

# TEXTBOOK SCREENING INSTRUMENT

## Music/Theatre

### Consensus Review

**Book Code:** SEBGLEN-6102115-MIRIOL-2

**Category:** 6102115

**Area** Fine Arts

**Cluster** Music

**Subject:** General Music 9-12

**Publisher:**

**School Education Group, a division of The McGraw-Hill Companies, Inc. (formerly  
Glencoe/McGraw-Hill)**

**Title:**

Music! Its Role and Importance in Our Lives © 2006 Student Edition

**Author:** Fowler, et al.

**Edition:** 3rd

**Copyright:** 2006

**ISBN:** 9780078297564

**Publisher's Bid Information**

**Bid Level**

Basal

**Delivery Method**

T

**Reviewer Analysis**

**Level**

Basal

**Delivery Method:**

Technology Dependent-TD

**Recommended:**

YES

NO

WITHDRAWN

**Edit #** \_\_\_\_\_ **Final** \_\_\_\_\_

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#### I. Tennessee Framework

##### Documentation

**STRENGTHS:** Standard 6.0 Listening and Analyzing is addressed in a variety of ways . A substantial number of examples of traditional, classical and popular compositions are explored in a way that relate to various times and cultures.

Standard 8.0 Interdisciplinary Connections is met in a way that requires use of higher level analyzation and evaluation skills requiring extensive writing activities.

Standard 9.0 Historical and Cultural Relationships are addressed extensively with vocabulary, illustrations, recordings and a variety of critical thinking activities. There is no racial or cultural bias noted.

It covers all of the Tennessee State music standards and lists the national standards covered in each chapter in the unit plan in the TAE.

There are assessments that can be used at each chapter as well as performance assessments in the texts during most chapters. This text is set up for the teacher to succeed in teaching a class filled with all types of students and will allow the teacher to cover all the standards set by the TN state music standards.

**MATTERS OF FACT:** ~Written with the high school student in mind

~the text can be divided to work with all scheduling; block, semester, nine week or year long class

~the text covers all music standards and list which standards used in each chapter/unit

~recordings are quality in each genre and style

~DVD and From the Top CDs are extremely useful in expanding the lesson and can be used in more than the general music classroom

~The new CD case is set up so that you can find the correct CD needed, but it also has a list of the music included on the CD as well as a Disc Index

differentiated teaching is included by addressing all student needs.

~the Teacher annotated edition includes a complete scope and sequence for each chapter and is divided by national standards and teaching expectations

~~also includes chapter planning guide and lesson plans that can be used in preparing formal lesson plans

~each chapter includes activities for listening, curriculum connections, on line connections through music.glencoe.com and projects that incorporate a computer

The Midi Activities Book and CD were sent late, after the initial review. Some of the concerns listed below are addressed in this material, but it is understood that midi-capability is required.

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**CONCERNS:** Concern: Will this text be usable in 8 years with the rapidly changing society and technology?

The publisher's response is respected and approved

The organization of this text is student-centered, enabling students to connect music to real life. Instead of merely reading about the history of music, students are first immersed in learning about the roles music plays in our society, and then engaged in skill-based activities based on a diverse collection of both historical and contemporary musical exemplars. One of the benefits of such an organization is that additional musical examples/styles, provided either by teacher or student, can easily be added to this organization years from now to enforce relevant connections.

There are few opportunities in the text to address SPIs for Standard 1.0 Singing. Some activities suggest singing along with the recording, but only lyrics are provided.

Standard 2.0 Playing Instruments is addressed in the text in a very minimal manner. Many suggested activities to incorporate instruments fail to demonstrate an understanding of pitch and rhythmic accuracy. These activities are often ambiguous and lack prior setup for the activity. Ex. p. 260)

[A revised correlation will be posted to this site.](#)

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## II. National Standards or Industry Standards

### Documentation

**STRENGTHS:** The National Standards are covered in this text.

**MATTERS OF FACT:** National Standards are listed on the web site. (music.glencoe.com) in the teacher resource area.

**CONCERNS:** Although there is a list of page correlations to national standards on the music. glencoe.com web site, many of these activities fail to correlate, particularly for Standards 1 and 2.

The music industry is touched on, but could the text provide a broader exposure to jobs available in the music industry?

[The revised correlation to address this issue is appreciated.](#)

[The correlations to the National Standards will be revised and posted. More careers are found in the Music Careers handbook in the student edition.](#)

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### III. Program Design

#### Documentation

**STRENGTHS:** The lesson plans and text book are easy to follow, supplements are easy to use and enhance the subject matter immensely.

