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|  | **Bibliography** | **Summary** | **Reflection** |
| **1** | **Title:** Making Music – Teacher’s Edition – Grade 2  **Publication Year:** 2005  **Author/Editor:** Silver - Burdett  **Publisher:** Pearson - Scott Foresman  **ISBN #** 0-382-36592-5  **Cost:** $118.97 | This teacher's edition textbook outlines units with instruments, skills, and musical elements. It includes various activities for singing, movement, listening, and playing instruments. There are also CDs available with recordings and accompaniment tracks for the songs in the books. | This textbook is perfect for a first-year teacher needing a quick reference. The book has many suggested teaching units, lessons, and guides that reflect the National Standards for Music Education. There are also many assessment guides and sample questions throughout. There is a rather large variety of music, including everything from American folk songs to world music. There are editions for each grade between K-6, and the pictures and content are colorful and attractive. |
| **2** | **Title:** Spotlight on Music – Teacher’s Edition – Grade 4  **Publication Year:** 2011  **Author/Editor:** Various  **Publisher:** Macmillan/McGraw-Hill  **ISBN #** 978-0-02-296713-0  **Cost:** $29.94 (Amazon) | *Spotlight on Music* is a program designed by McGraw Hill to engage students by offering a wealth of songs, listening selections, movement, instrumental parts, and other skill-based activities, organized by four distinct sections and broken down by grades. Along with this book, they have many easy to use tools that offer great flexibility, including supplementary CDs, DVDs, and videos. | Much like *Making Music*, this teacher's edition textbook is a great tool for the general music classroom because it contains virtually everything needed to teach general music class. *Spotlight on Music* presents material in a curricular format, making it particularly easy to reference and follow along with. Though great as a song resource, the book provides lesson ideas, activities, methods of assessment, and guides to external resources that can help a teacher bring the most out of his lesson. There are also CDs and DVDs with songs for listening and accompanying for singing and playing along with the songs in the book. Considering that I may have to teach many levels of general music at once, this book is an excellent resource for day-to-day or unit-to-unit planning. |
| **3** | **Title:** http://www.musick8.com/  **Publication Year:** 1997-Present  **Author/Editor:** Paul and Teresa Jennings  **Publisher:** Plank Road Publishing, Inc.  **ISBN # - N/A**  **Cost:** Free | The goal of Plank Road Publishing is to provide quality music resources at a reasonable cost, and with excellent service, to Elementary and Middle School music teachers and their students. Their products are designed by and for educators to motivate children to learn. They also provide various music and education resources such as a weekly newsletter, recorder karate dojo, weekly podcast, and “Idea Bank” for searching for products or lessons geared towards specific concepts. | Plank Road Publishing’s website, *Music K-8*, is an amazing web resource for teachers, parents, and students interested in music. There are product links for discounted merchandise as well as new products sponsored by Hal Leonard. They also provide free downloadable songs and an “Idea Bank,” making this a great resource for creating new lesson plans. However, my favorite part of this site is the “Recorder Karate Dojo,” which supplements the ever-popular Recorder Karate by Barb Philipak. Provided here is a link to buying reward belts, or alternatively a guide to making your own, as well as an interactive fingering chart and tips and ideas for lessons. |
| **4** | **Title:** Pinterest – Resources for Elementary Music Teachers – http://www.pinterest.com/glmusick2/resources-for-elementary-music-teachers/  **Publication Year:** 2010-Present  **Author/Editor:** Ben Silbermann, Paul Sciarra, Evan Sharp  **Publisher:** Cold Brew Labs  **ISBN # - N/A**  **Cost:** Free | Pinterest is a pinboard-style photo-sharing website that allows users to create and manage image collections under themes such as events, interests, and hobbies. Users can browse other pinboards for images, "re-pin" images to their own pinboards, or "like" photos. This particular pinterest page includes resources for Elementary Music teachers. | Pinterest is an absolutely amazing site to help spark creativity. Moreover, it’s a fantastic way to share ideas and crafts with thousands of people with similar interests. This particular pinterest user provides music education resources such as videos, worksheets, craft ideas, posters, songs, lesson plans, and much more. While some of the pins are original content, most of them are from various other users and sites. Pinterest has a plethora of resources to search through for sparking new ideas or to borrow for one’s own lesson plan. |
