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Music Technology in Secondary Music Education: Reaching the 80%

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Fact: Today in secondary schools only 20% of the student population is involved in music ensembles.

Abstract

The majority of United States school music programs engage nearly every student in the elementary grades. In the secondary schools, however, they tend to become more specialized and exclusive. With band, choir, and orchestra often the only options for music participation this leads to only a small percentage of the student population being involved in music education. Courses in music technology are hands-on and relevant to the current student population. These courses can help increase the percentage of “nontraditional” music students involved in creating music while fulfilling the national standards for music education. Music technology is also unique because even students with special needs can be involved. This poster presentation will take a look at the music programs of schools in the Dayton area and what they have to offer for non-traditional music students, as well as examine the benefits of such programs.

Who are the 80%?

• Not involved in music ensembles
• Students in 6th to 12th grade
• Cannot read notated music
• May be unmotivated academically
• Consumer of music
• Have special needs

Music Technology in Ohio Schools

Lebanon High School in Lebanon, Ohio is pioneering how music technology can be integrated in the secondary school music curriculum. Director Will Kuhn started the program in 2006 as an experiment while also teaching junior high band. Due to increasing interest in the program another class was added the next year. Music technology is now all he teaches 2006 as an experiment while also teaching junior high band.

Fulfilling the Ohio State Standards of Music Education

The Ohio State Standards of Music Education focus on three areas: Perceiving/Knowing/Creating (CE), Producing/Performing (PE), Responding/Reflecting (RE). The high school standards are listed in four sections: I (Beginning), II (Developing), III (Intermediate), IV (Mastery).

Fulfilling the National Standards of Music Education

2. Performing on instruments alone and with others a varied repertoire of music
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specific guidelines
5. Reading and notating music
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Fulfilling the National Standards of Music Education cont.

Survey Results

If you answered "Yes" to the question above, please list the course(s) and/or ensemble options available to these students.

Guitar
Music Theory
Music History
Music Technology
Jazz Improv Piano

Special Education

Students who have special needs are now more able to fully participate in making music through using music technology. With technology such as the Soundbeam or iPad students even with the most limited mobility have the ability to create music.

iPad
Through the use of applications such as Thrubs Jam, students are able to create their own music simply by strumming their fingers across the screen.
Special Education
This innovative technology can be used either up close or at a distance and is triggered by body movement. The Soundbeam uses infrared beams that when tripped create a sound. By using MIDI’s the student is capable of playing any instrument that they want.

Adaptive Use Musical Instruments
This resource can be found online and is free to use. This application functions much like the Soundbeam but only requires a computer and a webhook to use.

Conclusion