

NMMEA ALL STATE CLINIC 1/9/15  
Technology in the Music Classroom  
Sponsored by John Wagner Recording Studios  
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- I. What does the future of teaching music look like?
  - A. What types of occupations are available to a musician?
  - B. Does music have any value?
  - C. Is musical experience enjoyable?
  - D. Is it healthy?
  - E. Is it social?
  - F. Does it make you a better person? A happier person?
  - G. Can it increase your chances of employment in other areas?
  - H. How does music affect technology?
  - I. How does technology affect music?
  
- II. Music Technology is a set of tools
  - A. Making music—technology plays an important role
    - 1. Electronic instruments
    - 2. PA systems
    - 3. Composing/Arranging/Orchestrating
    - 4. Recording
  - B. Teaching music—technology can be a powerful tool
    - 1. Listening
    - 2. Practice
  
- III. Music is still the goal
  - A. Computers do not replace the ability to understand and perform music
  - B. Technology is a motivator (great for recruitment)
    - 1. Using technology to teach students without a music background
    - 2. How learning to use recording equipment leads to the need to become musicians
  - C. Technology is a mirror for the student (we often lie to ourselves about how good we are)
    - 1. Using technology to teach students with a music background—recording makes you better
    - 2. Students listen more critically to their performances (so do teachers)
    - 3. Students deal with the elements of music in their recordings
      - a. Editing recordings (especially with MIDI piano rolls)
      - b. Practicing to perfect their recorded performances (often with a metronome)
      - c. Making musical decisions about their recorded performances
      - d. Creating their own music (composing, arranging, orchestrating, editing, mixing/balancing, eliminating masking)
    - 4. Teachers improve listening skills and the ability to communicate to students about the details of music

- D. Ideas for the use of technology in the music classroom
  - 1. Solo and Ensemble students record their music several times prior to festival, to critique and improve their playing
  - 2. Students record a band arrangement the ensemble is preparing, one part at a time, on individual tracks, to make a study recording of the piece
  - 3. Use a practice loop to practice either a written part or an improvisation
  - 4. Deconstruct and reconstruct an existing recorded piece
  - 5. Record your group
  
- IV. LAB: Clinic participant volunteer play a short tune on keyboard, to a metronome
  - 1. Project recording in piano roll view for clinic
  - 2. Edit pitch, volume, duration, attack, instrument sound, tempo
  - 3. Convert to notation
  
- V. Basic equipment needs
  - A. Computer, speakers, audio/MIDI interface, MIDI instrument, microphone(s), cables
  - B. Sound mixer
  - C. Recording studio—room(s) treated for ideal recording conditions
  
- IV. Resources
  - A. Huber, David Miles, and Runstein, Robert E. *Modern Recording Techniques*, 7<sup>th</sup> ed. Boston: Focal Press, 2010.
  - B. Music stores specializing in technology, e.g. Grandma's Music and Sound
  - C. Wenger manual on design of music facilities
  - D. Recording studios—for advice