CMS ᴛʜᴇ COLLEGE MUSIC SOCIETY

ATMI
Association for Technology in Music Instruction

Pi Kappa Lambda

The College Music Society
Association for Technology in Music Instruction
Pi Kappa Lambda

National Conferences
September 23–26, 2010

Marriott Minneapolis City Center
Minneapolis, Minnesota

Beyond Fifty
CMS

SATURDAY, SEPTEMBER 25

7:00 a.m. – 3:30 p.m. **CMS/ATMI/PKL Conference Registration**	**Atrium**
8:00 a.m. – 3:30 p.m. **Exhibitor Tables Open**	**Atrium**

8:00–8:55 a.m.   **Ballroom 3**
The Music of Messiaen
Session Chair: Francesca M. Arnone
(West Virginia University–Morgantown)

8:00   PAPER: *Word and Sound: Messiaen's Web of Symbolism in the Commentary and Music of "Vingt Regards sur l'Enfant-Jésus"*
Jennifer L. Donelson (Nova Southeastern University)

8:30   PERFORMANCE: *"Chants de Terre et de Ciel"–Olivier Messiaen*
Virginia Sublett (North Dakota State University)
Jihye Sung (North Dakota State University)

8:00–8:55 a.m.   **Excelsior Bay**
Preparing the Academic Résumé
8:00   FORUM: *Student Forum on Preparing the Academic Résumé*
Moderator: James R. Briscoe (Butler University)
David Blake (State University of New York–Stony Brook)
Aaron Carter-Cohn (University of Texas–San Antonio)
Timothy Cooper (University of Tennessee–Knoxville)
Joice Waterhouse Gibson (Metropolitan State College of Denver)
Joseph S. Plazak (The Ohio State University)
Gabriela Praetzel (University of Nebraska–Lincoln)
Keegan T. Watson (Butler University)

8:00–9:25 a.m.   **Ballroom 4**
Technology and the General Music Classroom
Session Chair: Alfred Johnson
(City University of New York–Medgar Evers College)

8:00   PAPER: *Recreating the Secondary General Music Classroom for the 21st Century Learner: Teaching Music Through Composition with Technology*
Barbara Freedman (Greenwich High School)

8:55   PAPER: *Trends in Non-Musician Teacher Choices for Using Music in the Classroom*
Richard Repp (Full Sail University)

8:00–9:25 a.m.   **Wayzata Bay**
Engaging Performance
Session Chair: Jerry Luckhardt (University of Minnesota–Twin Cities)
8:00   WORKSHOP: *Communication and Engagement: Innovative Approaches for Performance Curriculum*
Jennifer L. Snow (University of California–Los Angeles)

9:00   LECTURE-RECITAL: *Music Ed Meets Performance: Effective High School Visits by University Faculty*
Moran Woodwind Quintet (University of Nebraska–Lincoln):
John Bailey, flute
William McMullen, oboe
Diane Barger, clarinet
Jeffrey McCray, bassoon
Alan Mattingly, horn

Trends in Nonmusician Teacher Choices for Using Music in the Classroom

Richard Repp, Ph.D.
Association for Technology in Music instruction
Conference
September 25, 2010

Background

- I had taught music majors
- How to apply musical concepts to those with no training
- Have to do so in an online setting
- Only one month

EMDT Program is

- Education Media Design and Technology Master of Science
- Mostly not musicians (89%)
- Mostly practicing teachers
- Some instructional designers
- More technically literate then average teacher

Goals

- Get them producing <u>original</u> music for use in classroom or multimedia
- Using music illegally
- Fair use
- Not clip music

Procedures

- Introduce them to basic musical concepts
- Start them arranging song with software
- Basic recording techniques
- Looping
- Producing educational project
- *(Slides on each)*

Basic musical concepts

- Melody, harmony, rhythm, timbre, pitch
- Surprisingly challenging for some
- Starclass
- <u>Creatingmusic.com</u> first composition
- <u>MusicTheory.net</u> used very little