| **5** | **Title:** National Association for Music Education (NAfME) – nafme.org  **Publication Year:** 1907-Present  **Author/Editor: N/A**  **Publisher: N/A**  **ISBN # - N/A**  **Cost:** The website is free to peruse, but there is a membership fee to join the organization and access some of its content | National Association for Music Education (NAfME), is the only association that addresses all aspects of music education. Being one of the largest professional music organizations in the country, NAfME advocates at the local, state, and national levels. They also provide resources for teachers, parents, and administrators; host professional development events; and offer a variety of opportunities for students and teachers. For over a century, NAfME has supported music and music education nationwide for more than a century. | This is a very valuable source for several reasons. First, there is very little concern as to whether or not the site will exist years into the future; NAfME is not going anywhere anytime soon. Second, this is *the* professional organization for music educators, so it is likely that many music teachers nationwide are also using NAfME’s site, so there will be more continuity across the country in materials used and information presented. Lastly, many of the articles found on this site were written by prominent members of the music education community. Overall, this is a great online resource for all things related to general music education. |
| **6** | **Title:** American Orrf-Schulwerk Association Website  **Publication Year: N/A**  **Author/Editor: N/A**  **Publisher: N/A**  **ISBN # N/A**  **Cost:** Online Student Membership is free, with various other memberships options of up to $215.00 | The American Orff-Schulwerk Association (AOSA) is a professional organization dedicated to the creative music and movement methodology of Carl Orff and Gunild Keetman. There are 96 local chapters that promote the value of Orff Schulwerk and offer networking and professional development opportunities. The site allows people to get involved (either by becoming a member or participating at a local event/convention) or read publications by accomplished educators. | The American Orff-Schulwerk Association has a decent website. It is aesthetically more pleasing than many other websites I’ve come across, and yet it still contains useful information. Included is information about Membership and Chapters, the National Administration, Conferences and Events, Professional Development, and, most importantly, Publications and Resources. In this section one can find information about, and links to purchase, many different Orff-related books, materials, and so forth. The information available on this site would be very useful to any music teacher who uses the Orff-Schulwerk method. |
| **7** | **Title:** Garage Band  **Publication Year:** Current  **Author/Editor:**  **Publisher:** Apple Inc.  **ISBN # - N/A**  **Cost:** Free with Downloadable Content for Purchase | GarageBand is a multitrack recording application which includes a complete collection of audio tools for both experienced professionals and novices alike. You can do everything from recording live audio, play with software instruments, create parts using Apple Loops, add effects, and mix music and play it back. There are also demo “Learn To Play” videos and downloadable lessons by professional teachers and musicians. | GarageBand is one of the easiest to use pieces of music software I have ever come across. GarageBand in the elementary classroom would be a useful tool for the teacher to create an introductory podcast to the unit s/he is about to teach. It could also be used as a way to take notes or reminders, or even record a lesson to be shared online. GarageBand is also a great way to record a student’s performance for later assessment. Students could also use the pre-recorded Apple Loops to compose their own song with just a few drags, drops, and clicks. The software also works well with iMovie (another Apple Inc. software) to create lessons videos for the classroom, or students could use the Learn To Play lessons already included in the software. This would be an excellent resource for later grade levels. |
| **8** | **Title:** Spotify  **Publication Year:** Current  **Author/Editor: N/A**  **Publisher: N/A**  **ISBN # - N/A**  **Cost:** Free with an Optional “Premium” Service | Spotify is an internet-radio-based software that provides a free and practically unlimited database of music for streaming. Everything from jazz, classical, pop, folk music, children’s songs and much more can be found. Spotify makes it simple to sample different styles, or listen to hard-to-find recordings. | Spotify is another easy-to-use piece of software, but with more of an emphasis on listening rather than creating. Spotify is an internet-radio service with a broad collection of music of all styles. The software can be used to find recordings and discover new music, or even compare artists and styles. A teacher may use the software to play accompaniment tracks to children songs to sing or play along with, play recordings for listening lessons, or create setlists of specific styles of music to share with parents and students. The software requires an internet connection, however, but the unlimited database of music makes it a valuable tool for teacher and student alike. |
