



## PUBLISHER QUESTIONNAIRE

**Bid ID:** 3106

**Title:** Music! Its Role and Importance in Our Lives, Gr. 9-12

**ISBN:** 9780021441297

**Course:** Music of the World

**Copyright:** 2016

**Author:** DeGraffenreid et al

**Grade Level:** 9-12

**Authors & Credentials:** List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

**Dr. George DeGraffenreid** is professor of music at California State University, Fresno. He previously taught music in Colorado and California public schools. He is actively engaged in music education curriculum development, having contributed to various elementary and secondary general music and instrumental music publications. He has also designed teacher preparation and certification standards at the state and national levels. He is an active researcher investigating student learning and teacher education in music.

The late **Dr. Charles Fowler** was a lifetime educator, author, and spokesperson, championing the right of students to acquire an understanding of their musical heritage. For this text he created a broad and engaging structure and assembled an impressive team in order to produce a set of educational materials that will open the study of music to many more students.

**Dr. Timothy Gerber** teaches in the School of Music at Ohio State University. He also volunteers as a music teacher in Columbus middle and high schools. Like many students, Professor Gerber listens to music continuously, enjoying new and old sounds alike. He has been honored with the Distinguished Teaching Award in the OSU School of Music, and with his selection as the Roy Acuff Chair of Excellence in the Creative Arts at Austin Peay State University.

**Dr. Vincent Lawrence** is widely recognized as an expert in secondary general music education. For 21 years he was professor of music at Towson University in Maryland, where he was the chairperson of Music Education and directed the University Chorale. During that time he was actively involved in teaching general music in the middle school. He is an author of *Music and You* (1988) and coordinating author of *Share the Music* (1995) and *Spotlight on Music* (2005), all published by Macmillan/McGraw-Hill.

**Students: Describe the type(s) of students for which this submission is intended.**

McGraw-Hill Education's *Music! Its Role and Importance in Our Lives* is intended for the general music education of all students from grades 9 through 12. It is a unique, interactive approach to music studies that offers students opportunities to create, perform, listen to, and analyze music. It is an active study that covers the many social, cultural, and historical contexts of music in our lives.

### 1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL.

**The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.**

**Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)**

The main goal of **Music! Its Role and Importance in Our Lives** is to teach students the value of music in their own lives and as an essential ingredient in the lives of all humans. Students are encouraged to view music in a social context rather than as abstract information to be learned for its own sake. History is used as a resource for understanding how music has fulfilled basic human purposes in other ages. Music of various genres, styles, cultures and eras are studied throughout the course.

One of the best ways to get students to understand music is to get them to actively be involved in it and to perform it. Performance is used throughout the course as a means to gain musical understanding. Section Two of **Music! Its Role and Importance in Our Lives** eases students into performance through rhythmic activities. In Unit Three, students explore how to use voices and instruments. Students determine their own vocal range and learn how to interpret songs. They perform alone and together. In the Section Three Evaluation, students are asked to perform in a selected style. Throughout the remainder of the program students create an assortment of songs, arrangements, and compositions. In many of the units teachers will find interactive presentation slides that engage students in 21<sup>st</sup> century ways.

Creativity is encouraged as students are asked to improvise and create rhythmic patterns, gospel songs, a jazz improvisation, and others. This is done with the ultimate goal of creating an individual musical repertoire. As students are taught the various skills required to improvise in a stylistically appropriate manner they are allowed to experiment with songs, arrangements, and compositions.

Composition is an integral part of **Music! Its Role and Importance in Our Lives**. Students are taught how to integrate musical elements and make decisions about arrangements and performances. Each section contains listening, performance and composition activities that are fully integrated with the section content. In addition, there is a Music Theory Handbook that guides students in acquiring the appropriate skills to create. There is a MIDI eBook that guides students through playing, improvising, creating, and analyzing music with a MIDI sequencer.

The Music Theory Handbook contains an entire section on notation and addresses rhythm, pitch, melody, harmony, and symbols of musical expression. Students use standard notation, measure pitch, and create harmonies.

Each section of **Music! Its Role and Importance in Our Lives** contains listening activities in the Listen! feature. This feature instructs students to identify a variety of styles, discriminate between patterns, compare different versions of the same song or piece, and analyzes the various features of the music they hear.

Students are provided with a host of opportunities to evaluate music and musical performances. Within the audio library, students will find performances by teen musicians that students listen to and evaluate these performances. **Music! Its Role and Importance in Our Lives** provides analysis of music from distinct world cultures as they learn about the musical traditions for these cultures. In addition, American composers and songwriters are highlighted for student analysis and evaluation. The genres explored include popular music, classical music, and traditional music.

### **Major Tool - Student Components**

**Describe each of the components, including a format description.**

#### Student Edition

Student Edition contains 22 theme-based units which explore the social, historical, and cultural context of music in our lives.

