

Land Acknowledgement and Recognition Statement

CSULB is located on the sacred site of Puvungna.

We acknowledge that we are on the land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here.

We recognize the Tongva and Acjachemen Nations and their spiritual connection as the first stewards and the traditional caretakers of this land.

We thank them for their strength, perseverance and resistance.

2022 CMEA SWS CONFERENCE SCHEDULE



- 9:00am "Registration"

Daniel Recital Hall Lobby

- 9:30am "Welcome"

Daniel Recital Hall

- 10:00am "Hands-on Workshops"

A301 "Songwriting and Composing for Young Musicians"

Jay Arbolario

A311 "Press Record!" : Composition and Audio Production in Music Education

Tony Sauza

C205 "Music Educators Go Digital: Developing Projects for K-16 Classrooms"

Lisa Crawford



Music Educators Go Digital: Developing Projects for K-16 Classrooms

Lisa A. Crawford, DMA

CMEA Creating & Composition Rep



Music Educators Go Digital: Developing Projects for K-16 Classrooms

Time Frame for This Session: (very fast pace)

10-10:15	Introductions
10:15 - 10:20	Select Partners
10:20 - 10:45	Evaluate Digital Apps/Review Lesson Plans
10:45 - 11:15	Compose with App & write Lesson Plan
11:15 - 12:00	Present Lesson Plan Ideas



Peter Webster

University of Southern California, Music Teaching & Learning Department

Theme for our presentation today:

“The shift away from installed software on devices to online applications and the cloud for storage has opened entirely new ways to engage students. It becomes less about stuff you have to buy and more about the creative content.”



Experiencing Music Technology, Webster & Williams, 2022

ETHAN HEIN

"But it was actually the discussion of Web Audio technologies in the context of education that was mind-expanding. Whether we talk about simple applications like the **Groove Pizza**, or full-blown DAW attempts like **Soundtrap**, having Web-situated apps means no-installation, easy-to-access tools that can work in almost any educational environment - and at home. There's a strong future here, and it was good to see such compelling discussions about this new technology."

--Dr. Ethan Hein,

BLOG _ GROOVE PIZZA _ CREATE YOUR OWN INTERACTIVE SOFTWARE

<http://www.ethanhein.com/wp/>

https://apps.musedlab.org/groovepizza/?museid=M1-ATlq_Q&

[Tools for Sound, Graphics, Interactivity:](#)

<https://cycling74.com/products/max>

Max Tools: <https://cycling74.com/tools/page/1>



EXAMPLES: Ideas to check out when you have time!

TECH IDEAS OVER TIME

Dr. Peter Webster & Dr. David Williams

<https://www.emtbook.net/>

https://www.emtbook.net/atmi/ATMIhandout_WilliamsWebste23Sept2022.pdf

PERSONAL LEARNING

Lifelong Kindergarten

<https://lcl.media.mit.edu/>

MANY IDEAS BY EDUCATORS

Dr. Kate Stone

University of Cambridge and founder of Novalia

<https://www.novalia.co.uk/>

<https://www.drkatestone.com/>

<https://www.youtube.com/watch?v=-MYlalaCnp0>

VIRTUAL REALITY

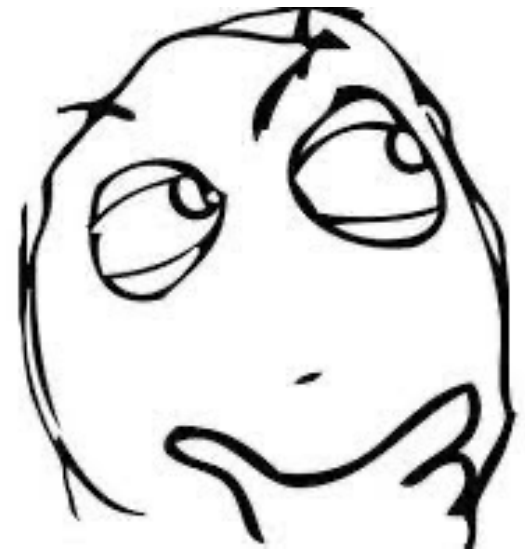
UNITY for Educators

<https://unity.com/learn/educators>

1. Do you compose or write songs?

2. What technology do you use most consistently with your students?

3. What technologies have you thought about using but haven't-- and why not?



MusicFirst

Noteflight & Soundtrap

<https://www.musicfirst.com/applications/stnf/>

Login for MusicFirst:

