

# Instrumental Music

Should See / Hear	Might See / Hear	Should Not See / Hear
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningful warm-ups</li> <li><input type="checkbox"/> Everyone with music</li> <li><input type="checkbox"/> Everyone with a pencil</li> <li><input type="checkbox"/> Everyone with an instrument</li> <li><input type="checkbox"/> Everyone engaged!</li> <li><input type="checkbox"/> A variety of music / music style</li> <li><input type="checkbox"/> Characteristic tone qualities (clear, well-centered sounds)</li> <li><input type="checkbox"/> Director (s) standing and walking around the room; making corrections</li> <li><input type="checkbox"/> Engaged teaching</li> <li><input type="checkbox"/> Engaged learning</li> <li><input type="checkbox"/> Students seated / standing with their section</li> <li><input type="checkbox"/> All students sitting upright, backs away from chairs, feet flat on the floor</li> <li><input type="checkbox"/> Good posture when standing</li> <li><input type="checkbox"/> Eye contact (director and students)</li> <li><input type="checkbox"/> Well-established routines</li> <li><input type="checkbox"/> 85% Students playing; 15% Teacher Instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical warm-ups</li> <li><input type="checkbox"/> Standing and sitting</li> <li><input type="checkbox"/> Changing seating arrangements</li> <li><input type="checkbox"/> Recording for assessments</li> <li><input type="checkbox"/> Making notes in music</li> <li><input type="checkbox"/> Listening to short performance recordings</li> <li><input type="checkbox"/> Discussion of performance / concert etiquette</li> <li><input type="checkbox"/> Analyzing music (shaping phrases, balance of melody)</li> <li><input type="checkbox"/> Individual students working with SmartMusic ® (computer)</li> <li><input type="checkbox"/> Individual / Small group / Sectional instruction</li> <li><input type="checkbox"/> Teacher modeling on instrument (s) properly (with a good sound)</li> <li><input type="checkbox"/> Music composition activities</li> <li><input type="checkbox"/> Music improvisation skills</li> <li><input type="checkbox"/> Individual students practicing in practice room</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended silence</li> <li><input type="checkbox"/> Extended written work</li> <li><input type="checkbox"/> Director playing through music without stopping to address mistakes</li> <li><input type="checkbox"/> Talking during teacher instruction</li> <li><input type="checkbox"/> No warm-ups</li> <li><input type="checkbox"/> Slouching in chairs</li> <li><input type="checkbox"/> Poor standing posture</li> <li><input type="checkbox"/> Sitting cross-legged or with legs on top of instrument case</li> <li><input type="checkbox"/> Students w/o music</li> <li><input type="checkbox"/> Students w/o pencils</li> <li><input type="checkbox"/> Only “pop” music</li> <li><input type="checkbox"/> Students watching commercial videos / movies</li> <li><input type="checkbox"/> Director (s) sitting</li> <li><input type="checkbox"/> Director (s) in office</li> <li><input type="checkbox"/> Students doing other work</li> <li><input type="checkbox"/> Chewing gum, eating and/or drinking</li> <li><input type="checkbox"/> Harsh, bright, strident, or other uncharacteristic tone qualities</li> <li><input type="checkbox"/> The names of notes or excessive fingerings written in the student’s music</li> <li><input type="checkbox"/> Airpods/earbuds in ears</li> </ul>