Start them arranging

- Magic GarageBand
- Explore and describe genres
- Arrange songs by choosing instruments
- Explain their choices
- Advanced students can add their own voice or instruments

Basic recording techniques

- Learn to do a basic vocal track
- Usually spoken (rap?)
- Recording a song
  - Setting levels
  - Punching
  - Top and tail
  - Tasteful effects

Looping

- Basic looping techniques in GarageBand
- Produce intro/credits music for multimedia project
- Musical branding
- Ducking
- Fades
- Timing

Producing educational project

- Final project for course
- Self developed
- Music contain original music
- Must have educational impact
- Documented by lesson/project plan
- Must meet career goals

Methodology

- Students submit a proposal with plans for project
- Asked to categorize planned project in 6 categories (next slide)
- Numerical analysis
- N=294, 8 classes over last 8 months
- Counting of categories

Categories

- 1. Music as mood-setting or background in the classroom.
- 2. Original compositions to teach subject matter.
- 3. Music as background, bumpers, or transitions in multimedia projects.
- 4. Projects involving students' interacting with music in the classroom to promote memorization or other learning.
- 5. Projects involving students' composing or arranging music
- 6. Multimedia to teach music.
- 7. Other (describe)

Nonmusician Results

n=262

- 1. Music as mood-setting or background in the classroom. n=28, 11%
- 2. Original compositions to teach subject matter. n=108, 41%
- 3. Music background/bumpers/transitions in multimedia projects. n=19, 7%
- 4. students' interacting with music in the classroom. n=70, 27%
- 5. Projects involving students' composing or arranging music. n=25, 10%
- 6. Multimedia to teach music. n= 7, 27%
- 7. Other. n=5, 2%
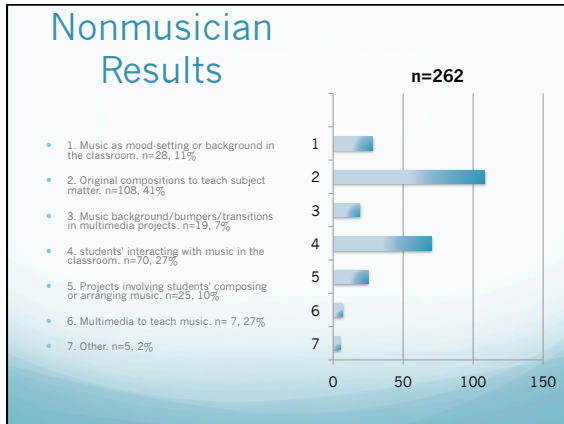
Music in the classroom

- In classroom (Categories 1+4+5) n=123 (48%)
- Not necessarily in class (2+3+6) n=143 (52%)

- *Category 7 (other) omitted, new N=257 from now on in this section*

Music as "wallpaper"

- Cat 1 Music as mood-setting or background in the classroom + Cat 3 Music as background, bumpers, or transitions in multimedia projects.
- Wallpaper n=47 18%
- More substantial n=201 82%
- Instructor preference toward non-wallpaper music could have skewed data

Smaller categories

- Student composition n=25 10%
- Teaching music multimedia n=7 3%
- Data flawed because of overlapping categories, more actually taught music
- Remember, these are not the music teachers!

Musicians versus non

- 262 (89%) Nonmusicians 32 (11%) Musicians
- Statistical analysis lacks reliability because questions designed for nonmusicians
- More likely to teach about music, but surprising number taught other subjects (n=9+ 28%+ data flawed)
- Less likely to choose "wallpaper" categories n=1 3%
- No more likely to teach student composition n=3 9%

Challenges

- Loopy, no bridge, no timbre variation, static drums
- Inconsistent music
- Loops do not match harmonically
- Too thin/too busy
- Noisy recordings
- Click track in recording
- Effects
- Voiceover masked
- Panning

Examples

- Second Life concert
- Facebook page

Conclusions

- Nonmusicians can produce effective original educational music related projects using simple software
- The amount of training necessary to use modern software is not unreasonable

Thank you

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