



connect<sup>®</sup>MASTER

**Maestro for Music Appreciation**

**ONLINE LEARNING  
WITHOUT COMPROMISE**



*“I think this is an invaluable resource for the modern college teacher!”*

**AMY C. CHRISTENSEN**  
IOWA STATE UNIVERSITY

*“The Maestro platform is incredibly helpful for how I teach this course. I’ve been trying to teach the concepts with modern music for a while and this [is] a much easier way to do so.”*

**INSTRUCTOR**  
TRI-COUNTY TECHNICAL COLLEGE

## **CONNECT MASTER: MAESTRO FOR MUSIC APPRECIATION**

is an immersive learning experience that engages students by moving them from simply hearing music to *actively listening* to music and putting them in charge of their learning.

**This approach breaks free from the traditional canon so you can curate transformative and accessible musical exploration for your students. Weave music from the present, the past, your local community, and the broader world with *Maestro*.**

### **HOW IT WORKS**

**Maestro consists of content aligned around a variety of eras, styles, genres, and cultures.**

It encourages higher levels of thinking through active student engagement. You can inspire your students to *freely explore the building blocks of music* through Maestro's adaptive learning approach. They become active participants in their own musical development.

*“Excellent use of technology with flexible options for faculty to evaluate and support student learning.”*

**DR. PHILLIP THOMAS**  
ASSOCIATE DEAN OF SCHOOL OF MUSIC, LEE UNIVERSITY

*“This has the best suite of tools I’ve seen.”*

**DR. SIMON FINK**  
THE VILLAGE SCHOOL

# BUILDING COURSEWORK FOR STUDENTS:

## CONFIGURE THE CONTENT FOR YOUR UNIQUE APPROACH.

Select and reorganize assignments and determine how much you want to cover. You can incorporate fresh musical works and content, such as more coverage of popular music genres and styles and additional composers, from semester to semester, year to year.

*Maestro's* content pool will expand and flex to meet the needs of changing approaches to the course. New coverage and listening examples are released seamlessly for you to opt into if you choose—no more edition changes!

The screenshot displays a user interface for configuring course content. On the left, a list of music categories is shown with checkboxes and selection counts. The 'Islamic Music' category is selected, and its details are expanded to show a specific concept: 'Recall elements, characteristics and genres of Islamic music.' Below this, there are links for 'Preview: Sample Question' and 'Practice: Islamic Music: Characteristics'. Other categories include Celtic Music (0 of 1 selected), Music of Oceania (1 of 1 selected), Sub-Saharan African Music (1 of 1 selected), Music of the Native Cultures of North America (1 of 1 selected), Caribbean Music (1 of 1 selected), and Music from South America and Mexico (1 of 1 selected). On the right, the 'Assignment Scope' is defined as '13 - 20 minutes' and '11 concepts (max. 250)'. A vertical slider with '+' and '-' buttons is positioned below the scope information. At the bottom of the interface, a grey banner contains the text 'Maestro evolves as culture evolves'.

Category	Selection Status
Islamic Music	1 of 1 concept selected
Celtic Music	0 of 1 concept selected
Music of Oceania	1 of 1 concept selected
Sub-Saharan African Music	1 of 1 concept selected
Music of the Native Cultures of North America	1 of 1 concept selected
Caribbean Music	1 of 1 concept selected
Music from South America and Mexico	1 of 1 concept selected