# Theatre Arts

Should See Daily	Might See Daily	Should Not See
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningful and proper warm-up (vocal, physical, mental)</li> <li><input type="checkbox"/> Large group or entire class instruction</li> <li><input type="checkbox"/> Individual/small group instruction or collaboration</li> <li><input type="checkbox"/> Teacher monitoring, constructive correction, and/or modeling</li> <li><input type="checkbox"/> Engaged Instruction</li> <li><input type="checkbox"/> Engaged Learning</li> <li><input type="checkbox"/> Communication using appropriate anatomical and theatre terminology</li> <li><input type="checkbox"/> A meaningful closure at the end of instruction</li> <li><input type="checkbox"/> Students practicing safe use of body and voice</li> <li><input type="checkbox"/> Preparation and warm-up techniques</li> <li><input type="checkbox"/> Development of effective voice and diction for performance</li> <li><input type="checkbox"/> Development of effective use of body and movement for performances</li> <li><input type="checkbox"/> Well-established classroom routines</li> <li><input type="checkbox"/> Students engaged in a variety of theatrical activities or exercises</li> <li><input type="checkbox"/> Students engaged as actors, ensemble members, director, technical crew, and or audience members</li> <li><input type="checkbox"/> Students using appropriate theatre vocabulary</li> <li><input type="checkbox"/> Use of quality dramatic literature</li> <li><input type="checkbox"/> Safe use of power tools and equipment</li> <li><input type="checkbox"/> Student led activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual or Small group performances: scenes, monologues, improv</li> <li><input type="checkbox"/> Group guided instruction</li> <li><input type="checkbox"/> Journal, Interactive Notebooks, or Note Taking</li> <li><input type="checkbox"/> Clips of theatrical performances</li> <li><input type="checkbox"/> Cooperative Learning</li> <li><input type="checkbox"/> Individual or group student projects</li> <li><input type="checkbox"/> Student building/creating, technical elements</li> <li><input type="checkbox"/> Demonstration of appropriate audience behavior and etiquette in classroom or performances</li> <li><input type="checkbox"/> Students in various areas of the theatre/classroom working on projects, productions, or acting scenes/monologues</li> <li><input type="checkbox"/> Reading/analysis of scripts</li> <li><input type="checkbox"/> Creative participation</li> <li><input type="checkbox"/> Memorization techniques</li> <li><input type="checkbox"/> Writing original scripts</li> <li><input type="checkbox"/> Operation of lights/ sound to support a performance</li> <li><input type="checkbox"/> Wearing a costume to enhance performance</li> <li><input type="checkbox"/> Wearing dance/workout attire for movement</li> <li><input type="checkbox"/> Students drawing and designing for technical theatre</li> <li><input type="checkbox"/> Use of technology for research projects/presentations</li> <li><input type="checkbox"/> Student led activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students criticizing others performance in any derogatory or negative manner</li> <li><input type="checkbox"/> Students doing classwork from another subjects</li> <li><input type="checkbox"/> Students eating food or chewing gum</li> <li><input type="checkbox"/> Talking during teacher or student instruction</li> <li><input type="checkbox"/> Disrespectful behavior during class or rehearsal</li> <li><input type="checkbox"/> Unsafe use of theatre equipment and tools</li> <li><input type="checkbox"/> Students napping</li> <li><input type="checkbox"/> Extended written work</li> <li><input type="checkbox"/> Overuse of textbooks/technology rather than active participation</li> <li><input type="checkbox"/> Students isolating themselves from group</li> <li><input type="checkbox"/> Inappropriate language or subject matter in class, script, or improvisation</li> <li><input type="checkbox"/> Students watching videos/movies unrelated to curriculum</li> <li><input type="checkbox"/> Director not engaged in student activities</li> <li><input type="checkbox"/> Extended silent reading (more than 20 minutes)</li> <li><input type="checkbox"/> Extended written work on a daily basis</li> <li><input type="checkbox"/> Use of technology for personal use, texting, playing games, or being off task</li> <li><input type="checkbox"/> Students roaming the halls</li> <li><input type="checkbox"/> Students laying down or laying on each other</li> </ul>

