



PUBLISHER QUESTIONNAIRE

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Title: Voices in Concert, Gr. 6-12

Course: M/J Chorus 1, M/J Chorus 2, M/J Chorus 3, Chorus 1, Chorus 2

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Author: Crocker et al

Grade Level: 6-12

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

Emily Crocker

Emily Holt Crocker taught public school music at all levels for 15 years in Texas. In 1989, she joined the music publishing industry and is now Vice President of Choral Publications for Hal Leonard Corporation in Milwaukee, the largest publisher of choral and classroom music publications in the world.

She founded the Vocal Arts Academy of Milwaukee in 2009, a youth choir for grades 7-12, dedicated to the performance of outstanding choral literature of all eras and styles and conducted that group until 2015. Previously, in 1994 she founded the Milwaukee Children's Choir and was artistic director of the group until 2009. While under her leadership, the choir grew from 35 members to over 400 and received acclaim for performances with the Milwaukee Symphony Orchestra, the Milwaukee Chamber Orchestra, the Milwaukee Youth Symphony Orchestra, the American Choral Directors Association, and internationally at festivals around the world. In addition, she established the MCC Harmony Program, with music instruction offered through the Boys and Girls Clubs of Greater Milwaukee and the Milwaukee Public Schools.

As a composer, Ms. Crocker's works have been performed around the world and she has received ASCAP awards for concert music since 1986. She is well known for her work in developing choral instructional materials and is an author of *Experiencing Choral Music*, choral textbook series for grades 6-12 and *Spotlight On Music*, music textbook series for grades K-8, both published by McGraw-Hill/Glencoe and *Essential Elements for Choir*, choral textbook series for grades 6-12, published by Hal Leonard.

The Civic Music Association of Milwaukee awarded her the Excellence in Youth Music award in 2002 and in 2009 the Distinguished Citizen Award – Professional in the Arts. She was named Distinguished Alumna for 2009 by the University of North Texas College of Music.

Rollo Dilworth

Rollo A. Dilworth is Professor of Music and Director of Choral Activities and Music Education at the North Park University School of Music in Chicago, Illinois. He also serves as director of the Music Institute of Chicago Children's Choir. In 2003, the University awarded Dilworth with the prestigious Zenos Hawkinson Award for Teaching Excellence and Campus Leadership. He holds a Bachelor of Science degree in Music Education from Case Western Reserve University, and a Master of Education Degree in Secondary Education from the University of Missouri-St. Louis, where he studied composition and choral music with Robert Ray. He received the Doctor of Music degree in conducting performance at Northwestern University where he studied conducting and composition with Robert A. Harris.

Additional composition teachers include Pauline Oliveros and Marta Ptaszynska. His choral compositions are a part of the Henry Leck Creating Artistry Choral Series with Hal Leonard Corporation and Colla Voce Music Company. He has also published pieces with the Santa Barbara Music Publishing Company as part of the Mary Alice Stollak Choral Series. Dilworth is a contributing author for the *Essential Elements for Choir* and the *Experiencing Choral Music* textbook series, both published by the Hal Leonard Corporation/Glencoe/McGraw-Hill Publications, and for

Music Express! Teachers Magazine. He has authored a book of choral warm-ups for elementary and secondary choral ensembles entitled *Choir Builders: Fundamental Techniques for Classroom and General Use*. Dilworth has taught choral music at all levels, and he has appeared as a guest conductor for numerous honors and all-state choirs.

In addition to composing music in the choral genre, his research interests are in the areas of African-American music and music education curriculum and instruction. Dilworth is an active member of the Music Educators National Conference (MENC), the National Association of Negro Musicians (NANM), the American Choral Directors Association (ACDA), and Chorus America. He is a member of the American Society of Composers, Authors and Publishers (ASCAP).

Lynne Gackle

Lynne Gackle currently is Professor of Ensembles and Associate Director of Choral Activities at Baylor University (Waco, TX) where she conducts the Baylor Bella Voce and the Baylor Concert Choir. Dr. Gackle is an active clinician, conductor and adjudicator for choral clinics, honor choirs, workshops and festivals throughout the United States and abroad. Dr. Gackle has conducted All-State choirs in 28 states, several divisional ACDA honor choirs and two ACDA national honor choirs. She has served as president of ACDA-Florida and the ACDA's Southern Division. She is the author of *Finding Ophelia's Voice*, *Opening Ophelia's Heart: Nurturing the Adolescent Female Voice*, published by Heritage Music Press and was a contributing author to the GIA publication, *Conducting Women's Choirs: Strategies for Success*. Dr. Gackle received her BME from Louisiana State University and her MM and Ph.D. from the University of Miami in Coral Gables, Florida.

Kari Gilbertson

Kari Gilbertson has been teaching choral music for the last 24 years and has teaching experience at the elementary, middle school, and high school levels, currently serving as Head Choir Director at Lake Highlands High School in Richardson ISD. In addition to being teacher mentor, Ms. Gilbertson is an active performer and soloist in community, church, and professional choirs. She was a contributing author for the Glencoe textbook series *Experiencing Choral Music* and the McGraw-Hill Elementary series *Spotlight on Music*. Ms. Gilbertson is an active staff development presenter, adjudicator, clinician, and honor choir conductor throughout the country. She holds a graduate degree from Southern Methodist University.