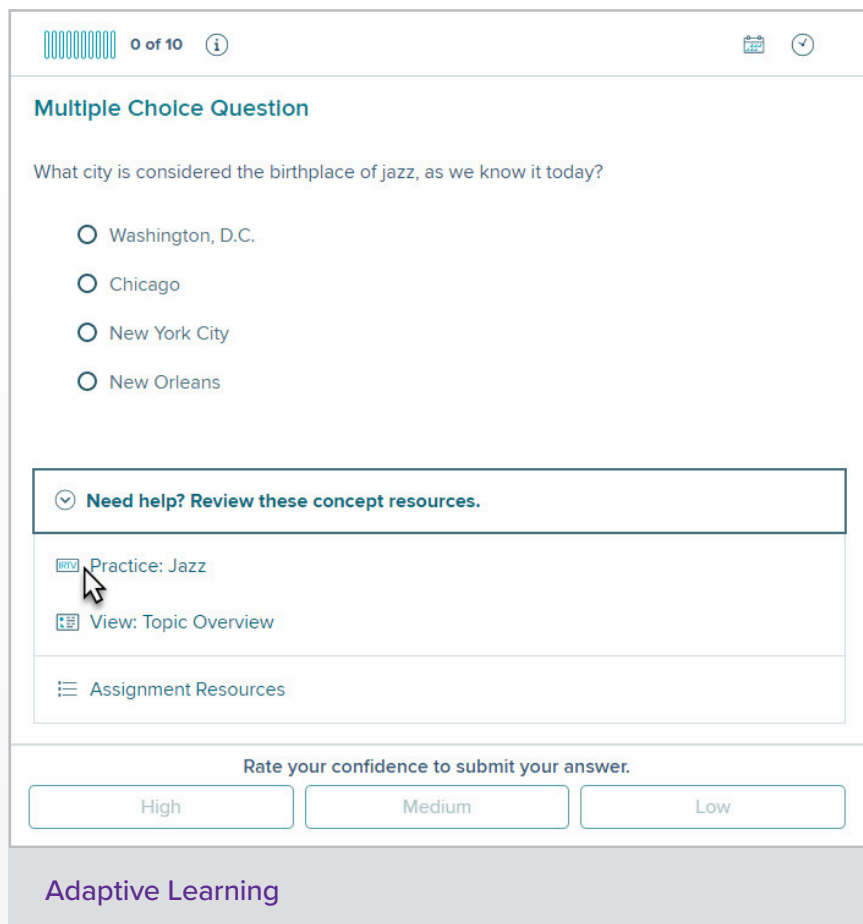
**Assignment Scope**  
13 - 20 minutes  
11 concepts (max. 250)

Maestro evolves as culture evolves

## ENGAGE STUDENTS WITH ACTIVE LEARNING.

Help your students learn the vocabulary, history, and cultural foundations of the music you chose. Introduce students to your personalized content in a low-pressure environment. Connect Master adapts to each student's learning, providing the opportunity to practice an enhanced understanding of core concepts.

Students will receive immediate feedback and just-in-time learning resources, such as slides and short videos, to review and build understanding.



The screenshot shows a digital learning interface. At the top, there is a progress indicator with a bar chart and the text "0 of 10" and an information icon. Below this is the title "Multiple Choice Question". The question text reads: "What city is considered the birthplace of jazz, as we know it today?". There are four radio button options: "Washington, D.C.", "Chicago", "New York City", and "New Orleans". Below the options is a box with a dropdown arrow and the text "Need help? Review these concept resources.". This box is expanded to show three items: "Practice: Jazz" with a video icon, "View: Topic Overview" with a document icon, and "Assignment Resources" with a list icon. At the bottom of the question area, there is a prompt "Rate your confidence to submit your answer." followed by three buttons labeled "High", "Medium", and "Low". The entire interface is set against a light gray background with a purple footer area.



*"I am very excited about the ability to tailor the course to the way that I teach and to present the concepts more clearly with various learning tools and options for the students. This IS exciting!"*