# Vocal Music (Choir)

Should See / Hear	Might See / Hear	Should Not See / Hear
<input type="checkbox"/> Meaningful warm-ups <input type="checkbox"/> Everyone with music <input type="checkbox"/> Everyone with a pencil <input type="checkbox"/> Everyone engaged! <input type="checkbox"/> A variety of music / music style <input type="checkbox"/> Characteristic tone qualities (clear, well-centered sounds) <input type="checkbox"/> Director (s) standing and walking around the room; making corrections <input type="checkbox"/> Engaged teaching <input type="checkbox"/> Engaged learning <input type="checkbox"/> Students seated / standing with their section <input type="checkbox"/> All students sitting upright, backs away from chairs, feet flat on the floor <input type="checkbox"/> Good posture when standing <input type="checkbox"/> Eye contact (director and students) <input type="checkbox"/> Well-established routines <input type="checkbox"/> 85% Students playing; 15% Teacher Instruction	<input type="checkbox"/> Physical warm-ups <input type="checkbox"/> Standing and sitting <input type="checkbox"/> Changing seating arrangements <input type="checkbox"/> Recording for assessments <input type="checkbox"/> Making notes in music <input type="checkbox"/> Listening to short performance recordings <input type="checkbox"/> Discussion of performance / concert etiquette <input type="checkbox"/> Analyzing music (shaping phrases, balance of melody) <input type="checkbox"/> Individual & Small group instruction <input type="checkbox"/> Teacher modeling <input type="checkbox"/> Music composition activities <input type="checkbox"/> Music improvisation skills <input type="checkbox"/> Individual students practicing in practice room	<input type="checkbox"/> Extended silence <input type="checkbox"/> Extended written work <input type="checkbox"/> Director playing through music without stopping to address mistakes <input type="checkbox"/> Talking during teacher instruction <input type="checkbox"/> No warm-ups <input type="checkbox"/> Slouching in chairs <input type="checkbox"/> Poor standing posture <input type="checkbox"/> Sitting with legs crossed <input type="checkbox"/> Students w/o music <input type="checkbox"/> Students w/o pencils <input type="checkbox"/> Only “pop” music <input type="checkbox"/> Students watching commercial videos / movies <input type="checkbox"/> Director (s) sitting <input type="checkbox"/> Director (s) in office <input type="checkbox"/> Students doing other work <input type="checkbox"/> Chewing gum, eating and/or drinking <input type="checkbox"/> Harsh, bright, strident, or other uncharacteristic tone qualities <input type="checkbox"/> Random students without octavos or music binders

# Elementary Music

Should See / Hear	Might See / Hear	Should Not See / Hear
<ul style="list-style-type: none"> <li><input type="checkbox"/> Singing every class period</li> <li><input type="checkbox"/> Sequential teaching</li> <li><input type="checkbox"/> Engagement</li> <li><input type="checkbox"/> A variety of music / music styles</li> <li><input type="checkbox"/> Vocal exploration</li> <li><input type="checkbox"/> Singing with solfege</li> <li><input type="checkbox"/> Singing with Curwen hand signs</li> <li><input type="checkbox"/> Solfege ladder visible</li> <li><input type="checkbox"/> Singing games</li> <li><input type="checkbox"/> Counting rhythms using a system such as Kodaly or Takadimi syllables</li> <li><input type="checkbox"/> Counting rhythms using numbers (4th-5th)</li> <li><input type="checkbox"/> Reading rhythm and pitch notation at an appropriate developmental level in line with the Scope and Sequence</li> <li><input type="checkbox"/> Good posture when standing for singing or playing instruments</li> <li><input type="checkbox"/> Use of recorder in 3rd-5th grades)</li> <li><input type="checkbox"/> Using proper instrument playing technique and caring for instruments</li> <li><input type="checkbox"/> Teacher facilitating learning</li> <li><input type="checkbox"/> Use of movement to facilitate learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of Orff instrumentarium</li> <li><input type="checkbox"/> Standing and/or sitting</li> <li><input type="checkbox"/> Class discussion of historical aspects of music</li> <li><input type="checkbox"/> Recording for assessments</li> <li><input type="checkbox"/> Making notes in music</li> <li><input type="checkbox"/> Singing/playing alone or in small groups</li> <li><input type="checkbox"/> Listening to short performance recordings</li> <li><input type="checkbox"/> Discussion of performance / concert etiquette</li> <li><input type="checkbox"/> Analyzing music (shaping phrases, balance of melody)</li> <li><input type="checkbox"/> Individual &amp; Small group instruction</li> <li><input type="checkbox"/> Teacher modeling</li> <li><input type="checkbox"/> Music composition activities</li> <li><input type="checkbox"/> Music improvisation skills</li> <li><input type="checkbox"/> Use of technology</li> <li><input type="checkbox"/> Watching short video excerpts for analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended silence</li> <li><input type="checkbox"/> Extended written work</li> <li><input type="checkbox"/> Teacher not stopping to address mistakes</li> <li><input type="checkbox"/> Talking during teacher instruction</li> <li><input type="checkbox"/> Slouching when singing or playing</li> <li><input type="checkbox"/> Full length videos</li> <li><input type="checkbox"/> Teacher not engaged</li> <li><input type="checkbox"/> Only “pop” music</li> <li><input type="checkbox"/> No lesson differentiation between grade levels</li> <li><input type="checkbox"/> Using textbooks exclusively</li> <li><input type="checkbox"/> Chewing gum, eating and/or drinking</li> <li><input type="checkbox"/> Using technology with no objective</li> <li><input type="checkbox"/> Shouting</li> </ul>