| **9** | **Title:** Big Mouth Blues  **Publication Year: N/A**  **Author/Editor:** Jim Tinter  **Publisher:** MCMXCV  **ISBN # N/A**  **Cost:/Editor:** $24.95 | Though this book contains just four pieces, a couple would work well as full-blown performance pieces. Improvisation seems to be at the heart of this, as it provides gradual instruction throughout that could be used in a variety of ways. Jim Tinter also provides notes for how he would approach each song. | Big Mouth Blues is readily applicable for a general music classroom. The parts for each song are written out and could be used on either an overhead or with music stands as an introduction to the setting of an instrumental classroom. Additionally, the C.D provides model recordings, accompaniment tracks, and improvisation examples for students to reference. Big Mouth Blues takes improvisation, technology, and listening and puts it in a complete, easy-to-use package. Alongside Recorder Karate, this would be very beneficial in rounding out a general music curriculum that incorporates recorder skills. |
| **10** | **Title:** 101 Improv Games for Children and Adults  **Publication Year:** 2004  **Author/Editor:** Bob Bedore  **Publisher:** Hunter House  **ISBN #** 978-0897934244  **Cost:** $11.52 Paperback | 101 Improv Games contains the basics for improv; what it is, how to do it, and special instructions for how to teach improv to children. It also has helpful hints for creating scenes and environments out of thin air. The book explains how to do all this with games that encourage imagination, spontaneity, and creative expression. | While comedic improvisation may not be directly related to music, this book has some excellent games and activities. The book is a great resource for educators who want to incorporate a fun activity in their classroom. Improv at its core is about creating something out of nothing, and the activities included can help spark creativity, promote self-confidence, help develop skills for cooperation and teamwork, and creating on the spot. Activities 55, called Gibberish Opera, requires live musical accompaniment, whilst a group of people sing an opera in gibberish, which would be a fun activity after a listening lesson on an opera. Activity 56, called Musical Between the Lines, requires musical accompaniment and reading material; the players sing a duet or solo by reading out of the text in front of them rather than using lyrics. I think games like these could be a fantastic way to spark creativity in the classroom, and could even be performed live during a program concert for a fun twist. |
| **11** | **Title:** 101 More Music Games for Children  **Publication Year:** 2001  **Author/Editor:** Jerry Storms  **Publisher:** Hunter House  **ISBN #** 0897932986  **Cost:** $12.25 Paperback | 101 More Music Games for Children includes games that promote musical development. Each of them has simple rules and they stress cooperation, fun, and challenge rather than competition. These activities can help students develop musical skills such as spontaneous singing, creating, playing, recognizing various rhythms, and develop instrumental and vocal skills. | Unlike the previously reviewed Improv book, this book puts direct emphasis on musical content rather than spontaneity and on-the-spot creativity. These games can be directly integrated into the general music classroom as they incorporate singing, dancing, and listening into each one. Each game is clearly indicated for particular group sizes and age groups. Furthermore, each activity clearly identifies the concept it’s trying to achieve, so it’s easy to find what games will work best for any particular class or lesson. Moreso, the games don’t require many materials or time to do, so they can be incorporated without being too detrimental to the curriculum. |
| **12** | **Title:**  The Sesame Street Songbook  **Publication Year:**  2007  **Author/Editor:** Various  **Publisher:**  Hal Leonard Corporation  **ISBN #** 978-1-4234-1332-5  **Cost:** $20 | This songbook is a collection of 64 songs written for the educational children's show, "Sesame Street." The book has an intro from three writers that have been with Sesame Street since its start. They outline the collection by highlighting the classics from the past 20 odd years, identifying new songs that many children will be familiar with today. | The content covered in "The Sesame Street Songbook" is rather surprising. Each of the songs are relevant and educational; in fact, some teach letter sounds or counting while others sing about relationships or other cultures. Featured styles include marches, boogie woogie, walzes, and more. Each song is arranged with standard Piano/Voice parts with chords. Furthermore, each song has accompanying illustrations that depict scenes associated with the subject matter. Many students have been exposed to this music on their own, and this book contains songs from the original season on Sesame Street, through to 2007, making it a viable and effective resource for the classroom. |
