Interactive Music powered by Silver Burdett incorporates the rich tradition and history of a company that has served the music education profession for more than 130 years. Because this experience has been merged with applications of the most recent theory and research on music teaching and learning, teachers may safely rely on the curriculum, instructional models, and methods that comprise the program. The strong, empirical base of Interactive Music powered by Silver Burdett is strengthened by the large number of authors and academics who are themselves researchers in music teaching and learning. Many of them have specialized in and contributed to significant areas of music scholarship such as curriculum design, perception, acquisition of music skills, and repertoire for music learning. Authors for Orff Process, Listening Maps, Child Voice, Adolescent Voice, technology, and other specific areas have helped to shape the program.

Interactive Music powered by Silver Burdett was designed, researched, and tested to incorporate the fundamentals of music education. Criteria used in developing all features of the program represent a merger of traditions with recent research on music learning and practical application. Each member of the carefully selected team of program authors has professional recognition for expertise as a teacher and researcher. In addition, leaders from specialized methodologies and interests served as authors for distinctive lesson sequences, instrumental arrangements, and unique features.
Interactive Music powered by Silver Burdett reflects the strengths of its authors, the findings from recognized research studies, and the advice of special panels of teachers in the field who identified specific needs and also a strong desire for creative approaches to link music instruction with other curriculum areas. These authors include:

**Dr. Lynn Brinckmeyer** is Professor of Music and Director of Choral Music Education at Texas State University in San Marcos. She is Co-founder and Artistic Director of the Hill Country Youth Chorus for singers from ages 7-16. This program serves boys and girls from diverse cultural and economic backgrounds. Dr. Brinckmeyer is also in demand as a clinician and all-state conductor for children’s choirs and middle school choirs. In addition to her university activities, Dr. Brinckmeyer served as President of the National Association for Music Education, formerly MENC, as chair of the Council of Past National Presidents, and as the General Music Curriculum Chair for the Washington Music Educators Association.

**Amy Burns** is a PK-5 General and Instrument Music Educator, Chorus Director, and Performing Arts Manager at Far Hills Country Day School in Far Hills, New Jersey. During the summers, she is an adjunct music education/music technology professor at universities including Central Connecticut State University, William Paterson University, and Montclair State University. Amy has served as President of TI:ME, the organization for Technology in Music Education, and remains an active participant and contributor. She has been a member of TI:ME’s Board of Directors and was the recipient of their first TI:ME Teacher of the Year award in 2005 for her contributions of integrating technology into the elementary music classroom. She has authored many articles for journals and newsletters.
Dr. Patricia Shehan Campbell is an internationally recognized teacher and scholar in the fields of music education and ethnomusicology. At the University of Washington, she teaches courses in both areas. She began her professional work in K-8 music, and maintains her interests through research and curricular projects in schools in addition to teaching. Her specialized studies in Dalcroze and world music pedagogy have allowed her rich experiences in songs and dances from many lands. Professional recognition of Dr. Campbell’s leadership role in both music education and ethnomusicology is shown by her positions as a member of the board of Smithsonian Folkways and as an officer in the International Society for Music Education, the Society for Ethnomusicology, and The College Music Society. Her specialized study of children’s music and dances established her as a leading author, co-author, and editor of professional journal articles, collections, and textbooks.

Dr. Audrey Cardany is Assistant Professor of Music at the University of Rhode Island, in Kingston, teaching undergraduate and graduate courses in music education and directing the University Chorus. Dr. Cardany is also the Director of Community Music and Education for the Chorus of Westerly, in Westerly, Rhode Island where she teaches musicianship to singers of all ages. She began her teaching career in vocal and PK-8 general music and has continued the emphasis with specializations for pre-school music and with certifications for both Orff-Schülwerk and Kodály pedagogies. The Maryland State Department of Education selected Dr. Cardany to present her research on technology and learning at the state’s Early Childhood Care and Research Forum. As a regular presenter for Kodály certification courses, she assists with teacher training courses and conducts the choral ensemble. She has authored research in peer-reviewed music education journals.
**Dr. Shelly Cooper** serves as Music Education Area Coordinator and teaches undergraduate and graduate music education courses in the School of Music at the University of Arizona. She is a recipient of the University of Arizona’s “1885 Society Distinguished Scholar Award.” Dr. Cooper is known for her work in early childhood education and the Kodály method. She teaches Kodály Certification Courses at Arizona State University and the University of New Mexico. Through her research and outreach activities, she is actively involved with preschool and elementary-age students. Her primary teaching and research interests include music acquisition in children, children as composers, and historical aspects of music education. In addition, Dr. Cooper is the editor of *General Music Today*, Book/Media Review Editor for the *Journal of Historical Research in Music Education*, and serves as Director of the *Desert Skies Symposium on Research in Music Education*. She has numerous articles published in music education journals and was a contributing author to *The New Grove Dictionary of American Music II*.