The CDs recordings are excellent in the choices made and will not be outdated because of the choices made.

The Teacher Resource book not only enhances the lesson plans but helps the student to learn through the masters and add to the lesson in allowing different learning styles.

This is a program designed for high school students.

Listening examples are often original recordings. A wide range of genres, styles, periods and cultures are represented.

Command performance DVD presents a mixture of professional, cultural and amateur (student) performances for viewing. From the Top CD provides interviews and performances of a variety of teen musicians.

Student text includes a variety of integrated activities in each chapter as well as biographies and art work.

Open-ended writing activities begin each chapter.

The TRB provides chapter reading and listening guides for duplication.

Students and teachers have access to an online site for flash cards, quizzes, web links for historical and cultural lessons, pod casts, and a variety of teacher aids. Pod casts come with activity pages for the teachers.

The material is not historically sequential but the same learning level throughout accommodates school systems with transient populations. Chapters can be taught in any sequence to match scheduling needs.

Books are designed with colorful pictures, images, icons, and print for easy-to-find significant information. It is comprised of quality paper with hardback covers and/or clearview three-ring binders.

This program offers students opportunities to create, perform, listen to , and analyze music from diverse cultures around the world.

This program incorporates many social, cultural and historical aspects of music and spotlights high-interest biographies of famous composers and musicians.

Lesson plans provide step-by-step procedures, creative suggestions for motivating students, teaching tips, varied strategies for all learners, and varied assessment instruments with answer keys.

The TRB is a timesaving instructional resource to aid the teacher in presenting logically sequenced and objective based lessons/activities. Materials in the TRB allow the teacher to choose the skill level and time framework of the lesson. Tools within the TRB are reading guides, chapter tests, chapter projects, listening guides, notation exercises, Music Theory master activities and Transparencies, and

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a 300 listening selection index.

The Teacher annotated Edition provides reading and inclusion strategies that offer insightful suggestion for ways to successfully teach all types of learners.

**MATTERS OF FACT:** The scope and sequence of this text as well as the chapter lesson plans are extremely well put together. This textbook is easy to follow and provides the students with challenging subject matter. This text uses a thematic sociological approach to music appreciation including active participation via watch and perform resources. Historical examples focus on basic human purposes for music in past cultures and societies. It covers a variety of genres and eras. Connections allow students to understand the role of music in disciplines outside the arts such as Language Arts, Math, Science, and Social Studies. Lessons are designed in a four fold approach: focus, teach, assess, and close including reading guides, teaching suggestions and inclusion strategies. Chosen recordings are excellent examples for students to hear, listen too and to study. Each recording was chosen from the best in the field as examples for styles, genres and musical concepts. Recordings that could not be licensed are listed in the compact disc index. This index also tells you the length of each recording.

This series approaches music from its place in the lives of the students. It is not presented in a chronological music period format.

The text contains a theory handbook and a music careers handbook at the end.

Command Performance DVD presents a mixture of professional and amateur (student) performances or demonstrations.

The use of a MIDI system component accompanies this program and provides creative and innovative activities which help to support the correlation of this study to the Tennessee Curriculum General Music Standards for Grades 9-12. MIDI activities require necessary equipment. These represent most of the performance standard activities. Figures used throughout the book provide helpful visuals to aid comprehension. Ex: conducting patterns, notation exercises, excerpts of musical scores, listening puzzles, keyboard diagrams, instrument ranges, etc.

Answer keys for the Theory master worksheets are provided in the TRB.

The TAE contains comprehensive lesson plans and chapter planning guides.

Each chapter includes listening, performance, and composition activities to enhance student understanding of concepts and development of skills.

The Projects within the MIDI activities handbook are divided into three skill levels. Projects are presented in a skill building format and are introduced by a Tutorial Lesson which guides users through necessary skills for learning to use a MIDI system and for developing MIDI sequencing skills.

Lesson information is divided into “mini compartments” to clearly and uniquely present various aspects of the lessons. Examples are: web links, overviews, vocabulary, musician profiles, correlation to other disciplines, listening activities, performance activities, lesson objectives, and chapter reviews.

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MIDI options provide students opportunities to play, improvise, create and analyze music. The Music Theory Handbook provides foundational elements of music. Example: beat and meter, notation and rhythm, pitch, key signatures, tonality, and harmony.

**CONCERNS:** Some of the contemporary groups may appear dated towards the end of the adoption cycle.

The classroom must be MIDI-capable to meet many of the performance CLEs. Although a Music Theory handbook and materials are included, there is not teacher guidance for presenting related lessons except in the TAE.

The continuous update of information on the website is commendable.