- Teach the chapters and lessons in any order to match any schedule or curriculum
- Provides engaging activities for each musical example which coordinate with the chapter and lesson content
- Introduces students to contemporary as well as classic artists and performers through profile feature articles
- Provides on-page technology activities for students and resources for teachers
- Spotlights outstanding teen performers from the national radio and television show From the Top

- Features Music Theory Handbook which addresses beat and meter, notation and rhythm, pitch, key signatures, and harmony
  - Features Music Careers Handbook which reviews job duties, requirements, and other details of many varied careers in music
- Lessons, presentation slides, activities, and media can be accessed anywhere through ConnectED

### **Major Tool - Teacher Components**

**Describe each of the components, including a format description.**

#### Teacher Experience

The Teacher Experience provides lesson plans that make it easy to organize resources and prepare lessons.

- Provides references to the National Core Arts Standards which are addressed in each section
- Feature an abundance of teaching strategies for reaching special learners, curriculum links, movement extensions, program ideas, and in-depth lesson planners
- Offers three-step lesson plans (Motivate, Develop, Apply and Close) that include reading guides, teaching suggestions, and inclusion strategies
- Lessons, presentation slides, activities, and media can be accessed anywhere through ConnectED

Included in the Teacher Experience:

#### Command Performances videos

- Command Performances videos enrich lessons with live performances and interviews.
- All videos stream to your device

#### Teacher's Resource Master

Teacher's Resource Master contains handouts, teaching strategies, and resource materials that complement the skill level, time frame, and interest level of the class.

- Included are chapter tests, projects, rubrics, listening guides, music theory blackline masters
- Interactive eBook accessed through your browser or the ConnectED mobile app

#### Audio Library

- Contains over 300 selections
- Fully correlated to the activities in the Student Experience
- Includes music from many periods, styles, genres, and cultures

Accessed through your browser, song selections available through the ConnectED mobile app as part of the eBook version of the Song Anthology

Features delivered through the Music Studio platform:

- Cross-Grade Calendar
  - Teachers can easily plan across grades with the Cross-Grade Calendar. The Planning wizard is built to accommodate unique teaching schedules.
- Teacher and Student Dashboards
  - The dashboards give teachers and students easy access to materials that have been assigned, planned, or returned for review.
- Assessment Engine
  - The assessment engine gives teachers access to pre-made quizzes, question pools, an assignment builder, and a digital Gradebook.
- Correlations
  - Review correlations by standard groupings and immediately access correlated content through links
- Resource Menu
  - Access and filter classroom presentation slides, eBooks, recordings, and many other assets

## **2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.**

**Briefly describe the ancillary materials and their relationship to the major tool.**

### **Ancillary Materials - Student Components**

**Describe each of the components, including a format description.**

**Ancillary Materials - Teacher Components Describe each of the components, including a format description.**

## **3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?**

**Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.**

This program is intended for a standard two-semester course. Since there is an increasing non-conformity of minutes per week that fine arts classes are taught, the book is organized for flexibility. The unique student-centered organization allows teachers to teach the chapters and lessons in any order to match any schedule or curriculum.

Reproducible Master B, found at the beginning of the Teacher Resource Master is a blank pacing guide for teachers to use in connection with the planning features (detailed below) that facilitate teachers' use of Music! Its Role and Importance in Our Lives.

The Lesson Overviews, found at the beginning of the teacher experience lesson plans make it easy to organize resources and pace lessons.

**4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)**

McGraw-Hill Education is an established company in music education with a history of providing the finest products and service. We are committed to assisting teachers, administrators, and district leaders in achieving their music curriculum goals. Our comprehensive plan includes both program in-service and professional staff development.

- McGraw-Hill Education in-service allows teachers to learn the program philosophy, components, instructional methods, how to plan and pace, how the program meets state and local standards, and so on.

- McGraw-Hill Education professional staff development focuses on best pedagogical practices, current issues/trends in music education, classroom management, and various workshops and interactive trainings of interest to teachers.

- McGraw-Hill Education offers online resources for continuous, independent development of skills and program comprehension

McGraw-Hill Education's dedicated sales representatives will work one on one to:

- Plan and arrange in-service and staff development with district personnel.

- Stay in touch to monitor the success of the in-service and staff development and to answer questions and solve any problems.

- Provide schools and districts with implementation training so that teachers are trained in using the new program.

McGraw-Hill Education's authors and consultants are a comprehensive team of nationally recognized music educators who bring many years of experience as teachers, supervisors, and scholars to the development of the program. These authors/practitioners contributed pedagogical, cultural, and professional music industry expertise to the development process and will be available to you for in-service and professional staff development.

Upon the adoption of McGraw-Hill Education's Music! Its Role and Importance in Our Lives, an initial meeting can be scheduled with district curriculum leaders and the McGraw-Hill Education's team to discuss the specific needs and objectives of the district. The purpose of the Planning Meeting is to collaborate on a comprehensive plan for the initial implementation of McGraw-Hill Education's Spotlight on Music and the on-going staff development options.

**5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.**

Computer or tablet with access to the Internet. There are countless ways teachers can deliver instruction using Music Studio products, including:

- Presenting using a projector and whiteboard or SMART Board
- Presenting in a 1:1 environment
- Presenting in a computer lab

Music Studio products are built on HTML5 technology, and work on any device, 7" or larger.

**6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.**

Attached for reference.

**7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.**

None – Music Studio: Music! Its Role and Importance in Our Lives is new to the market.

**8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.**

None