Music 497D: iEnsemble
Spring 2013
1:25 – 2:15 Mondays/Wednesdays
Theater 230

Instructor:	Ann Clements		Instructor:	Tom Cody
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I. Goals and Objectives

1. To broaden and strengthen students' understanding and application of song arrangement, improvisation, and composition skills.
2. To broaden students understanding of music technology through the exploration and study of music applications (music "apps").
3. To understand basic properties if synthesizer technology.
4. To provide student an opportunity to learn basic recording properties.
5. To expand student's perspective of what music is and how technology can help to alter or shape their definition of music.
6. To expand students' listening experiences in various styles of music.
7. To strength students' professional discourse, writing, and presentation skills.

II. Required Materials & Class Requirements

1. This course has a fee of $20.00.
   a. These funds will not be collected by the instructors. Instead, students will be asked to reserve their funds personally, and use them to purchase apps for various "your choice" assignments.
   b. If you choose to purchase applications that go beyond the fee and pushed apps, you will be responsible for the additional charges.
2. iPad or other "i" device.
   a. An iPad will be provided to each student enrolled in this course. The iPad is on loan to the student until the end of the course. The iPad must be returned to the instructor at **the last class meeting**, unless instructed otherwise.
   b. The student is responsible for any damage to the iPad that is beyond normal use. You must complete an *Equipment Release Form* in order to check this device out. If you have any difficulties with your device, please contact an instructor immediately.
   c. You are welcome to use your own "i" device if you choose to.
3. iTunes Account
   a. Each student must have access to an iTunes account and an Apple ID (part of the iTunes registration process). Throughout the course students will be asked to download various applications to their device through iTunes.
4. Various handouts and readings to be distributed in class, electronically, or placed on reserve in the library.
5. Citations for this course must follow APA guidelines. Information about this citation system can be found at: http://owl.english.purdue.edu/owl/resource/560/01/
6. YouTube Account
   a. You must understand how to upload video and audio to YouTube. The iEnsmeble Channel is http://www.youtube.com/user/PSUiEnsemble . The password will be distributed in class.

III. Disabled Student Services

The Pennsylvania State University School of Music is committed to ensuring facility and program access to students with either permanent or temporary disabilities through a variety of services and equipment. The Office for Disability Services (ODS) coordinates academic accommodations for enrolled students with documented disabilities. Should you need assistance from the ODS please contact them http://www.equity.psu.edu/ods/student/student.asp.   In addition please contact the course instructor so that they may be able to accommodate your special needs.

IV. Disclaimer

The instructors reserves the right to alter the given class schedule based on their perception of the educational needs of the class. This may include the addition or reduction of assignments and/or alterations to assigned readings, class discussions, or guest speaker presentations.

Part of this course is the study of popular music and culture. Lyrics to some songs used in class may be of an adult nature, contains adult themes and swearing. Video clips may include partial nudity. If you would prefer not to listen to these songs or watch the videos, please tell the instructor and an alternative assignment will be devised for you.

V. Class Attendance

As this course is offered to music education majors all students enrolled will be required to follow the music education attendance policy.

In order to prepare you for the real world of teaching, the following attendance policy is used for all music education courses. You will encounter similar policies while student teaching and when you are employed as a teacher.

1. Excused absences and excused tardies. An absence or tardy will be considered excused if you have spoken with the instructor, or have left a message via phone or email, *prior* to class time, notifying him/her that you will be absent or late. Most school districts require that you call by a certain time in the morning so they can arrange for a substitute teacher or class coverage. If you are tardy because a class, lesson or appointment with a faculty member runs long and you are unable to contact the instructor prior to class, you must see the instructor *immediately after* class to be considered for an excused tardy. You are allotted a reasonable number of excused absences and tardies, but the instructor reserves the right to reduce your grade appropriately for what is deemed to be an excessive number of excused absences and tardies (grade will be lowered one level for every excessive excused absence or tardy - example: "B+" becomes a "B").

2. Unexcused absences and unexcused tardies. An absence will be considered unexcused if you have not notified the instructor prior to the class period in question; a tardy will be considered unexcused if you have not notified the instructor by the end of the class period in question. Your course grade will be lowered one level (example: "B+" becomes a "B") for every unexcused absence or tardy. Neither is acceptable by school districts; and undocumented lateness or absence can lead to termination.