<https://demo.musicfirstclassroom.com/register>

Once participants are on the registration page, they can use the new classroom code registration system to connect to Dr. Crawford's classroom. Note: Participants would be categorized as 'Students'

Use the QR code to the RIGHT

Also: Class Code is 6310eb241c07e2.13262411

Participants will be asked to complete a 3-step form. We don't ask students for email addresses (this is a good differentiator for us since student data collection is becoming problematic everywhere). We try to keep this student entry point very simple and non-invasive.



Notation Apps

- Encore**, (and Mastertracks Pro) <https://passportmusic.com>
(watch for their new release any day now!)
- Sebelius**, (Avid), <https://www.finalemusic.com>
& Pro Tools
- Finale**, <https://www.finalemusic.com>
- Musescore (Free) <https://musescore.org/en>

Digital Audio Workstations

- Pro Tools (AVID) <https://www.avid.com/pro-tools>
- Logic Pro (APPLE) <https://www.apple.com/logic-pro/>
- Cakewalk (BANDLAB) <http://www.cakewalk.com/>
- GarageBand (APPLE-for MAC) <https://www.apple.com/mac/garageband/>

Grades K-2

Big Blue Ghost (Working Title)

Ms. Jordano's Kindergarten Class
Lee Elementary - 9/19/2014

1

♩ = 88

Once up - on a time There
was a big blue ghost
He was real - ly kind and
Ate a lot of toast The
big blue ghost was named Sean
Da - vid Woo Woo Woo He
ate blue - ber - ries - ev' - ry day And
ma - ca - ro - ni soup.

Introductory apps

Drum Circles & Rhythms

Chrome Music Lab

<https://musiclab.chromeexperiments.com/>

Hyperscore

Sight Reading Factory

Process: How did Kinder humans complete *Big Blue Ghost*?



Grades 3-8

Hyperscore

<https://newharmonyline.org/>

MusicFirst

(use key code from slide 8)

GarageBand

<https://www.apple.com/mac/garageband/>

Sight Reading Factory

<https://www.sightreadingfactory.com/>

Music K-8 - Plank Road Publishing

<https://www.musick8.com/>



Black Violin

Lesson plan may be adjusted for each grade level

Black Violin – Showoff:

<https://www.youtube.com/watch?v=Tb5zO7OyBPg>

Students are assigned to write their thoughts about the Black Violin video.

by Dr. Lisa Crawford,
CMEA Creating and Composition Representative

How do you invite students to consider the cultures of our musical world? Through which ensembles are you most comfortable sharing the innumerable examples of the differences of those musical worlds? Are you interested in sharing ensembles with your students who are presenting new music in 2021 highlighting BIPOC (Black, Indigenous, and People of Color) musicians, composers, and songwriters?

A strong example of new and current work is the ensemble, *Black Violin*. For several years, my students and I have gradually been expanding presence of this ensemble in our classes to learn about the work of this classically trained duo who have integrated hip-hop into their compositional work. Here is an overview of our lesson:

1. As an introduction, we listen to the song, *Showoff* (<https://www.youtube.com/watch?v=Tb5zO7OyBPg>). While the premise of the video is "showoff," the video is about the remarkable efforts of children and adults with a variety of remarkable challenges.
2. Students read an article about the evolution and early musical training of the musicians of *Black Violin*.
3. Students write a short essay after reading about Black Violin (<https://www.npr.org/2015/09/17/440603268/with-stereotypes-a-duo-raised-on-hip-hop-and-classical-has-it-both-ways>).
4. In my classes (grades 6-12), students share all of their written and compositional work. These essays are an introduction to the importance of communicating not only about what we see and hear in a piece of music, but about what we feel through what we see and hear.
5. As students present all compositions, music production projects, and songs, we also listen, as a class, to each student reading their essay.
6. Groups of students are created (may self-select) who complete composition or songwriting projects representing new ideas students may have based upon their ideas gathered from the *Black Violin* Project.

As we work toward developing more consistency with our music teaching and learning efforts with culturally relevant pedagogy, we can also work to initiate greater opportunities for children to experience and discuss through composing music, writing songs, and representing new ideas for themselves and their peers. *Black Violin* is a beautiful example of people who have successfully done just this!