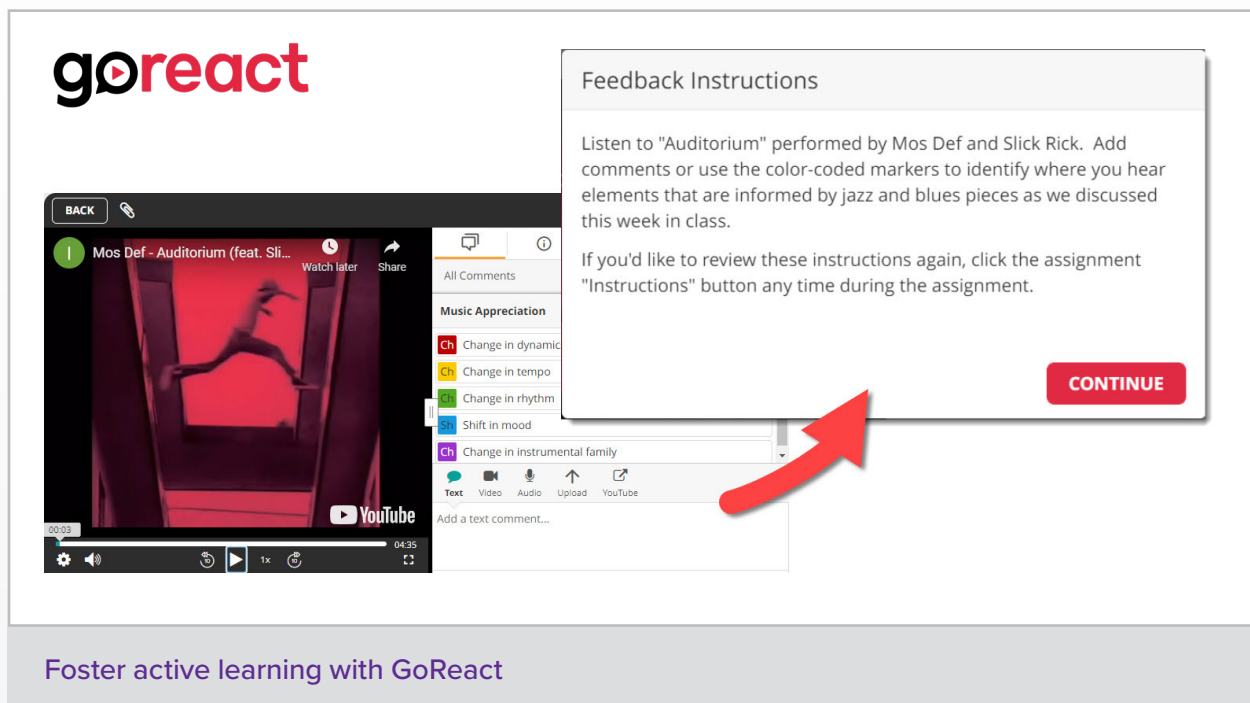
**KAREN MCCALL DALE**  
ASSOCIATE PROFESSOR OF MUSIC,  
CLEVELAND STATE COMMUNITY COLLEGE

## VIDEO LISTENING GUIDES

### INCORPORATE THE MUSIC AND PERFORMANCES OF YOUR CHOICE.

Use groundbreaking tools that allow you to draw from videos in your own collection or online and invite students to apply concepts to them. Assign students to watch videos and apply their developing music vocabulary using in-line commenting or pre-populated stamps.

Design interactive and real-world opportunities for your students to personally understand, practice and apply the skills and core concepts you select. With GoReact and Writing Assignment Plus, your students practice their critical listening skills with relevant artists who inspire them.



The screenshot displays the GoReact interface. On the left, a video player shows a performance by Mos Def - Auditorium (feat. Slick Rick). The video player includes a 'BACK' button, a 'Watch later' button, and a 'Share' button. Below the video player is a 'Music Appreciation' section with a list of color-coded markers: 'Ch' Change in dynamic, 'Ch' Change in tempo, 'Ch' Change in rhythm, 'Sh' Shift in mood, and 'Ch' Change in instrumental family. A red arrow points from the 'CONTINUE' button in the 'Feedback Instructions' box to the 'Add a text comment...' field in the video player's comment section.

**goreact**

**Feedback Instructions**

Listen to "Auditorium" performed by Mos Def and Slick Rick. Add comments or use the color-coded markers to identify where you hear elements that are informed by jazz and blues pieces as we discussed this week in class.

If you'd like to review these instructions again, click the assignment "Instructions" button any time during the assignment.

**CONTINUE**

**Foster active learning with GoReact**



*"This is hands-down the best implementation I have seen of active listening in an online format. The exercise essentially mirrors what I have students write about... but this format is extremely engaging, AND the time stamps help students identify what is happening, and when."*

**NATALKA PAVLOVSKY**  
ROWAN COLLEGE SOUTH JERSEY

## VIDEO CAPTURE BY GOREACT PROVIDES ENDLESS POSSIBILITIES.

Video Capture by GoReact inspires your students to create their own curated listening guides or upload your own to expand on concepts, examples, and relevance. With GoReact, the possibilities are endless! With our customizable rubrics, time-coded comments, and visual markers, students can annotate the musical elements and concepts they're learning at exactly the right moment to help improve their active learning and listening skills.