# Visual Arts

Should See	Might See	Should Not See
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students actively engaged in creative design &amp; application of elements &amp; principles of art. (Line, shape, color, value, form, texture, space, balance, unity, variety, emphasis, movement, pattern, proportion)</li> <li><input type="checkbox"/> Teacher actively assessing and monitoring student work for modification, improvement with positive reinforcement.</li> <li><input type="checkbox"/> Variety of displays of student artwork in classroom as well as throughout the campus.</li> <li><input type="checkbox"/> Student materials are readily available.</li> <li><input type="checkbox"/> Materials and resources are in compliance with OSHA and ADA</li> <li><input type="checkbox"/> Well-established classroom routines.</li> <li><input type="checkbox"/> Student illustrated ideas for artworks from direct observation, experiences, and imagination.</li> <li><input type="checkbox"/> Students demonstrate an understanding of art history, a variety of artists, and cultures.</li> <li><input type="checkbox"/> Students using art and design vocabulary accurately.</li> <li><input type="checkbox"/> Students using a variety of art media and tools in creating art (drawing, painting, printmaking, sculpture, digital, etc.).</li> <li><input type="checkbox"/> Use of student portfolios (physical or electronic/digital).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer critique on projects.</li> <li><input type="checkbox"/> Evidence of independent student involvement/work.</li> <li><input type="checkbox"/> Students assisting peers with concepts and design questions.</li> <li><input type="checkbox"/> Teacher-guided instruction on an individual basis as needed.</li> <li><input type="checkbox"/> Students engaged in textbooks to teach, reteach or reinforce a concept.</li> <li><input type="checkbox"/> Students using digital devices for art creation.</li> <li><input type="checkbox"/> Discussion of career and vocational opportunities in art</li> <li><input type="checkbox"/> Students moving about the classroom to get materials/supplies/assistance / etc. (teacher monitored).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students using textbooks exclusively rather than actively completing artwork.</li> <li><input type="checkbox"/> Students negatively criticizing others' artwork and/or processes.</li> <li><input type="checkbox"/> Paper/pencil tasks.</li> <li><input type="checkbox"/> No opportunity for student input.</li> <li><input type="checkbox"/> Showing theatrical, commercial, cartoon videos not directly linked to TEKS.</li> <li><input type="checkbox"/> Students producing or reproducing copyrighted pictures, characters, and other materials as primary source.</li> <li><input type="checkbox"/> Tracing, use of coloring books or other photos as the primary source of instruction/reference.</li> </ul>

