



ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Quaver Music

JANUARY 2019

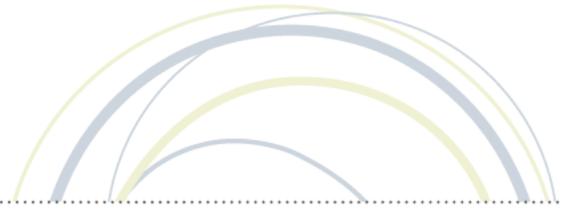
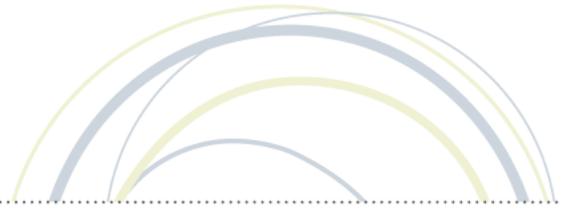


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ABOUT

ABOUT ISTE

The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to flourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching.

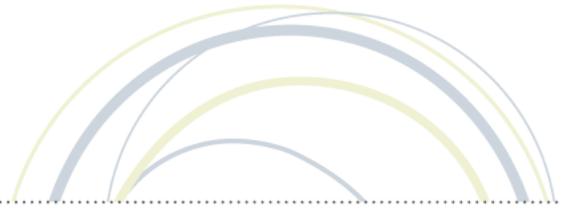
ISTE SEAL OF ALIGNMENT

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless of a solution's intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully support best practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and it has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:

- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report



RESOURCE DESCRIPTION

WHAT IS THE QUAVER MUSIC PRE-K-8 CURRICULUM?

The Quaver Music PreK-8 Curriculum offers a fully digital, comprehensive program for today's PreK-8 music classroom, along with a student website. The Quaver Curriculum is a cloud-based digital learning curriculum for students learning general music education.

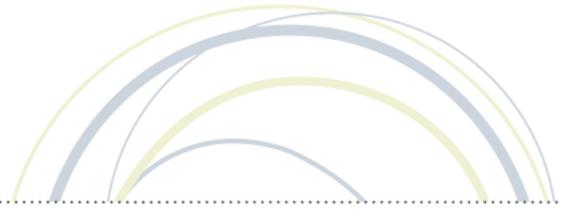
Throughout the curriculum, students are introduced to and explore various tools to learn about music composition, rhythm, creative expression, remixing, and collaboration. Thus, students participating in Quaver Music receive a more skill-based experience.

The curriculum also includes a suite of administrative tools for training and customer support, gradebook, supervisor-level reporting, and a mobile app for students to complete assessments.

HOW IS THE QUAVER MUSIC PRE-K-8 CURRICULUM IMPLEMENTED?

The resource contains approximately 332 individual lessons, activities, and musicals, which are also available in closed-caption Spanish. There are also Spanish songs as well as key words translated into Spanish, French and Haitian-Creole. Students may be directed to complete the entire curriculum or a portion thereof at the discretion of the music program in a school or district. The curriculum can be approached in three ways: sequentially, song-based or topic based.

In Grades K-5, every three lessons make up one unit with an assessment at the end of the unit. In Grades 6-8, the lessons are Project-Based where a final project consists of a performance or presentation.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Quaver Music PreK-8 Curriculum

Organization: Quaver Music

Date of Award: November 2018

Date of Report: January 2019

REVIEW METHODOLOGY

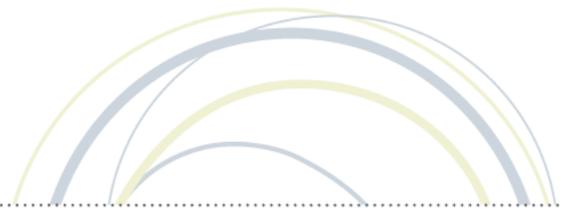
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

During the review process for the Quaver Music PreK-8 Curriculum, reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Educators at either a foundational or applied level
- compiled findings to determine overall alignment across all ISTE Student standards and indicators.
- used aggregate findings to form the basis of the overall alignment results.