The image displays two overlapping screenshots from the GoReact platform. The top screenshot shows a rubric titled "Video Performance Group Discussion" with a "Basic Completion Rubric". It contains two questions: "How many comments did the student give in the assignment?" (0/6) and "What was the overall quality of the comments?" (0/4). The bottom screenshot shows a student comment interface with a text input field, a list of musical terms (st, sk, ca, ph, re, co, st, le, se, wo), and a toolbar with icons for Text, Video, Audio, Upload, YouTube, Library, and End Note. A grey bar at the bottom of the interface reads "Performance Discussions Powered by GoReact".

**Video Performance Group Discussion**  
Basic Completion Rubric

**How many comments did the student give in the assignment?** 0 / 6  
The assignment requirement was to give at least 3.

0 1 2 3+  
0 2 4 6

**What was the overall quality of the comments?** 0 / 4  
Did the comments demonstrate that the student was able to apply musical terminology to the piece being analyzed?

Poor/NA Fair Good Very Good Excellent  
0 1 2 3 4

**Additional instructor comments:**  
Type response...

01:13 **Andrew Blue:** le legato

03:31 **Hillary Green:** co contrasting phrase  
staccato

st sk ca ph re co st le se wo

Text Video Audio Upload YouTube Library End Note

Add a text comment...

Performance Discussions Powered by GoReact

# SUPPORT FOR ACTIVE LISTENING

## WRITING ASSIGNMENT PLUS ALSO HELPS IMPROVE STUDENT WRITING.

Writing Assignment Plus is a perfect fit for concert and performance reports. You grade for the things most important to you while we check for grammar and originality. Writing Assignment Plus gives you the power to assess students, sections, courses, and entire writing programs all in one place. With pre-loaded prompts and rubrics, you can have your students writing in no time.

The screenshot shows a web interface for a writing assignment titled "Performance Report: World Music". At the top, it indicates "Final submission" and "Final Submission Due: 12/31/21 11:59 PM EST". The prompt asks students to describe a performance and comment on their aesthetic understanding, with a specific bullet point: "Where is the ensemble from geographically, and what culture or historical period does it represent?". The interface includes a rich text editor with a toolbar (Paragraph, Times N..., 12pt, Bold, Italic, Underline, Bulleted List, Numbered List, Indent, etc.) and a "Tools" sidebar with a "Check Grammar and Writing" button. The text in the editor reads: "The piece I enjoyed most was a one-movement work in rondo form, with various tempos. This symphonic poem was written in 1895—during the romantic era, when program music was prominent—and is based on a German folk tale about a famous prankster. Strauss uses the rondo form as a framework for the episodes of Till's adventures: after each prank, Till laughs at his pursuers and saunters off. When he is finally caught and hanged, his last gesture is to thumb his nose at his executioners. Although the piece deals with death, and such unhappy programs are usually in minor, I hear this composition start in minor but end in major. The meter varies, as does". The "Tools" sidebar shows "Grammar and Writing" errors found: 3, with a list of corrections: "This", "hanged", and "basically". At the bottom, there are "Save and Exit" and "Submit" buttons.

Performance Report: World Music

1

Final submission ⓘ

Final Submission Due: 12/31/21 11:59 PM EST Status: Final Submission in progress

**Prompt:** Attend or view a performance by a world music ensemble or solo performer. Describe your experience, and comment on your aesthetic understanding of the performance, paying particular attention to the following concepts:

View more

- Where is the ensemble from geographically, and what culture or historical period does it represent?

View Rubric

Add or View Attachments Saved ⓘ 49250/50000 characters remaining

Edit Insert Format Table

Paragraph Times N... 12pt **B** *I* U ☰ ☷ ☹ ☰ ☷ ☹ ...

