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Textbook Review Paper

The textbook is important to both students and teachers. Using a good textbook can help students successfully train themselves on information that teachers are giving to them, reinforce information that may be unclear to them, and be a useful guide in school to get the most for the education. Often textbooks can be very helpful to the teacher as well. Textbooks can give teachers good strategies and learning techniques that can help reinforce the information that educators are trying to give to the students. Using textbooks should be a part of any given curriculum. In the research ahead, I will take a deeper look into Silver*Burdetts' "*Making Music*", Grade Two book and what information is addressed inside.

Before thoroughly reading the textbook I would have believed that the concepts addressed inside this book would be of basic nature and not a lot of information and concepts being addressed. Even in the first unit of the textbook more than nine concepts were addressed within the unit including, pitch, melodic direction, rhythm, rhythmic patterns, rests, beat, body percussion and more. This textbook addressed many concepts that are necessary for a successful education in music that will be reinforced later in the general music classroom and other music based classrooms as well. Also available to the teacher are secondary elements that can also be addressed inside the lesson if needed.

Covering musical skills in your classroom is an important tool that can help further your students' musical experience. Using this textbook as a guideline you're able to help give your students a broad variety of learning experiences through reading,

listening, movement, singing, playing, and creating. Also with the primary skill, secondary skills are addressed as well. Exposing the student to as many skills as possible will help the student remember the information that is given to him or her. There are several types of activities that are suggested to the teacher to help utilize these skills. Through examples like listening lessons, allowing students to create rhythmic responses using takadimi and others you as the teacher can give all students a chance to learning information in a way that will be most successful to them.

One thing I was most impressed about was how the national standards were addressed in this edition. As soon as I opened the textbook there is a chart provided to the teacher with the standards on them and subsections to those standards that can help the teacher enforce the standard. Space for notes for the teachers to write their own ideas are also provided on this chart. Students need a well rounded education and using the national standards you can help provide a solid guideline to your students. Each individual lesson in the unit is addressed with standard and subsections that are associated with it. Following these national standard guidelines will give the student a good rounded education in music.

For each individual lesson, the textbook provides Cross Curriculum connections that you can bring into your classroom. Through use of Language Arts, the Related Arts, Culture, Social Studies, Music Styles, Math and even Science, all lessons in this textbook can be related to their grades curriculum through communication with your fellow teachers and extended use of the textbook. Each type of connection in the book leaves detailed information about various elements of the music and the rich history that entails with it.

Later in the textbook we begin to see more culturally rich music within the text. The book begins to discover other cultures and elements of these cultures that make this type of music unique to the student. The book discovers various styles of music, music that deals with different events and holidays and goes as far as to publish some songs, with English translation, in different languages to show the authenticity of the song. Before each unit begins the book gives each lesson a section of cultural connections that the teacher can use. Within these boxes, the teacher can find where in the students' curriculum this lesson can fall, school to home connections, how to build the skills learned through music and can help identify a spotlight to which the lesson can focus on.

In dealing with special needs or gifted students I had somewhat a difficult time seeing how the book approached these topics. I review the glossary to see if the book separated these issues into any sort of sub category. The book classifies these problems under "Meeting Individual Needs". I closely review each song and what needs each of these songs dealt with when it came to special needs. For example the song "Amarillo Armadillo" gives the teacher ideas to help students with Attention Deficit Hyperactivity Disorder (ADHD) stay on task when in the classroom. These ideas range from organization to letting the student know when he or she is off task or doing something they should not be. The way this book helps children with these special needs or are gifted are great ways to maintain a healthy environment in the classroom.

The activities that the book provides to the teacher allows for several types of teaching methods to be approached. Group based activities such as singing, listening and many more provide students various types of learning. Teachers can find activities that involve modeling, call and response, critical thinking and many more. Through the use

of these types of teaching styles students have several opportunities to understand the given information.