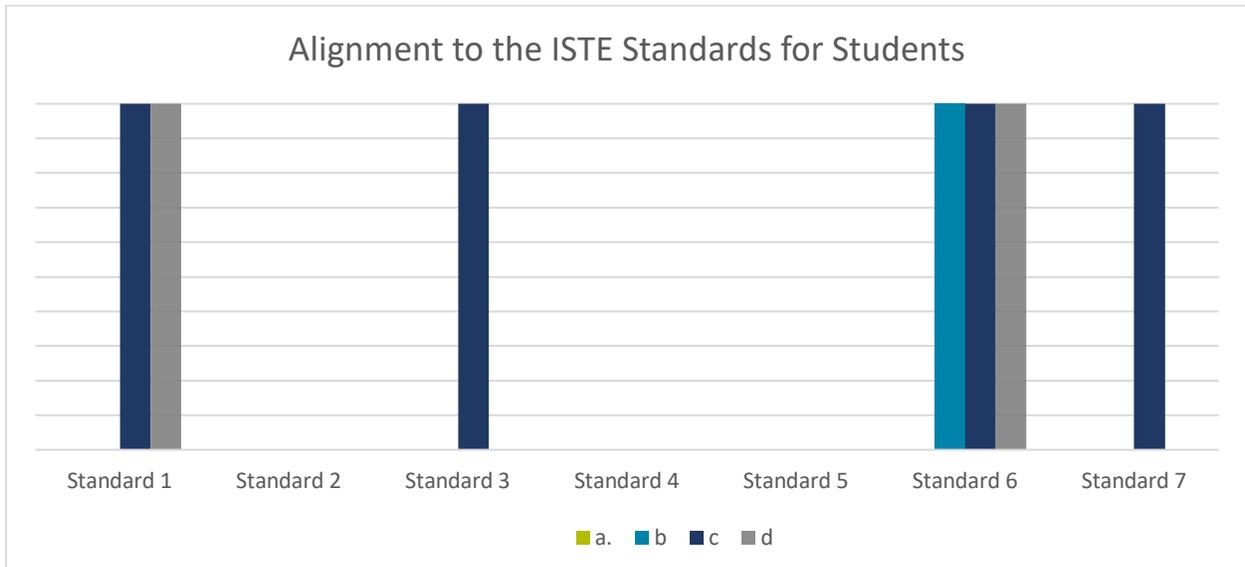
SCOPE OF REVIEW

The Quaver Music PreK-8 Curriculum program was reviewed for alignment against the ISTE Standards for Students. ISTE reviewers reviewed all of the 332 lessons, activities and musicals that comprise the Quaver music curriculum for grades Pk-8. The review team also examined accompanying tools and resources.



REVIEW FINDINGS

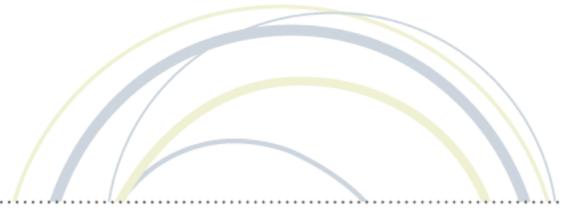
The Quaver Music PreK-8 Music Curriculum courses were found to address the following standards and indicators of the ISTE Standards for Students.



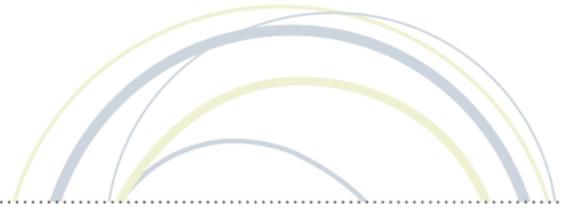
The Quaver Music PreK-8 Curriculum addresses the ISTE Standards for Students in the following ways:

- Foundational - Resources and activities aligned at the foundational level primarily focus on skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.
- Applied – Resources and activities aligned at the Applied level primarily focus on practical, real-world, and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