CMEA Magazine



The Black Violin Project:
Culturally Relevant Pedagogy through Creating and Composition in K-12 Music Classrooms

by Dr. Lisa Crawford,
CMEA Creating and Composition Representative

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CMEA Magazine

Black Violin Project

STUDENT WRITING EXAMPLES:

Eva - Black Violin is a hip hop duo from Florida who combine classical instruments with electronic beats in their music. After watching the video and reading the article, it was interesting to see how the group was formed and how cool and unique their video was. Many people are showcased doing incredible things, and not letting anything stop them, all while Black Violin's song "Showoff" is playing in the background. Since the song has no lyrics, the audience is able to focus on the instruments and the actions in the video. The lack of lyrics in the music encourages the audience to only focus on the music and what they're seeing.

Ariella - This video is very interesting and unique. It breaks a lot of stereotypes which is good. Most people only see violins in orchestras, so seeing a violin duo performing this type of music is a nice change. I am happy that Kev Marcus and Wil B do this because it can inspire a lot of people. I play violin and I've always thought that it would be cool to play a piece that isn't classical. Now seeing this, it has inspired me to actually pick a rock song and learn it on violin. I respect Kev and Wil and I am inspired to maybe do something like that. The music video was amazing and really entertaining. It made the music way more interesting.

Brady - I think that the work that they do to break stereotypes about who can and can't play these instruments is great. I really like the message they are conveying that these stereotypes don't have to be followed. I think it's interesting they are doing things that no one has ever thought of or tried to do. For example, adding a beat to a piece by tchaikovsky. It is really amazing how they can combine what some people think of as the two most different genres of music. I think that the visuals from the video were very cool and they fit the music quite well.

Freya - I think that the musicians of black violin are very driven and hard-working. The way they talked about their journey to playing the instrument showed that they worked hard and gave it all they had to get where they are. They also look so passionate about the violin, like they really know what they are doing and really understand the music. When they play they do it with emotion and feeling.

Birds on a Wire



- 1. Conceptual introduction (videos and readings)**
- 2. Research Google for pictures of birds on wires**
- 3. Design notation based on what student sees in selected photo using pencil and music paper (or Noteflight)**
- 4. Share composition with class and receive spoken responses from peers**

INTRO (students read this article)

A man made a song using the exact location of these birds sitting on wires as musical notes

One morning while reading a newspaper, Jarbas Agnelli saw a photograph of birds on an electric wire.

He cut out the photo and was inspired to make a song using the exact location of the birds as musical notes.

He was curious to hear what melody the birds created.

Jarbas Agnelli asked himself, "I saw this picture of birds on the electric wires, so I cut out the photo and decided to make a song, using the exact location of the birds as notes. I was just curious to hear what melody the birds were creating."

He sent the music to the photographer, Paulo Pinto, who told his editor, who told a reporter and the story ended up as an interview in the newspaper. It ended up Winner of the YouTube Play Guggenheim Biennial Festival.

Grades 6-12 *and Undergraduate*

KEYBOARDS

INSTRUMENTS

VOICE

NOTATION

Sibelius

Finale

Noteflight

DAWs

ProTools

Logic Pro

Several Crawford Project ideas:

(6th grade and up)

Suspense Film Intro

Drum Circle Composition & The Shasta

Box Comps

Sappy Happy Theme

Composers: Deep Listening, Pauline Oliveros



*Lesson Plans
You Have
Created
Today to
Share!*

- 1.
- 2.
- 3.
- 4.



DAW = digital audio workstation

Cubase is for DAW - currently 1/2 price off - or Auria Pro if you want to be a bit more sophisticated to include buses, etc.

iSymphonic if you want to sequence orchestral instruments from the DAW instead of using Notion's own LSO-based samples directly from within Notion

Songwriting:

iSongWriter - <http://isongwriter.belokan.net/landing/index.html>

ChordWeaver - http://chordweaver.com/tutorial_01.html

Suggester - <https://itunes.apple.com/us/app/suggester/id504740787?mt=8>

Navichord - <https://itunes.apple.com/us/app/navichord-chord-sequencer/id916452748?mt=8>

ScaleGen - <http://www.gestruent.com/scalegen/>

SongWriter - <https://itunes.apple.com/us/app/songwriter-pad-le-songwriting/id496041853?mt=8>

TonalHarmony Pro - <https://itunes.apple.com/us/app/mapping-tonal-harmony-pro/id566767002?mt=8>

Circle Theory - http://www.artsiness.com/Artsiness/Circle_Theory.html



Music Tech Café  Young Composers Ensemble™

COMPOSING MUSIC WITH YOUR STUDENTS

A book for every music teacher.