3. Professional release time. Absences resulting from school-sponsored ensemble performances and/or attendance at professional conferences will be considered "professional release time" and will not be counted towards your allowed number of excused absences/tardies. However, you must inform the instructor *prior* to that class about your absence, and you should not assume that the instructor knows you will not be there. Most school districts will approve such release time for performances or conferences, if given enough advance notice.

4.   <u>Special circumstances</u>. Any unusual circumstances that cause you to be late or absent, such as an extended illness or a death in the immediate family, must be discussed with the instructor and will be given separate consideration.

Schedule		
Week 1 Foundations *"Musician"*	1/7	**Introduction to Course** **Review of Syllabus** **Presentation on Musicians – Dr. Clements** Due Tuesday: Discussion #1
	1/9	**Who are we as Musicians?** **Results from Discussion Boards – Dr. Clements** **Soundscapes – Dr. Clements** Reading Due: Clements (2009) Due: Listening #1
Week 2 Foundations *"Music" &* *Games*	1/14	**Auditory Scene Analysis –Dr. Ballora** Due Tuesday: Discussion #2
	1/16	**Musical Games, Apps, and Technology** **Visiting Scholar, Mr. Chris Stubbs** **Distribution of iPads** **iPad Basics** Due: Listening #2
Week 3 *Synthesizers*	1/21 MLK	**MLK Day Celebrations – No Class** Due Tuesday: Discussion #3 (Mr. Stubbs)
	1/23	**Visiting Lecture – Mr. TK Lee** **Understanding Sound Synthesis** Due Wednesday: Listening #3 (Mr. Lee) <u>Bring Headphones*</u>
Week 4 *Synthesizers*	1/28	**Visiting Lecture – Mr. TK Lee** **Synthesis Continued** Due Tuesday: Discussion #4 (Mr. Lee) <u>Bring Headphones*</u>
	1/30	**MiniSynth Walkthrough (Mr. Cody & Mr. Lee)** **Project #1 – Synth Exercise (in class group work)** Due: Listening #4 <u>Bring Headphones*</u>
Week 5 *Synth in* *Action*	2/4	**iEnsemble Rehearsal – "In C"** Due Tuesday: Disucssion #5
	2/6	**Treasure Hunt for Apps!** **- 2/3 minute app presentations** Due: Project #2 – App Show and Tell Due: Listening #5
Week 6 *Garage Band &* *Individual* *Arrangements*	2/11	**Garage Band Basics (Dr. Clements and Mr. Cody)** **Experimentation and Individual Creation** Due Tuesday: Discussion #6
	2/13	**Discussion of Project #3 - Individual Arrangements** Due: Listening #6 Due: "Draft of 20 -30 second idea"
Week 7 *Performance* *and Texture*	2/18	**Live Performances of Project #3** Due Tuesday: Discussion #7 Due: Upload Project #3 to YouTube channel by start of class
	2/20	**Project #4 – Group Arrangements** Due: Listening #7

Week 8 *Groups*	2/25	**Project #4 – Group work** Due Tuesday: Discussion #8 Due: "Songs in Mind" for group project (not graded)
	2/27	**Project #4 Presentations - Live Performances** Due: Upload Project #4 to YouTube channel Due: Listening #8
Week 9 *Improvisation*	3/11	**Talking About Improv – Dr. Clements** **Improv Games – Mr. Cody** Due Tuesday: Discussion #9
	3/13	**Choose your Fate – Dr. Barsom's Improv Envelope Game** Due: Listening #9
Week 10 *Individual* *Composition*	3/18	**Project 5 Discussion** **– Individual Compositions (Dr. Clements/Mr. Cody)** Due Tuesday: Discussion #10
	3/20	**Outreach Project – Whole Class Discussion** Due: Listening #10
Week 11 *Group* *Composition*	3/25	**Project 6 Description (Dr. Clements)** **- Group Music/video project** Due Tuesday: Discussion #11
	3/27	**Project 6 – Group work** Due: Listening #11
Week 12 *Group and* *individual*	4/1	**Project 6 – Group work** Due Tuesday: Discussion #12
	4/3	**Project 5 - Individual Compositions, Live Performances** Due: Listening #12 Due: Upload Project #5 to YouTube channel
Week 13	4/8	**Green Screen/ Video Instruction** **Location, One Touch Studio, Knowledge Commons** **Pattee 1st Floor** Due Tuesday: Discussion #13
	4/10	**Project 6 – Group Work** ***Compositions MUST be completed by the end of class***
	4/13, Saturday	**2 hour block of time in recording studio** **(in-class sign up sheet)** **You must brin g your completed songs on a flash drive!**
Week 14	4/15	**Flex Time (Filming and Outreach) - TBD** Due Tuesday: Discussion #14
	4/17	**Flex Time (Filming and Outreach) - TBD**
Week 15	4/22	**Flex Time (Filming and Outreach) – TBD** Due Tuesday: Discussion #15
	4/24	Due: Upload of Project #6 to YouTube channel
Final Exam Date TBA (Outreach Project Completed)		

