburg, before joining the army, where he continued to compose and perform. | He first studied piano with his mother and then in St. Petersburg, before joining the army, where he continued to compose and perform. | Insert a space to make “St. Petersburg” two separate words. |
| 87 | 6 | Gr6 Un6 Wk6  <https://www.opusyoulearning.com/c/1354009-6th-grade/1354015-who-are-the-musical-changemakers/lessons/505994-core-learning> | Listen and Respond - Understand - Composer | Composer, Florence Price (1887-1953) is remembered as the first African American woman… | Composer Florence Price (1887-1953) is remembered as the first African American woman… | No comma is needed after “composer.” |
| 88 | 7 | Unit 1 Creative Project Plan  <https://www.opusyoulearning.com/resource_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/7/Unit%201/Unit%201%20Creative%20Project%20Plan.pdf> | 3 | The students should perform their new piece in any way that suits their group, but must include a detailed introduction to the music | The students should perform their new piece in any way that suits their group, but must include a detailed introduction to the music. | Add a period at the end of the sentence. |
| 89 | 7 | Gr7 Un3 Wk5  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354019-music-freedom-and-change/lessons/506028-core-learning> | Listen and Respond - Understand - History | … because its clear AABA form, comprising of short phrases makes it a lot of fun for improvisation. | … because its clear AABA form, consisting of short phrases, makes it a lot of fun for improvisation. | A shift of a word and an added comma to fix the grammar and syntax of the sentence.  (“Comprise” does not need an “of,” so alternatively the sentence could be “…AABA form, comprising short phrases…” but that’s a more rare phrasing.) |
| 90 | 7 | Gr7 Un6 Wk2  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354022-contemporary-native-american-music/lessons/506058-core-learning> | Listen and Respond - Extended Listening | The music fades as the song comes to an end and the song ends with the backing vocals a capella. For the first time, we can clearly hear the close vocal harmonies. | **Harmony**  The music fades as the song comes to an end and the song ends with the backing vocals a cappella. For the first time, we can clearly hear the close vocal harmonies. | The box 4 header (topic) is missing. |
| 91 | 7 | Gr7 Un6 Wk3  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354022-contemporary-native-american-music/lessons/506060-core-learning> | Listen and Respond - Understand - Culture | …So we're dancing, but we're connected" | …So we're dancing, but we're connected. | Add a period at the end of the sentence. |
| 92 | 7 | Gr7 Un6 Wk4  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354022-contemporary-native-american-music/lessons/506062-core-learning> | Listen and Respond - Understand - Lyric Focus | …How should salaries be calculated?" | …How should salaries be calculated? | Remove unnecessary quotation marks at the end of the statement. (This is not a quote.) |
| 93 | 7 | Gr7 Un6 Wk6  <https://www.opusyoulearning.com/c/1354016-7th-grade/1354022-contemporary-native-american-music/lessons/506066-core-learning> | Navigation tabs on left | Jen and Jermain Intetribal Song | Jen and Jermain Intertribal Song | Fix the spelling of “intertribal” and also to make it match the first tab (Listen and Respond). |
| 94 | 7 | Listen and Respond - Be Thou My Vision  <https://www.opusyoulearning.com/resources/193580> | Understand - Culture | Paul Brady (1947) is a prominent Irish singer… | Paul Brady (b.1947) is a prominent Irish singer… | Add the abbreviation for “born.” |
| 95 | 7 | Listen and Respond – Sleigh Ride  <https://www.opusyoulearning.com/resources/194330> | Understand - History | In 1885 USA, the Boston Pops Orchestra was founded as a second branding of the Boston Symphony Orchestra to perform more popular and light orchestral pieces. | In 1885, the Boston Pops Orchestra was founded as a second branding of the Boston Symphony Orchestra to perform more popular and light orchestral pieces. | Remove the unrelated “USA” to make the statement clear and accurate. |
| 96 | 7 | Listen and Respond – We Risk, We Care, We Dream  <https://www.opusyoulearning.com/resources/194000> | Understand Culture | Tinariwen, a Rock band formed of musicians from the Sahara Desert region of northern Mali in 1979 is still touring and performing today. | Tinariwen, a Rock band formed of musicians from the Sahara Desert region of northern Mali in 1979, is still touring and performing today. | Add a comma to set apart the extra information in the middle of the sentence. |
| 97 | 1–5 | Core Learning Lesson Plans | 1 or 2 (Understanding Music”) | Children will learn to  1. internalize, keep and move in time with a steady beat | Children will learn to  1. Internalize, keep and move in time with a steady beat | Capitalize the word “internalize” to keep with the formatting of all other bullet points. |
| 98 | K–5 | Core Learning Lesson Plans | 1 | *Italicised text* denotes deeper learning. | *Italicized text* denotes deeper learning. | Use the American form of “italicized.” |