STYLE

(45-minute lesson) Your style of playing music, the music you listen to because you like it, and how you are a musician will transfer to students. Invite students to:

TOGETHER

Talk.....about the styles of music students LOVE...

Listen.....to the styles of music students APPRECIATE...

Improvise.....using a large variety of rhythm instruments...

INDEPENDENT WORK

- 5 minutes to develop 8 counts (2 4-beat measures) of music and prepare to repeat what is composed for everyone in the room
- 15 minutes to perform 2 4-beat measures of music students have created/composed

GROUP WORK

- 3 minutes to group students (3-4 students per group)
- 10 minutes for groups to compose 16 counts (4 4-beat measures) of music and prepare to repeat what is composed for everyone in the room
- 15 minutes for groups to perform 4 4-beat measures of music students have composed

TOGETHER

Talk..... about differences between compositions. Was there style in these pieces? How did this exist?

Listen..... did students hear things in the music they appreciated?

Improvise..... was the work completed today improvisation or composition?

Crawford Index of Quality for Composing Groups (CIQCG)					
Process Scoring <i>Rubric for Composing in Groups</i>	1	2	3	4	5
Interaction	Group is challenged by working together and may not overcome the challenge. (1)	Group is challenged by working together but may overcome the challenge at times. (2)	Group is able to work together and even if challenged at times, they improve over time. (3)	Group works together well and experience few challenges. (4)	Group works together in a unique way that supports successful outcome of the composition. (5)
Communication	Communication techniques are not improved over the course of the project. (1)	Communication techniques are somewhat developed over the course of the project. (2)	Communication techniques are improved over the course of the project. (3)	Communication techniques work well amongst most/all members of the group and support development of a strong project with rehearsal and revision of the project. (4)	Communication techniques are at a high level and rehearsal, revision, rehearsal, additional revisions are unchallenging. (5)
Leadership/ Innovation	Leadership remains unexplored generally by this group. (1)	Leadership is explored but at a low level. (2)	Leadership is found in at least one member of the group and group effort and project development are improved because of this. (3)	Leadership is explored well by more than one member of the group; group effort and project development are high because of this. (4)	Leadership is explored well by each/most members of the group; group effort and project development are at highest level. (5)
Creative Process	Creativity is limited or missing from the group effort and in their project development. (1)	Creativity is found at times in group effort and/or in project development. (2)	Creativity is found in group effort and/or in project development. (3)	Creativity is evidenced through working relationships and process. (4)	Creativity is evidenced through working relationships, process and final product. (5)
Product Completion	Composition remains incomplete or brief. (1)	Composition is incomplete or complete but brief. (2)	Composition is nearly completed or is completed for this project. (3)	Composition is complete or completed for this project. (4)	Composition is completed and perhaps additional work is begun. (5)
<i>(Scoring note: Scores may be produced by following each column for one overall score, or, one section from any column (totaling five) may be selected with score noted in parentheses.)</i>					



A Few Grant Sources

Check here: [Grant Resources](#)

Fundsnet Services - <http://www.fundsnet.com/>

NOZA Search - <https://www.nozasearch.com/>

Grant Gopher - <https://www.grantgopher.com/Default.aspx>

S&S WorldWide Free Grant Search - <http://www.ssw.com/grants/>

DMOZ Open Directory Project - <http://www.dmoz.org/>

(search: "funding for...")

GrantsAlert.com - <http://www.grantsalert.com/home>

Discount School Supply -
<http://www.discountschoolsupply.com/community/Grants.aspx>

Duke University Grant Search Engine <http://researchfunding.duke.edu>

Teacher Planet -<http://www.grants4teachers.com>

The Foundation Center (you must visit a cooperating collection to use this database; link is to list of collections sites)
<http://foundationcenter.org/collections/>