The piece I enjoyed most was a one-movement work in rondo form, with various tempos. This symphonic poem was written in 1895—during the romantic era, when program music was prominent—and is based on a German folk tale about a famous prankster. Strauss uses the rondo form as a framework for the episodes of Till's adventures: after each prank, Till laughs at his pursuers and saunters off. When he is finally caught and hanged, his last gesture is to thumb his nose at his executioners. Although the piece deals with death, and such unhappy programs are usually in minor, I hear this composition start in minor but end in major. The meter varies, as does

Words: 129

Save and Exit Submit

**Tools**

Grammar and Writing ⓘ

Check Grammar and Writing

Grammar and writing errors found: 3

This

hanged

basically

Writing Assignment

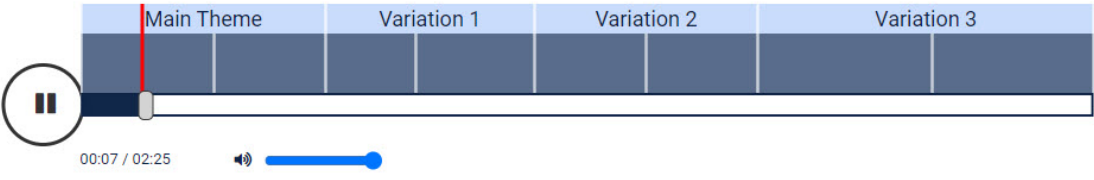


## ASSIGNABLE LISTENING GUIDES.

Introduce students to familiar and new music with a repertoire of works in the form of interactive listening guides with foundational, cultural, and historical coverage and a variety of listening activities aligned to these guides.

The guides and activities form a listening experience for gaining knowledge about works, identifying them, critically analyzing them, and comparing them. Students can then apply these skills to works they encounter beyond class.

**"Farewell," from *Crouching Tiger, Hidden Dragon***  
Tan Dun  
Film music, 2000



Main Theme  
00:00  
00:35

00:00  
00:19

The work begins with a pick-up note in the solo cello, which introduces the "Farewell" melody. Its first interval of an open fifth, from the pitch D to A, reflects the traditional tuning of the erhu. These resonant open strings on the cello allow the instrument to project a rich and sonorous tone. The lyrical lines of the melody, and of the orchestral string accompaniment, contrast with the rhythmically active percussion instruments.

From hearing to active listening



*"Nice! Students new to writing about music in an academic way struggle with the concert report. Many of our students enter college with extremely low verbal and writing skills. Offering instant online assistance is brilliant."*

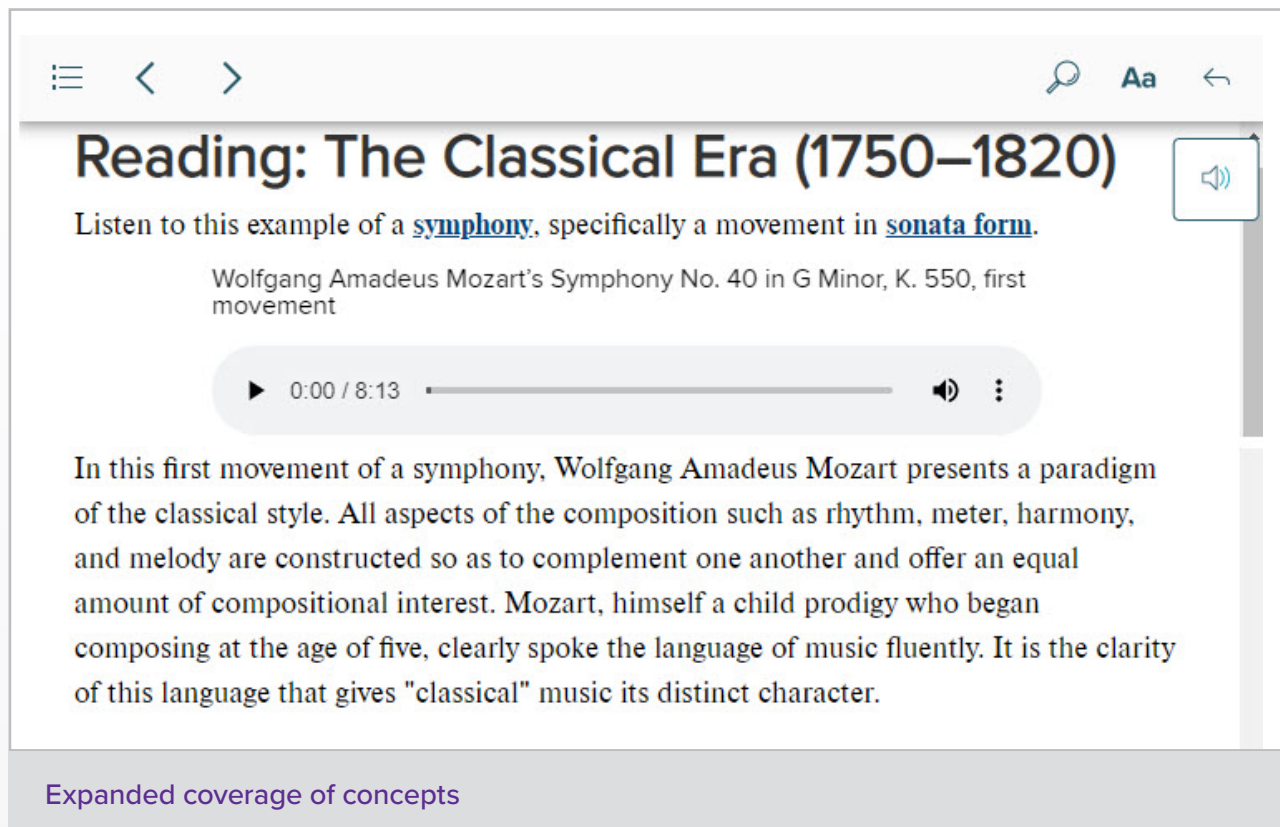
**CINDY J. WHITE**  
THREE RIVERS COLLEGE