# Dance

Should See Daily	Might See Daily	Should Not See
<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaningful and proper warm-up</li> <li><input type="checkbox"/> Stretching</li> <li><input type="checkbox"/> Large group or entire class instruction</li> <li><input type="checkbox"/> Individual/small group instruction or collaboration</li> <li><input type="checkbox"/> Teacher monitoring, constructive correction, and/or modeling</li> <li><input type="checkbox"/> Engaged Instruction</li> <li><input type="checkbox"/> Engaged Learning</li> <li><input type="checkbox"/> Communication using appropriate anatomical and ballet/dance terminology</li> <li><input type="checkbox"/> A meaningful closure at the end of instruction</li> <li><input type="checkbox"/> Students practicing safe use of body - anatomically appropriate development</li> <li><input type="checkbox"/> Preparation and warm-up techniques</li> <li><input type="checkbox"/> Development of effective choreography for performance</li> <li><input type="checkbox"/> Development of effective use of body and movement for performances</li> <li><input type="checkbox"/> Well-established classroom routines</li> <li><input type="checkbox"/> Students engaged in a variety of dance genres, activities, or exercises</li> <li><input type="checkbox"/> Students engaged in small group choreography, partnering, or solo work</li> <li><input type="checkbox"/> Students using appropriate dance/ballet vocabulary</li> <li><input type="checkbox"/> Use of student appropriate music and choreography</li> <li><input type="checkbox"/> Wearing appropriate dance/workout attire</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual, duet, or small group performances or improvisation</li> <li><input type="checkbox"/> Group guided instruction</li> <li><input type="checkbox"/> Journal, Interactive Notebooks, or Note Taking</li> <li><input type="checkbox"/> Clips of dance performances</li> <li><input type="checkbox"/> Cooperative Learning</li> <li><input type="checkbox"/> Individual or group student projects</li> <li><input type="checkbox"/> Demonstration of appropriate audience behavior and etiquette in classroom or performances</li> <li><input type="checkbox"/> Students in various areas of the studio/classroom working on projects</li> <li><input type="checkbox"/> Creative participation</li> <li><input type="checkbox"/> Creating original choreography</li> <li><input type="checkbox"/> Operation of lights/ sound to support a performance</li> <li><input type="checkbox"/> Wearing a costume to enhance rehearsal/performance</li> <li><input type="checkbox"/> Cardio or strengthening exercises</li> <li><input type="checkbox"/> Use of technology for research projects/presentations</li> <li><input type="checkbox"/> Use of technology for music</li> <li><input type="checkbox"/> Student led activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students criticizing others performance in any derogatory or negative manner</li> <li><input type="checkbox"/> Students doing classwork from another subjects</li> <li><input type="checkbox"/> Students eating food or chewing gum</li> <li><input type="checkbox"/> Talking during teacher/student instruction, or waiting to dance</li> <li><input type="checkbox"/> Disrespectful behavior during class or rehearsal</li> <li><input type="checkbox"/> Unsafe use of body or stretching techniques</li> <li><input type="checkbox"/> Students napping</li> <li><input type="checkbox"/> Extended written work</li> <li><input type="checkbox"/> Overuse of textbooks/technology rather than active participation</li> <li><input type="checkbox"/> Inappropriate language or subject matter in class or rehearsal</li> <li><input type="checkbox"/> Students watching videos/movies unrelated to curriculum</li> <li><input type="checkbox"/> Director not engaged in student activities</li> <li><input type="checkbox"/> Extended silent reading (more than 20 minutes)</li> <li><input type="checkbox"/> Extended written work on a daily basis</li> <li><input type="checkbox"/> Use of technology for personal use, texting, playing games, or being off task</li> <li><input type="checkbox"/> Students roaming the halls</li> <li><input type="checkbox"/> Students laying down or laying on each other</li> </ul>