

Graduate Course Number: 7373

Course Title: Popular Music, Songwriting, and Technology in the K-12 Music Classroom

Days/Times of Online/Zoom Meetings: This course is Asynchronous - June 5 - July 28, 2023

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3 graduate credits

Instructor with phone number, email address, and office hours:

Stefani Langol slangol@vandercook.edu

Office hours are available via Zoom, Mondays, 10am-11am EST, and by appointment.

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Student Engagement Statement: Each week contains reading, videos, hands-on projects, discussion, and peer feedback. Projects are designed to be flexible so that participants can develop resources relevant to their specific teaching situation. It is expected that an electronic portfolio containing all completed work for the course will be submitted at the end of the course. Participants should be prepared to spend 6-9 hours each week to complete all weekly course content and assignments.

Course Description:

Making musical connections through popular music can unlock students' understanding of

music fundamentals, provide avenues for deep listening and analysis, and provide direct

connection to creating and performing. This course will explore different approaches to incorporating popular music in the classroom and look at a variety of computer and cloud-based music creation applications and resources that can be used to facilitate listening and responding, creating, and performing. Applications explored in the class will include Noteflight, Soundtrap, and Ableton Live Note, as well as myriad online

resources. This course is designed for middle school and high school general music, but all grade levels are welcome.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate and describe current popular music education theories and models • Effectively use YouTube, Spotify and Soundcloud and other online listening sources for song analysis and songwriting inspiration • Employ myriad songwriting strategies and approaches through the use of technology • Describe approaches for incorporating popular music into a variety of ensemble formats • Develop lesson resources and strategies for immediate use in your teaching 	<ul style="list-style-type: none"> • Weekly assignments • Discussion posts • Project sharing • Peer feedback • ePortfolio of completed work

Program-Level Outcomes Addressed: *The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Program-Level Outcomes:*

Professionalism in Teaching

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Strength in Character

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Assessment:

Weekly Assignments: 50%

Weekly Reflections: 25%

Final Wakelet Portfolio: 25%

Grading Breakdown:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 & below

Course Requirements:

- This course requires a Schoology account
- A Journal – This can be a notebook or a digital journal
- Access to a Mac, PC, or Chromebook, connected to the Internet. Basic computer skills are required, such as setting up accounts with a username and password, basic typing skills, uploading and downloading files, and familiarity with using the Internet.
- Soundtrap EDU (free access will be provided – Details provided in course materials)
- Noteflight Learn ((free access will be provided – Details provided in course materials)
- Wakelet account (free)
- Ableton Note – iOS app (\$5.99) Details provided in course materials.
 - Alternative: GarageBand iOS
 - **NOTE:** These are both iOS only apps.
- Google Workspace and YouTube accounts
- Myriad free cloud-apps and online resources. Details provided in course materials.
- Wired Headphones – NOTE: Bluetooth headphones can be used for listening only, but wired headphones are required for recording in a DAW

Helpful, but optional:

- Spotify or Apple Music

- Voice Memos on your phone

An inexpensive USB microphone, such as:

- M-Audio Uber Mic - <https://bhpho.to/3dpVN8z>
- Rode NT-USB Mini USB Mic - <https://bit.ly/3lZyJ0X>

An inexpensive MIDI Controller, such as

- Native Instruments M32 - <https://bit.ly/3N8gGSb>
- M-Audio Keystation 49 - <https://bit.ly/2Z8Dd8D>

Course Bibliography:

Holley, Steve, et al. *Action-Based Approaches in Popular Music Education*. Denver, Mclemore Avenue Music Fflat Books, 2021.

This book is in digital format, and can be purchased at the following link:

<https://fflat-books.com/product/action-based-approaches-in-popular-music-education/>

Course Calendar or Schedule:

Week 1 – Getting Started

- Course Overview and Expectations
- Creating Your Wakelet portfolio
- What is Popular Music Education and Why Should we Care?
- Creative Thinking in Music
- The tools we will use:
- Soundtrap
- Ableton Note/GarageBand iOS
- Noteflight
- Account setup

Assignment 1.1: Weekly Reflection #1

Week 2 – Using a DAW for Facilitating Creativity

- Why Use a DAW?
- Soundtrap Overview
- Ableton Note/GarageBand iOS
- Loops
- Software Instruments

- Audio
- Automation
- Effects
- Collaboration
- Sharing

Assignment 2.1: Create a loop-based composition in Soundtrap that demonstrates the use of techniques discussed in this lesson.

Assignment 2.2: Weekly Reflection #2

Week 3 – Basic Principles of Songwriting – Form and Rhythm

- The Fundamentals of Music
- Listening and Song Analysis
- Thinking in Sound
- Songwriting Prompts
- Traditional vs Popular Music Song Form
- Working with Form
 - Blues, ABA, Rondo, Theme and Variation, Verse-Chorus-Bridge, Other
- Working with Rhythm
 - Exploring Different Drum Grooves
 - Meter
- Creating Your Own Drum Grooves with a Beat Maker

Assignment 3.1: Create a drum and percussion song that demonstrates a simple form of your choice.

Assignment 3.2: Weekly Reflection #3

Week 4 - Basic Principles of Songwriting – Melody and Harmony

- Notation – Noteflight Learn Basics
- Types of Melodic Movement
- Strategies for Developing Melodies
- Melodic Rhythm
- Modalities
- Tonic and Dominant Songs
- Common Chord Progressions
- Texture and Layering

Assignment 4.1: Continue to develop your song from Assignment 3.1 by creating and adding a melody and harmonic progression

Assignment 4.2: Weekly Reflection #4

Week 5 - Basic Principles of Songwriting – Lyrics and Lyric Writing

- Inspiration for Lyrics
- The Purpose of Lyrics
- Styles of Lyric Writing
- Prosody
- Writing to a Prompt
- Free Writing

Assignment 5.1: Continue to develop your song from Assignment 4.1 by adding lyrics.

Assignment 5.2: Weekly Reflection #5

Week 6 – Online Resources for Creative Inspiration and Expression

- ChordChord
- HookTheory
- Chrome Music Lab-Song Maker
- Ableton Learning Music
- WhoSampled – Sampling

Assignment 6.1: Develop a songwriting lesson strategy based on one of the resources from this lesson.

Assignment 6.2: Weekly Reflection #6

Assignment 6.3: Continue to refine your song from Assignment 5.1

Week 7 – Popular Music in the Ensemble

- Creating Opportunities
- Blending Teaching and Learning Approaches
- What is the role of Notation?

Assignment 7.1: Continue to refine your song from Assignment 5.1

Assignment 7.2: Weekly Reflection #7

Week 8 – Putting it All Together

- Project Ideas
- Curriculum Resources
- Developing Your Own Lessons and Curriculum
- Assessing Student Work

Assignment 8.1: Culminating Project – Develop a lesson plan that incorporates some aspect of the songwriting, performance and technology concepts addressed in this course that is relevant for your teaching position.

Assignment 8.2: Finish and Submit your Final Portfolio containing all writing, music projects, and lesson content developed during the course.

Attendance Policy: This course is asynchronous. Schoology will be updated every Sunday with the next week's assignments and resources. Participants are expected to check Schoology for updates.

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program.

Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.

- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”