**Anne Fennell** is the Creative Arts Chair and Instrumental and Music Composition Teacher at Mission Vista High School in Vista, CA. She holds a Bachelor’s in Music Education, a Masters In Leadership Studies, Orff-Schulwerk certification for levels I, II, and III and has additional training and certifications in world music studies, Character Education, Gifted and Talented Education, and Cross-Cultural Language and Academic Development. Her experiences includes 29 years of teaching K-8 integrated arts and music, leading performance ensembles in civic and professional organizations and national conferences, and teaching three steel drum ensembles and three levels of music composition, grades 9-12. In the fall of 2015, Anne was a keynote speaker at the first China Conference for Music Education in Shanghai, addressing the
Whole Musician, followed by workshops in music composition. She was a Sub-Committee Music Writing Team member for the National Core Arts Music Standards and is a 2016-2018 member of the NAfME General Music Education Council and a member and 2016-2018 Chair Elect for the NAfME IN-ovations Council.

Sanna Longden is widely recognized as a leading world dance clinician, multicultural movement educator, and presenter for local, state, and regional professional development workshops and sessions. She is a featured presenter at conferences across the United States and abroad, as well as serving as a resident artist in North American Schools. In 2012, she received the National Folk Organization’s Preserving Our Heritage Award for her significant and lasting contributions to the field of folk arts, and was also honored by the Illinois Alliance for Arts Education with its Service Recognition Award for Dance Artist. Ms. Longden is a longtime member of professional movement and ethnic dance organizations. She maintains membership in the American Orff-Schulwerk Association and is often a featured presenter at AOSA sponsored events, as well as for Kodály and physical education conferences. Sanna’s interest in and experience with world cultures has led to her focus and emphasis on cultural backgrounds for folk dances and ethnic music games, the relationship of traditional music accompaniments, and the development of age-appropriate teaching styles and procedures.

Dr. Rochelle Mann has a record of outstanding service to the music education profession and is recognized for her artistry in flute performance. She was named a Featured Scholar at Fort Lewis College where she served as Chair of the Music Department and Dean of Arts, Humanities, and Social Sciences. Dr. Mann holds the title Professor Emerita of Music and continues to be a strong advocate for quality music education at all levels. She is a specialist in
the Kodály concept, and has taught Kodály Certification courses at Arizona State, Portland State, and Texas Tech Universities. A former teacher on the Navajo reservation, she frequently includes Native American music and traditions in her presentations at workshops and conferences. Dr. Mann recently retired from her position as Artistic Director of the Durango, Colorado Children’s Chorale—one of the featured choirs at a recent OAKE convention. She continues to serve as a clinician and guest conductor of children’s honor choirs throughout the country. Her publications include arrangements and compositions for children’s voices as well as professional journal articles that promote innovative teaching techniques.

**Dr. Nan L. McDonald** is Professor of Music and Coordinator of Music Education at San Diego State University School of Music and Dance. With over 25 years of K-8 music teaching and professional arts performance for children, Dr. McDonald coordinates the SDSU Music Education Fellowship (MEF). She also works with music and arts specialists and K-8 classroom teachers in inner city classrooms. Dr. McDonald was twice elected State Executive Vice President for the California Music Educators Association and was further honored by CMEA as University Music Educator of the Year. San Diego State University recognized her contributions with the Distinguished Faculty “Monty Award.” She twice received an Outstanding Faculty Award from the School of Music and Dance and was one of five awardees campus-wide of the 2011 SDSU President’s Leadership Fund for Faculty Excellence for her body of work. Dr. McDonald is an active researcher/writer. Her most recent solo publication is *Handbook for K-8 Arts Integration: Purposeful Planning Across the Curriculum* (2010, Pearson Allyn & Bacon). As a leading national authority in literacy-based Arts Integration within K-8 curriculum, music classroom discipline and management, integrated arts and music across the K-8 curriculum, Dr.
McDonald is an active presenter at professional development workshops for teachers and administrators across the country.

**Dr. Martina Miranda** is involved in teacher preparation courses for undergraduate and graduate students, including general music methods, inclusive music classroom approaches, and student teaching supervision. She also works with current music teachers seeking professional development through graduate coursework related to teacher reflection and examination of pedagogical practice. Dr. Miranda has established national recognition as a general music and early childhood specialist. Her research addresses developmentally appropriate teaching and learning practices for general music classrooms. In an application of that research, she collaborates with local music teachers to create student practicum experiences that promote understanding children’s individual musical understanding and expression. In addition to national conference and workshop presentations, Dr. Miranda continues to present on the district and state levels. She draws on a blend of expertise from 16 years of PK-6 general music teaching, Orff and Kodály training, and special project work in area schools to inform suggestions for classroom practice. Areas of focus include musical exploration, creative movement, imaginative play and story-based listening experiences.