## OPTIONAL READINGS WITH EMBEDDED AUDIO

### INCORPORATE A LINEAR NARRATIVE WITH SUPPLEMENTAL READINGS.

For instructors who want a little more narrative content to assign, look no further than the supplemental eBook readings that can be assigned in any order. These readings complement Adaptive Learning Assignments.

The readings can be used as reference by students or assigned by instructors looking for more or varied coverage of concepts in addition to Adaptive Learning.



The screenshot shows a digital reading interface. At the top, there are navigation icons: a hamburger menu, left and right arrows, a search icon, 'Aa' for font settings, and a back arrow. The main heading is 'Reading: The Classical Era (1750–1820)'. Below the heading is a text block: 'Listen to this example of a [symphony](#), specifically a movement in [sonata form](#).' Below this is an audio player for 'Wolfgang Amadeus Mozart's Symphony No. 40 in G Minor, K. 550, first movement'. The audio player shows a progress bar at 0:00 / 8:13. Below the audio player is a paragraph of text: 'In this first movement of a symphony, Wolfgang Amadeus Mozart presents a paradigm of the classical style. All aspects of the composition such as rhythm, meter, harmony, and melody are constructed so as to complement one another and offer an equal amount of compositional interest. Mozart, himself a child prodigy who began composing at the age of five, clearly spoke the language of music fluently. It is the clarity of this language that gives "classical" music its distinct character.'

Expanded coverage of concepts



*"I appreciate the multimodal engagement, from conventional textual readings to direct artist interactions with works of music. I appreciate the depth into which the materials move the learner into the historical contexts of the works—the artistic movements and some of the sociopolitical dimensions of history informing the music of different periods and of different composers."*

MUSIC INSTRUCTOR, MONTCLAIR STATE UNIVERSITY

## **INSTRUCTORS INTERESTED IN THIS PRODUCT ARE PROVIDED WITH SUPPORT AT EVERY STEP:**

- Customizable lecture PowerPoints
- High-level training and support from the McGraw Hill team
- Student-facing video explaining product
- Sample syllabi for multiple course configurations: chronological, genre-based, combined, etc.
- Full instructor's planning guide with teaching strategies and active learning ideas for each module
- Access to media bank aligned with module content
- Fully built course that you can customize to your needs
- Prebuilt course content maps for multiple configurations: chronological, genre-based, combined, etc.
- GoReact assignment guide for application and setup



[www.mheducation.com/highered/  
support/connect](http://www.mheducation.com/highered/support/connect)

*"This is a good tool for developing student ability to listen to music critically and show their mastery of learning concepts in an interactive way."*

**WARREN "TIM" ARNOLD**  
SPARTANBURG COMMUNITY COLLEGE

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Fundamentals and Elements of Music

Pre-1600

Baroque Era

Classical Era

Romantic Era

Early Twentieth Century

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World Music

BONUS: Regular and seamless content updates



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Maestro for Music Appreciation

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