| **13** | **Title:** Recorder Karate  **Publication Year:** 2002  **Author/Editor:** Barb Philipak  **Publisher:** Plank Road Publishing  **ISBN #** 9780984386925  **Cost:** $7.97 | Recorder Karate is a self-paced recorder instruction method that teaches basic techniques used in wind instruments through folk songs. In addition, students learn to be musically literate and what it means to be a member of an instrumental ensemble. Once a student has shown, through a playing test, that he is capable of playing an assigned song, the student is awarded a "belt" (similar to a Karate test). The student then ties the “belt” onto his/her recorder and moves his/her nametag up to the correct belt color on a Recorder Karate board. | I think the Recorder Karate method is fantastic, as it motivates kids with a positive reward system. The belt system is a great incentive for kids, and the book’s emphasis on folk songs means students will want to learn the songs because they’re familiar. Recorder itself is a fantastic introductory instrument to other wind instruments in more advanced ensembles, and this program will hopefully motivate kids to stay involved in instrumental music. Furthermore, I believe younger students will look forward to playing recorder because “Recorder Karate” or collecting belts sounds cool to them. The version of the book I have is the teacher’s handbook, which includes Barb’s methodology and origin of the Recorder Karate program, as well as a sample rubric, handouts, and other tips for classroom management and content. |
| **14** | **Title:** Multicultural Perspectives in Music Education – Third Edition – Volume Two  **Publication Year:** 2011  **Author/Editor:** William M. Anderson  **Publisher:** R&L Education  **ISBN #** 1607095432  **Cost: $**29.66 Paperback | The book helps the teacher develop a curriculum for an increasingly multicultural society. Ready-to-use lesson plans make it easy to bring many different musical systems into the classroom. The author’s lesson plans and resources help to broaden students' perspectives on music as an important aspect of culture both within the United States and globally. | The book series many volumes contain a vast amount of useful information for integrating multicultural perspectives in any music classroom. There are diagrams for folk dances, lists of famous artists from various genres, and much more. The book breaks the content down into geographical locations and the cultures that reside within them, making it a great resource for connecting music to culture and geography. There are also descriptions of instruments found in particular cultures, which is a handy reference for the teacher. What I particularly like is that the book not only includes information about the cultures, but actual musical examples and folk tunes as well. |
| **15** | **Title:** Exploring Orff: A Teacher's Guide  **Publication Year:** 1992  **Author/Editor:** Arvida Steen  **Publisher:** Schott  **ISBN #** 0-930448-76-6  **Cost:** $40.00 | The preface states that this is a combination of Lowel Mason and Carl Orff's ideas. The first page includes a chart, showing that the learning task is at the center, and around it are categories for classroom setting, teacher, student, and teaching philosophy and the thing furthest away from it is Music & Materials. There is a chapter on each grade and two elaborate chapters on curriculum and lesson planning. | This book is a perfect example of what we are learning in this class and at Ball State. It has useful goals and repertoire to take into consideration when planning a curriculum or revising a lesson. Furthermore, it’s a great book to pull ideas out of when trying to incorporate student discovery learning. Each chapter includes goals, objectives, and repertoire for a particular grade level, making the content easily accessible and applicable in the classroom. This book is great for any teacher wanting to skim the surface of Orff methodology and apply it at various grade levels. |
| **16** | **Title:** Building Dances – A Guide to Putting Movements Together (2nd ed.)  **Publication Year:** 2005  **Author/Editor:** Susan McGreevy-Nichols, Helene Scheff, Marty Sprague  **Publisher:** Human Kinetics  **ISBN #** 0-7360-5089-2  **Cost:** $37.00 | *Building Dances* takes you step-by-step through the process of making dances and emphasizes the role of the facilitator rather than the demonstrator. The book provides all the tools and blueprints needed to help students in grades K-12 put movements together to create dances. Included are sample lesson plans, guidelines for teaching, and cross-references to national standards for dance and for physical education. | While not a dancer myself, I can’t deny the importance of movement and dance in the elementary/general music curriculum. The book provides a glossary explaining important dance and staging terms, which itself is a fantastic resource. There is also an accompanying “Deal a Dance” deck of cards that provide movement examples and ideas that students can try right away. The cards are a great way to stimulate creativity in the dance-making process, and can be used for a single lesson or entire unit. There are also useful sample lessons and step-by-step dance routines with pictures, as well as staging diagrams that I could implement in a movement activity or lesson. |