Henry Leck

Henry Leck is the Director of Choral Activities at Butler University and also the Founder and Artistic Director of the Indianapolis Children's Choir. He earned his bachelor's degree at the University of Wisconsin and his master's in choral conducting at Indiana University. He has been honored as the Outstanding University Music Educator of the Year (1992) and with the Indiana Arts Commission Governor's Arts Award (2007). He has been published by Colla Voce, Hal Leonard, and McGraw-Hill on several series including *Experiencing Choral Music*, *Vocal Techniques for the Young Singer*, and *The Boy's (Changing) Expanding Voice: Take the High Road*. He specializes in vocal techniques for the young singer, the boy's changing voice, and children's choirs.

Michael O'Hern

Michel O'Hern taught choral music at the High School and the Jr. High Level for 31 years. He retired from Lake Highlands High School as Director of Choral Activities in May of 2013. A graduate of West Texas State University, Mr. O'Hern is a past president of the Texas Choral Directors Association, and has served as choral vice president of the Texas Music Adjudicators Association. He was a contributing author for the Hal Leonard textbook series, "Essential Elements for Choir" and was a lead high school author of "Experiencing Choral Music" and for "Voices in Concert."

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

Voices in Concert is designed to build music literacy and promote vocal development for all students, Grades 6-12, and voice categories. It is a carefully sequenced program that provides students with opportunities to gain

knowledge of musical literature and its place in history and culture. It also allows students to develop their musical skills and conceptual understanding and encourages the refinement of listening skills to improve individual and group performances.

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.)

Voices in Concert (Grades 6-12) is a new choral program embodying the latest in choral music education research, trends, and pedagogy—all anchored on choral music literature from a wide range of composers and publishers representing many genres, periods, styles of music. The series was developed by Hal Leonard Corporation, the world's largest print music publisher and recognized market leader in choral music publishing for schools. The author team consists of nationally-recognized leaders in the field of choral music education who brought years of experience in teaching, supervising, performance practice, and music research to the development of the program.

Voices in Concert provides students with a meaningful, motivating choral music experience, while assisting teachers with teaching the fundamentals of choral music knowledge and skills. Voices in Concert is designed to enhance student learning while reducing teacher preparation time. It is also designed to build music literacy and promote vocal development for all students and voice categories. The series is comprised of beginning, intermediate, proficient, and advanced-level choral literature for various voice groupings: unison, 2-Part/3-Part mixed, treble, and tenor/bass. This comprehensive choral music program includes student texts, sequenced lesson plans, sight-singing lesson plans and texts for students, and rehearsal and performance audio recordings.

Students are exposed to high-quality, challenging musical literature. The range of composers and publishers ensure variety and allows for various skills and concepts to be developed with each new piece. The selections are chosen to motivate and excite students. In addition, the pieces are presented in a sequential manner, providing students with a developmental process for learning to read music.

The lessons in Voices in Concert inform the students of the objectives at the beginning of each lesson and provide evaluation activities at the end. In these activities, students create rubrics and critique their own performance to determine what level of success has been achieved. Through this process, students also identify their next challenge.

The vocal and theory exercises develop skills that are necessary for successful performance. Rhythmic, melodic, and articulation skills are developed as needed. To further that growth, the program offers Artistic Expression opportunities for students explore interpretive aspects of music making. Students are encouraged to suggest their own ideas for phrasing and dynamics. Conceptual understanding is built throughout the teaching/learning sequence, as a performance is prepared.

Throughout the series, students are encouraged to develop listening skills and to use those skills to improve individual and group performance. Through careful listening and constructive critique of their own work, students gradually become more discriminating about the quality of performance and the impact on the audience.

Sight-Singing lessons are provided at each level and voicing, and present students with basic skills of music notation and sight-singing. These Sight-Singing activities facilitate the learning of new concepts through exercises, combinable lines, speech choruses, and original sight-singing practice songs.

Major Tool - Student Components

Describe each of the components, including a format description.

Student Experience

The online Student Experience offers a wealth of octavos, listening selections, and other music activities in a student-engaging, 21st Century format.

- Include a multitude of pieces of choral literature and listening selections in a variety of styles
- Include a multitude of sight-singing pieces at each level and voicing
- Presentation slides are connected with the online student narrative
- Lessons, presentation slides, activities, and media can be accessed by the student anywhere through ConnectED

Student Choral Music and Sight-Singing Books

Leveles 1-4, all voicings

- Include octavo notation
- 8.5" x 11"; softbound; black and white pages, also included as interactive eBooks

Major Tool - Teacher Components

Describe each of the components, including a format description.

Teacher Experience

The Teacher Experience is organized for flexibility and easy planning

- Feature an abundance of teaching strategies for reaching special learners, curriculum links, movement extensions, program ideas, and in-depth lesson planners
- Lessons, presentation slides, activities, and media can be accessed anywhere through ConnectED

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.

Music Studio Marketplace

Additional materials to supplement your curriculum, such as: Pop and Contemporary, Movement, Folk and Traditional, Developing Music Reading and Literacy Skills, Patriotic and Holiday Songs, Music from Around Our World, Music Theatre International Musicals.

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.

Each course in this program is intended to be taught over two semesters. Since there is an increasing non-conformity of minutes per week that fine arts classes are taught, the program is designed to be flexible. The organization of choral literature allows teachers to teach lessons/literature in any order to match any schedule or curriculum.

The Student Experience in Voices in Concert is organized within the context of typical school year.

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.

See 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: Voices in Concert is new to the market.

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

None