

foundry10 DIGITAL MUSIC

2016 APPROACH

OVERVIEW

- ▶ What do we want to know?
- ▶ How do we do it?
- ▶ The Movement
- ▶ What Our Movement Looks Like
- ▶ Calling People to Action
- ▶ Steps to Getting There
- ▶ Refining the Curricula

WHAT DO WE WANT TO KNOW?

- ▶ What are the advantages of learning digital music?
- ▶ What are the best approaches from traditional music we can apply to digital music?
- ▶ How can we reach a sense of achievement in students most effectively?

HOW DO WE KNOW IT?

- ▶ Listening - video observation data, before and after program
- ▶ Performance - Melodics rhythm trainer tests skill level and give metrics on lessons completed
- ▶ Knowledge - test knowledge of visual programming, science of sound and music, storytelling, music theory - *short answer questions in survey*
- ▶ Composition - how many students complete a composition they are happy to share? (*survey and capstone event*)

THE MOVEMENT

- ▶ Digital music appeals to a different audience of students than traditional music and builds skills in performance, visual programming concepts, science of sound and music, music theory, digital storytelling, and audio engineering.

WHAT DOES MOMENTUM LOOK LIKE?

- ▶ More teachers bringing digital music to their school and classroom
- ▶ Digital music performances and publishing by students (sharing)
- ▶ Student retention and engagement

HOW DO YOU CALL PEOPLE TO ACTION?

- ▶ Build music teacher and student network
- ▶ Provide resources to lower barrier of entry to digital music for students
- ▶ Show the advantages of digital music through data and student projects
- ▶ Build music performance skills and create space for practice
- ▶ Invest in motivated students with track record
- ▶ Build influence and audience through social media

STEPS TO GETTING THERE (OVERVIEW)

- ▶ Lower the Barrier to Entry
- ▶ Refining Curricula
- ▶ Run Curricula
- ▶ Hold Collaborative Experimental Monthly Special Events
- ▶ Collect Data
- ▶ Share Data and Student Creations
- ▶ Build Influence and Network (Local and Global)

LOWERING THE BARRIER TO ENTRY

- ▶ Hardware - Computer, Push
- ▶ Software - Ableton, samples
- ▶ Knowledge - Curriculum, mentors, learning resources
- ▶ Time and Practice - devotion to craft
- ▶ Audience - Opportunities to share and perform
- ▶ Other extrinsic motivations?

REFINING CURRICULA, PART 1

- ▶ Shorter, intensive programs have been most effective
- ▶ Month long formats, focused on 4 Pedagogies of digital music:
 - ▶ Listening - direct observation data of music analysis
 - ▶ Performance - social collaborative environments, i.e. Digital Drum Circle, Time and opportunities for practice, Melodics Rhythm Trainer - course and performance skill data
 - ▶ Sound Design - building sonic environments
 - ▶ Composition - linear and dynamic song forms, performing and improvising remixes

REFINING CURRICULA, PART 2

- ▶ Applying traditional music techniques
 - ▶ developing performance ability before composition
 - ▶ rehearsals, performances, capstones
 - ▶ competitions and cyphers
 - ▶ approaching Push as an instrument and tool

ONGOING STUDENT PROGRAMS Q1

- ▶ Producer's Club - Sammamish High School, Thursdays 3-5pm
January - May
- ▶ Magnuson Park Community Center - Thursdays 6-8pm
January
- ▶ Vera Project - Saturdays 12-2pm - March

SPECIAL EVENTS Q1

- ▶ January
 - ▶ Digital Drum Circle with Ableton Link
- ▶ February
 - ▶ Ambient Soundscapes - Lush Harmony and Sonic Environments
 - ▶ Los Angeles with Doug Wimbish at Behringer Studios
- ▶ March
 - ▶ All About that Bass - Sub Frequency Sound Design
- ▶ April
 - ▶ Junkyard Rhythm - Designing and Performing Drums

COLLECTING DATA

- ▶ Knowledge test - music theory, visual programming, physics
- ▶ Surveys - creative ownership, satisfaction
- ▶ Direct Observation - musical analysis, peer review
- ▶ Software trainer metrics - dexterity, musical performance ability
- ▶ Volume of publishing and performances

SHARING DATA

- ▶ Editorial
- ▶ Video
- ▶ Events and Conferences

BUILDING INFLUENCE

- ▶ Videos of Monthly Events
- ▶ Student videos
- ▶ Videos by Andrew
- ▶ Collaborating with software companies / social media
- ▶ Documenting and publishing student works
- ▶ Involvement with local radio
- ▶ Podcast