| **17** | **Title:** Music Through Children’s Literature  **Publication Year:** 1993  **Author/Editor:** Donna B. Levene  **Publisher:** Teacher Ideas Press  **ISBN #** 1563080214  **Cost:** $27.00 | This book is designed for teaching flexibility, as the lessons can be easily adapted according to a teacher's level of musical proficiency and time limitations. The various sections cover rhythm, melody, form, instruments, music history, and dance forms, with activities involving singing, playing instruments, chanting, and movement. The goal of the book is to develop music appreciation among students through folk songs, poetry, stories, and picture books with strong musical themes. | Music Through Children’s Literature is another go-to lesson and song resource. The songs included are categorized by a content they are meant to achieve, such as rhythm, melody, form, style, and others. Each song has an in-depth analysis of the song, and some even have illustrations (by Susan Stoeher) that would be attractive to young students. Furthermore, the analyses include key vocabulary words and sample questions to help the students understand the form and concepts of each piece. Many of the folk songs in this book can be found in the Teacher’s Edition textbooks from class, so the content here could easily be used to supplement the material in other texts. |
| **18** | **Title:** The Arts Go To School  **Publication Year:** 2004  **Author/Editor:** David Booth and Masayuki Hachiya  **Publisher:** Pembroke Publishers Limited  **ISBN #** 1-55138-175-3  **Cost:** $19.50 | This book discusses how the arts impact every aspect of learning. There is a section in this book for each of the arts disciplines and how to incorporate them in classes of other disciplines. The activities included are meant to be student driven and to help implement every aspect of the arts into both the curriculum and everyday life. | This resource is more about theory behind arts teaching, rather than elementary general music. While not specific to music, I feel it’s still an important resource. There was one specific statement that stood out to me: “The arts demand engagement. To being with, you *mix* the paint, *play* the CD, *watch* the film, *wear* the mask, *join* the circle, *sing* the song.” Moreover, I think music teachers sometimes forget that they’re teaching just *one* of the arts. As music educators, it’s our job to give our students the best education we can in as many ways as we can. That education must be linked to the other arts as well as all the other scholastic disciplines in order to fulfill National Standard #8. The book puts an emphasis on incorporating the arts in non-arts disciplines, which I think will be vital in developing a balanced curriculum in our public schools. |
| **19** | **Title:** Teach Your Kids About Music  **Publication Year:** 1994  **Author/Editor:** Ruby Chroninger  **Publisher:** Walker and Company  **ISBN #** 0802774105  **Cost:** $19.30 | The book is written for parents and teachers of young children (preschool through third grade). It combines the teaching of music with the language, poetry, and rhyme of children’s literature. While this book doesn’t necessarily touch on the technical or theoretical aspects of music, it does make fantastic connections between musical concepts and literature. | The book has some great appendices with resources in general children's literature and children's literature about music, as well as a brief discography. The book is truly meant for non-musical parents or parents with limited knowledge about music to be able to introduce and expose musical concepts to their children. However, I think the connections it makes between literature and music make it an excellent supplement for a general music teacher. The book would also be great to recommend to parents with young children who want to participate in music and literature based activities at home. While not strictly musical, it’s a handy resource for incorporating more literature in the general music classroom. |
| **20** | **Title:** Rhythm Workshop  **Publication Year:** 1993  **Author/Editor:** Clark A. Chaffee  **Publisher:** J. Weston Walch  **ISBN #** 0-8251-2349-6 (handbook) and 0-8251-2290-2 (workbook)  **Cost: $**19.95 each | This book serves to help instrumentalists and vocalists of any age understand rhythmic aspects of music. The handbook has all the support material needed for using the workbook, along with lesson plans and sample questions. The questions and activities in the workbook progress like modern-day method books introduce note values from simple to complex. | Though slightly outdated, I still found this book collection to be rather useful. The workbook/student edition has *many* worksheets for assessing students’ understanding of rhythm and note values. The teacher’s guide is more or less an answer key, but it also has sample lesson plans for incorporating the workbook into the classroom. While not necessarily meant for early elementary, a 4th, 5th, or 6th grade general music class could greatly benefit from the worksheets included in this book. I would include this as a supplement to other rhythm activities, and would most likely modify the lesson plans or worksheets as I saw fit. |