**Dr. Sandra Stauffer** teaches both undergraduate and graduate courses for present and future music teachers. She serves as Coordinator of Graduate Studies in Music Education at Arizona State University and is also the administrator of their summer Kodály and Orff certification programs. The university named her its first Evelyn Smith Professor of Music and one of its Outstanding Graduate Mentors. Dr. Stauffer is a recognized professional leader for general music at the elementary and middle school levels. As a university faculty member, she
continues her active involvement with K–8 students both as a volunteer and through her research. Dr. Stauffer extended the focus of her recent research on student creativity in music to different ways of including acoustic sounds and technology programs to improvise and compose in classrooms and ensembles. She has received grants from major commercial and professional organizations for special studies and projects and has a lengthy list of publications based on her work. In addition to Dr. Stauffer’s involvement as an internationally respected music education clinician and as a consultant for professional development workshops and curriculum projects, she is a featured presenter at local, state, and national conferences. She has authored journal articles on creativity, music listening, assessment, and music teacher preparation.

Phyllis Thomas has taught elementary music for twenty-four years, the last fifteen of which have been at Bridlewood Elementary School, part of the Lewisville (Texas) Independent School District. She has served as a lead teacher for the elementary music program with special responsibilities on the Advocacy, Curriculum, and Assessment committees and for the Grade 5 LISD Honor Choir. She has completed three levels of Kodály training and one level of Orff training. In addition to her selection as “Teacher of the Year” for her campus for the 1999-2000 school year, she has received honors from the district. She is a 2010 recipient of the Lewisville Foundation Award and was designated as a “Model Technology Classroom” Teacher (2008), and a SMART Exemplary Educator (2010-present). Mrs. Thomas is a frequent presenter for technology and SMART Board sessions at district, state, and regional workshops and conferences across the country. She has been a featured clinician for the Elementary Division at Arkansas ACDA convention, the Texas Music Educators Association (TMEA), the regional and
state Texas Computer Education Association (TCEA) conferences, and the national TI:ME convention.

**Charlie Tighe** is the music specialist at Murdock Elementary School in Cobb County, Georgia. Charlie is an active choral director and clinician and has conducted both adult and children’s choruses throughout the Southeast. A National Board Certified Teacher, his children’s chorus was featured twice at the Georgia Music Educators Association State Convention and at the national convention of the American Orff Schulwerk Association. He is active in Orff Schulwerk throughout the United States, and has presented workshops to parents, classroom teachers, principals, and fellow music teachers. He is the course director and Level I Instructor for the Dekalb County Orff Course. For eight years, he was adjunct faculty at New Jersey City University, where he taught Orff Levels, movement, and recorder. Charlie has extensive experience in teaching choral and general music in elementary and secondary schools. He has written several works for choirs and has organized and conducted choral festivals throughout the Southeast. Charlie has served as the District Elementary Chair for the Georgia Music Educators Association and served on the board of the Atlanta Chapter of the American Orff Schulwerk Association.

**Dr. Maribeth Yoder-White** has taught choral and general music education in Pre-K through university settings at public and private institutions. She has a distinguished record as a choral clinician and has conducted state and regional elementary, middle, and high school honors choruses throughout the country. The North Carolina American Choral Directors Association awarded Yoder-White the Lara Hoggard Award for distinguished service in choral music in North Carolina. An active educational consultant, Yoder-White presents professional
development for teachers through workshops, demonstration lessons, and arts-integrated curriculum design. Dr. Yoder-White is a recognized Orff-Schulwerk specialist who teaches Orff-Schulwerk teacher education courses and presents professional development sessions for school districts and at state, regional, national, and international conferences. Dr. Yoder-White has served in leadership with many professional organizations including serving as President of the Southern Division of the National Association for Music Education, President of the North Carolina Music Educators Association, and President of the North Carolina American Choral Directors Association.

Below is some of the published research including research by Interactive Music powered by Silver Burdett authors that has influenced the development of the program.


Campbell, Patricia Shehan, Creative Arts, Education, and Culture in Global Perspective. (2014). In Samuel Leong and Bo Wah Leung, editors. *Arts and Education in Greater China*. Amsterdam: Springer Press.


In addition to the research cited above, Pearson conducted a number of market research studies throughout the development of Interactive Music powered by Silver Burdett including studies to explore trends in music education. During sessions held across the country, music teachers had the opportunity to review features of the program and provide feedback to a non-employee, moderator. The data collected were carefully considered during the development of the program.

Finally, music teachers were asked to complete song surveys to ensure the song selections in Interactive Music powered by Silver Burdett are developmentally appropriate and appealing to students. These surveys also included basic information about how teachers choose songs for their classroom.
Interactive Music powered by Silver Burdett is a research-based program that reflects pedagogical theory and practice in music education as evidenced by a review of the literature. The authorship team used this research-base as they created Interactive Music powered by Silver Burdett.