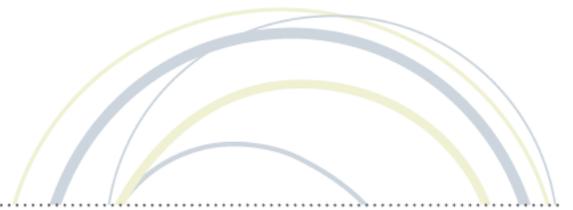
ISTE Standard	Foundational Finding Statement	Applied Finding Statement
1. Empowered Learner		
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning		



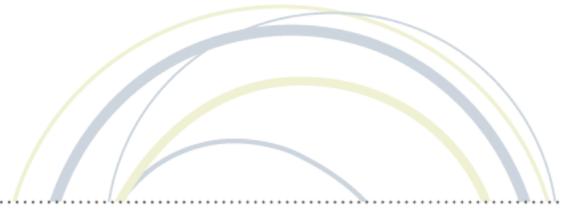
<p>process itself to improve learning outcomes.</p>		
<p>1.b. Build networks and customize their learning environments in ways that support the learning process.</p>		
<p>1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>	<p>In many learning modules throughout the curriculum, students are provided with immediate feedback through various online tools and quizzes that signal whether the student has played/selected the correct note/answer. Students are encouraged to provide feedback to one another through the "feedback sandwich" model and create video reflections based on what was learned throughout the group project experience.</p>	
<p>1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>In each grade level of the curriculum, students are provided tools to learn about and practice technology operations. From mouse/interactive board skills, and dragging and dropping to create music, to simulating online testing environments with Quaver's own quizzes, to upper grades using composition tools, students are provided with an environment that helps them develop these kinds of skills.</p>	
<p>2. Digital Citizen</p>		
<p>2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>		



2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.		
3. Knowledge Constructor		
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.		
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		
3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	Over the 6, 7 and 8 grade curricula, a collection of musical artifacts is created that demonstrates music connections over different cultures. The project-based nature of the upper grade-level curriculum provides tools to digitally create and establish connections with other parts of the curriculum (i.e. the same rhythmic notation is used differently based on culture).	
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories		



and pursuing answers and solutions.		
4. Innovative Designer		
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.		
4.c. Develop, test and refine prototypes as part of a cyclical design process.		
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		
5. Computational Thinker		
5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		
5.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.		
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		



<p>5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p>		
6. Creative Communicator		
<p>6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>		
<p>6.b. Create original works or responsibly repurpose or remix digital resources into new creations.</p>		<p>The use of tools early in the curriculum such as a digital metronome to more advanced tools beginning in grade 2 such as QGrooves, Rhythm Selectah, Qcomposer and QBackbeat Lite provide ample opportunity for students to create original works and remix provided digital resources into new musical creations.</p>
<p>6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>		<p>The composition and performance of music is the communication – expression – of complex ideas. The digital tools provided (QComposer, among others) allow students to express complex ideas through digitally composed music throughout the curriculum.</p>
<p>6.d. Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>Students perform compositions, particularly in grades 6-8 as part of the project-based lessons. Compositions include composing and performing a rap, jingle, pop opera and musicals, among others</p>	
7. Global Collaborator		



7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		In the project-based learning modules, students are tasked with working in small groups and constructively contribute to the overall music creation goal based on a particular unit. Students working in pairs and teams is an option throughout the Quaver curriculum.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.		

CONCLUSION

The Quaver Music PreK-8 curriculum is strongly sequenced in such a way as to revisit and build on concepts throughout, providing students with high quality information and activities to solidify their skills and understanding. Opportunities to use tools for composition and exposure to different instruments, musical styles and cultures strengthen the curriculum further.

Overall, the curriculum is very strong and provides depth as well as breadth of musical knowledge and experiences. Students not only sing songs and learn about meter, but also learn about rhythm and how it differs related to time period and across cultures. Students can explore various instrumentation and even compose their own music, beginning remarkably early in the curriculum. This is a strong curriculum that provides tools and experiences that facilitate students being prepared to meet various indicators of the ISTE Standards for Students, most notably the indicators of the *Creative Communicator* Standard.