\*\*\*Edits and corrections that may have changed over the course of the review and not previously captured

| # | Grade level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 1 | Gr1 Un1 Wk4 - Teach: Hey Friends!, Listen and Respond (Respond)  <https://opusyoulearning.com/ca/standards/1mupr42a-teteach1> | Respond TAB | (Question) What type of voice sings the song?  (Answer) Female voice and female backing voices. | Not applicable per “Reason for edit” column | Incorrectly identified in Respond TAB as Female vocals  NOTE: I had made this note early in my review process but when I went to check the link during deliberations, the answer had been changed: (“It is male”) |
| 2 | 1 | Grade 1 / Unit 3  Week 3 – Upside Down  Lesson Plan – Core Learning | 2 (PDF) | “1. internalize, keep and move in time with a steady beat” | Not applicable per “Reason for edit” column | Notes from independent review initially cite the word “internalise” as “internalize,” which suggests changes have been made since materials were submitted. |
| 3 | 3 | Gr3 Un4 Wk5 - Teach: March Of The 3rd Graders, Perform and Share  <https://opusyoulearning.com/ca/standards/3mucr32-teteach1> | Extended Listening TAB:  Instrumental Tone Color | Can you hear the xylophone…? It sounds silvery and metal. | Not applicable per “Reason for edit” column | Listening example actually plays a glockenspiel. (Not xylophone).  NOTE: I had made this note early in my review process but when I went to check the link during deliberations, the answer had been changed: (“Can you hear the glockenspiel?”) |
| 4 | 8 | Unit 4  Student Creative Plan and Log  ~~https://www.opusyoulearning.com/resource\_library/products/pdfs/USA/ca/Grades%20and%20Units/Grades/8/Unit%204/week/Students%20-%20Unit%204%20Creative%20Project%20Plan%20and%20Log.pdf~~  [Not valid] | Missing | Missing and/or has been changed | Not applicable per “Reason for edit” column | Numbering (8 to 6) has been changed and the original table of contents doesn’t match the initial review. Additionally, some specific BLM wording and content has been removed since the initial review. |

**Social Content Citations:**

The panel found the following social content violations:

| # | SC Code | Grade level | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | B2 | K–8 | Throughout | Through-out | Content and images do not reflect the diversity of the state of California. | Content and images should reflect the diversity of the state of California. | Musical content and images are not in fair proportion of diverse ethnic groups as referenced in the State statute. |
| 2 | E2 | K–8 | Throughout | Through-out | Images do not represent a proportional amount of people with disabilities. | Images should proportionally represent people with disabilities. | “Proportion of portrayals” Images do not proportionally reflect representations of people with disabilities in a broad range of human activities. |
| 3 | C1 | 1 | Gr1 Un3 Wk4  Listen and Respond - Did you know  <https://www.opusyoulearning.com/resources/194219> | Listen and Respond - Love What We Do, Did You Know? TAB | Disco was very popular 50 years ago and is important for some members of the LGBTQ+ community to express themselves and feel included, especially around the United States. | Beginning in the mid to late 1960s, Disco music became a popular music genre. Many different people enjoyed Disco music, and during the 1970s some members of the LGBTQ+ community found the freedom to express themselves and feel included through Disco music. | Description may stereotype a group due to the multiple uses throughout the program in other grade levels. |
| 4 | I1 | 6 | G6 Un4 Wk2  <https://www.opusyoulearning.com/resources/194358> | Core Learning and Listen & Respond - Understand | Woody Guthrie image shows him smoking a cigarette & the person behind has a beer bottle in hand. | Replace with an alternative image without alcohol and cigarettes. | Discourage alcohol and tobacco use |
| 5 | I1 & J3 | 7 | Gr7 Un1 Wk6: Listen and Respond (music video)  <https://www.opusyoulearning.com/resources/194216> | Listen and Respond - Baião Funque | Video contains weaponry, specifically a gun drawn at the viewer. | Edit the video to remove the gun or remove completely | Video shows girl pointing gun directly towards the camera |

California Department of Education, August 2021