Assessment can be a difficult subject for a music teacher to approach. Through the use of the book you are given assessment ideas that you as the teacher can see if your students understand the given material for the grade level. The book breaks assessment into two separate categories; Performance/Observation and Written Assessment. For Performance/Observation based assessment the student is usually instructed to perform notes/pitches or rhythm patterns for the teacher of class. The Written assessment usually entails describing what the student has learned in class so far with reasonable accuracy and reflects what the students attitudes towards music are through the use of journals for example.. There are several different activities that the teacher can use for informal and formal assessment like mentioned before playing rhythmic or melodic patterns on various instruments or writing down the knowledge that the student has learned in the classroom so far.

The format of the textbook follows a theme based unit pattern as opposed to knowledge of skills from basic to advanced textbook. As we get farther to the back of the book the elements of music continue to become more advanced but at times seemed to be somewhat random. I would suggest for teachers to use the book to best fit there classroom. Using later lessons in the book can help reinforce concepts as opposed to following each lesson as it comes in the book.

A good quality of this textbook is the fact that lesson plan ideas are very abundant for each lesson. For each lesson there are several types of activities ranging from singing, writing, listening and many more that will help keep your students progress on

track and give the students multiple ways of learning so that everyone feels comfortable in the classroom.

There is a variety of music used in this textbook that is appropriate for the given grade level. The range of genres in the textbook uses familiar songs to the students as well as new songs for the students to learn. This textbook gives the student an entire unit based on other cultural songs that gives the student the opportunity to learn foreign languages and singing techniques. These types of songs can encourage the student to become more active in the music classroom and at participating.

For the teacher there are several supplementary materials available for use. Besides the recordings, teachers have a resource book, keyboard accompaniment book, Listening Maps and transparencies that can be used to help enrich the experience in the music classroom. These materials can help ease the amount of difficulty some students may have when understanding concepts and allow for easy learning in the classroom.

One of this textbooks supplemental material is the option of using recordings in the classroom. I found that these recordings were easy to use, and would be easy for the student to use as well as making listening enjoyable and fun at the same time. The recordings follow the lessons and musical concepts discussed in those lessons very well so that material you are teaching is reinforced to your students and they feel comfortable understanding what these concepts are. For students who may feel uncomfortable singing the recordings provide a solid foundation for them to feel comfortable listening and singing.

Being a second grade level textbook I would say that the material given is very age appropriate and provides various types of activities for the students. The musical

elements discussed in the textbook gives the students a solid background in music if followed correctly. With creative thinking, teachers can provide activities using the textbook that can reinforce elements of music while making it enjoyable at the same time.

I clearly remember in my elementary classroom viewing the textbook as a bland book with little to no appeal to it. When I received this textbook I was very impressed by the amount of color and images on the front cover. As I looked through it each pages caught my eye of images related to the lesson for the day, the given examples in the book and how easy the music was to clearly read. This textbook has done more than enough when it comes to overall appeal to the student. The overall visual package of this book is very update and a good tool for the students to use.

The material in the book is very user friendly and allows for easy following by the student. Nothing can be more frustrating that a student being unable to understand the textbook. Directions are clearly worded and easy to understand and the music itself is very clear and easy to follow. For this grade level these book elements are essential for success.

The physical aspects of the textbook are good in dealing with second graders. The text itself is not too big and easy to handle. At this grade level students can still be developing the motor skills necessary to hold objects properly. Making Music is well enough designed that the student will be able to correctly hold and carry the textbook with little or no problems.

In this investigation of this textbook I found that this specific textbook is a very good tool both for student and teacher. The ideas that the teacher is given can help students understand difficult musical concepts while making the lesson enjoyable at the

same time. The students can use the textbook as an excellent tool when understanding information. The appearance of the text is enjoyable to the eye which can alter a students overall attitude toward music. The textbook increases participation and involvement in the classroom while given the students various opportunities to learn information that can set a solid foundation for the student later in his or her musical career.

Citation

“Making Music – Grade 2; Teachers Edition”. Silver-Burdett. Copyright 2005.
Pearson Education.