The publisher continuously update the material on the web site to supplement material in the text book on the CD used with the text.

The MIDI Activities is an important part of meeting the performance CLEs. Although sequencing software is ideal in the MIDI environment, all of the selections will play via standard desktop media players such as Windows Media Player or QuickTime Player. A user may manipulate the files. In many instances, parts included (or to be created) within the MIDI files are notated within the books. A user may use the indicated real instrument and play (or sing) along with the MIDI file recording.

The music theory handbook is intended to be a standalone theory primer that reinforces or teaches concepts addressed throughout the previous units of the text. An entire section of worksheets and transparencies in the TRB is dedicated to practice and assessment of the concepts addressed in the MTH.

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#### IV. Assessment

##### Documentation

**STRENGTHS:** Well written and covers the chapter well. There are assessment opportunities for formal and informal assessments. There are also performance as well as written assessments for each chapter.

Each chapter includes a chapter review that can be used or the teacher can create a review.

The assessments allow the teacher to create their own or use the tests provided in the TRB. Provided tests are well written and include different styles of questions which include HOT questions as well as essay questions for students to give opinions of what they have learned during the chapter.

Chapter tests incorporate essay questions as well as short-answer questions.

Rubrics are provided for project assessment.

At the Glencoe.com site, self-check quizzes are available for students online that provide immediate feedback and reference to location of the information upon checking. These may also be submitted by e-mail.

Chapter assessments, a Chapter Project Performance rubric of four expected levels of achievement, and an Answer Key provide a clear and accountable system for evaluating and reporting students understanding.

**MATTERS OF FACT:** Formal assessments are in the Teacher Resource binder.

Informal assessments are included in the TAE (chapter lesson plans) for each chapter, written and performance are suggested as needed.

Each chapter has a review included to allow students to prepare for the formal assessment.

Formal assessments include HOT questions in different forms including essay questions pertaining to the main concepts of each chapter.

Chapter assessments correlate to the lesson objectives.

**CONCERNS:** There appears to be no assessment for SPIs for Singing 1.0 outside the MIDI component.

The publisher's response is accepted.

Enough lesson support is provided so as to allow a teacher to adapt the content in order to meet a specific SPI when desired such as 1.0 Singing.

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#### V. Other Comments

##### Documentation

**STRENGTHS:** This text is put together with the high school student as well as the high school teacher in mind. It includes what is needed to teach the classroom in any situation with any classroom equipment or lack of equipment.

The textbook is constructed to last for many years.

The material presented online provides a variety of supplemental presentation material as well as individual activities. It is accessible to all students as well as the teacher.

Equipment needed for the MIDI Activities include: 1). A general MIDI compatible keyboard set to General MIDI or a keyboard controller and General MIDI sound module; 2). a computer; and 3). a MIDI sequencing program such as quicklime musical instruments.

The MIDI Files on the CD-ROM require a computer hard drive that is Standard MIDI File Format not Format 0.

**MATTERS OF FACT:** The recordings are extensive for a text and has examples of all styles and genres.

The DVD and the From the Top CD are extremely useful in showing students what other teenagers are doing in the music business and world. The use of world cultures as well as the many genres through history are represented in quality recordings. Students and teachers can find supplements online through Glance when desired or to use as extensions of the classroom. Each chapter has a review, curriculum connection to other subject, as well as a MIDI project on computer.

Recordings that could not be licensed are listed in the compact disc index. This index also tells you the length of each recording.

The publisher states that users should first work through the Tutorial Projects in the MIDI Activities Handbook to learn how to use the sequencing program and to progress through each additional project, which is cumulative from basic to intermediate to advanced levels.

**CONCERNS:** Examples cited as correlations to TN standards often do not meet the criteria for SIP activities.

The Publisher's response is accepted.

[As per the directions provided by the State Textbook Commission publishers were required to correlate to the Course Level Expectations \(CLE's\). McGraw-Hill's School Education Group included as many correlations as possible related to the "Checks for Understanding" and Student Performance Indicators \(SPIs\). As performance-based skills are not the primary objective of this curriculum, some correlations may not reach the specifics of the SPIs. However, enough lesson](#)

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support is provided so as to allow a teacher to adapt the content in order to meet a specific SPI when desired.

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#### VI. List of Components Reviewed

##### Documentation

Student Text  
Teacher Annotated Edition  
Teacher Resource Binder  
Audio Library  
From the Top CD Command Performances DVD  
Midi Activities workbook and CD

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#### VII. State Textbook Commission Members Comments

##### Documentation

**STRENGTHS:**

**MATTERS OF FACT:**

**CONCERNS:**

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