ASSIGNEMENTS

Grading Scale:

100-94 A	93-90 A-	89-86 B+	85-82 B	81-78 B-	77-74 C+
73-70 C	69-65 D				

Course Grading Breakdown:

Class Participation/Preparation and Pop Quizzes	5%
Rehearsal Participation/Preparation	5%
Discussion Question (1-15)	1.5% each = 22.5%
Listening Reports (1-12)	1.5% each = 18%
Project 1 – Mini Synth/In "C"	2%
Project 2 – Treasure Hunt for App	2%
Project 3 – Individual Arrangement	7.5%
Project 4 – Group Arrangement	8%
Project 5 – Individual Composition	8%
Project 6*	
- Musical Score	8%
- Video	6%
Outreach Project	8%

* Project 6 will not be graded without both the musical score and video submitted.

Participation – This is an interactive, experience-based course. Learning can only happen if you are present and prepared for class meetings. Participation and preparation is a significant part of your grade (equal to one full letter grade) and will be evaluated based on your contributions to discussion and your preparation for class as evidenced by your engagement in discussion.

GENERAL INFORMATION

1. Assignments are due at the beginning of the class meeting on the due date. Please follow in-class instructions for submission process. Late assignments will not be accepted for credit unless specified by the instructor. Absence is not an excuse, as all assignments can be submitted electronically. Please retain a copy of each assignment you turn in.

2. Every item you produce should reflect your highest level of professionalism. All written assignments should be typed/word processed and check thoroughly for spelling, grammatical and structural errors. Assignments not meeting a high standard of presentation will be returned for revision and resubmission.

3. All citation for this course should follow APA (6th Ed) style.

Assignments

Project 1 – MiniSynth

This is a project that will be completed in one class period. Details will be discussed in class.

Project 2 – Treasure Hunt

Using the app store and your "fee" funds, if necessary, select one musical app that you find interesting and that you feel may be of use in this course. This app can be an instrument, a game, a music processor or any other musical app you find. Please be prepared to demonstrate your app to the class. You must post the name of your chosen app, a brief description of the app, and a link to the app developers website to the class blog.

Project 3 – Individual Arrangement

Using a melody of your choosing (either a common tune or a melody extracted from a modern song), build a textural arrangement around it using rhythmic, harmonic and other melodic elements. Create two contrasting sections each with a different texture (either by using two halves of the melody or by repeating it, whichever is most appropriate).

Project 4 – Group Arrangement

Choose a known song and as a group rearrange it in a unique way. This can be instrumentation, genre, form, texture, style, rhythm, mode, harmony, melodic line, etc, or any combination of these factors. Be prepared to play your arrangement in class. Arrangements or videos of its performance should be uploaded to our YouTube channel.

Project 5 – Individual Composition

For this project you will create a short, original composition in Garageband with multiple-part texture and contrasting sections. You may use any sound source and audio processors available in Garageband to do this. Experimentation is preferred to "safe" solutions.

Project 6 – Group Composition and Video

As a group, members will collaborate to create a coherent composition using whatever apps they choose. Since this will include video, both should be considered together. Methods for making the piece will be suggested in class and any technique that actively involves the creative input of all members is acceptable. These pieces will be recorded and edited in Studio A of the PSU Recording Studio Suite and made into a high-quality audio recording to accompany the video. The video may be filmed and edited with any available resources, including the software and one touch studio in the PSU Knowledge Commons.

Discussion questions –

Every week a question or topic will be posted on our class blog page (link). You are required to respond to the posting in a discussion board format. Both facts and your opinions (supported) are encouraged. You will be evaluated on the substance of your post.

Listening –

Nearly every week you will have a listening assignment due. On the weeks when you have one, they are due on Fridays at noon. The listening assignment is intended to add to your knowledge of musical genres/styles or expand your thinking on particular subjects. Each Listening must be 2 paragraphs in length. In the first paragraph you are to provide a musical analysis. In the second paragraph you may freely respond with any personal thoughts you have about the listening.