MMED/PMED 725 Lights, Camera, Learning! Video Projects in Music Education - SU 2018

Instructor:
- Dr. Scott Watson
- Contact phone: 610-737-6090
- Email: drscottwatson@gmail.com

Course Description:

Lights, Camera, Learning! Video Projects in Music Education. Let's face it: from YouTube to Netflix to a host of other services, today's learners are immersed in and respond to video! This timely course for music educators of all levels/areas will be divided between two significant uses for video in music education today:

1) **Producing compelling videos *for* students such as video lecturettes, tutorials, and performances, etc.** Maybe you want to make clear for students the motions to a classroom song, the choreography to a concert selection, or the recorder fingerings used in class. Perhaps you want to explain how to assemble a clarinet mouthpiece, oil one's trumpet valves, or illustrate several key marching band fundamentals. Maybe you want to show students the basic features of an app, how to build major and minor scales, or the steps for a class project. All these and much more can be accomplished with today's simple, intuitive video tools.

2) **Using engaging video scoring activities *with* students to teach many important musical concepts.** The lessons that can be conveyed through both simple and more sophisticated video scoring projects are myriad. Students of all levels can explore musical creativity and the interaction of drama and music/sound when they begin with a short video clip and add/edit either pre-recorded music and sound effects, loop-based multi-track arrangements, or more traditional notation-based underscoring. All of the above and much more can be accomplished with just a few accessible, intuitive apps/websites and some fairly ubiquitous hardware (i.e. computer/laptop, smartphone, iPad). The educational value of video projects in music education is so high and the tools to do so have never been more within the reach of even a novice.

Program Objectives:
- Utilize effective technological means to support student creativity through music
- Evolve as creative and innovative musicians who share these musical strengths with their learners through teaching
- Understand, in a more sophisticated means, the diverse cultural, communal, sociological, psychological and learning needs of 21st century students

Student Learning Outcomes:
Students will…
- Produce videos for students such as video lecturettes, tutorials, and performances using digital resources
- Create video scoring activities with students to teach important musical concepts using technology

Assessment Methods:
- Pre-Course Video Analysis Assignment. Details for the Pre-Course Assignment may be found here: http://bit.ly/2HVNyvz
- Ongoing formative assessment strategies will be utilized throughout the course to ensure that students are understanding use of hardware, applications, and technology to maximize learning
- Summative assessment of student projects throughout course
- Written Post-Course Reflection

Grading Criteria and Assessment Methods

Course assessment, evaluation and grading is based upon three factors: (1) the completion of the pre-assignment, (2) active engagement in daily course studies and (3) in the completion of the final assignment/post-assignment.

Below is the rubric that will be utilized by faculty to assess and evaluate students in these three categories of learning and understanding.

Please note that pre-assignment and final/post assignments should be included in the course outline at the end of this syllabus.

	Basic	Average	Superior
Pre-assignment	Provides basic/unsatisfactory content and concepts in preparation for this course.	Accurately identifies content and concepts relevant to this course.	Demonstrates a deep understanding and preparation of content and concepts relevant to this course.
During class formative assessments	Fails to actively engage in course content, application, and engagement of daily coursework.	Engages actively in course content and application of concepts in daily coursework.	Demonstrates a thorough and deep engagement in course content, application and understanding of daily coursework.
Final/Post-assignment	Does not adequately complete the final assignment. Assignment may have been submitted late. Poor organization and lack of depth of knowledge evidenced.	Final assignment/post-assignment evidences appropriate structure and organization, understanding of course goals and outcomes. It is submitted on time.	Final assignment/post-assignment is fluid and engaging. It is organized, well structured and clear, and evidences a deep understanding and application of course goals. It is submitted on time.

The Grading Policy can be found in the Course Catalogue.

Academic Integrity Policy

A primary tenet of this course is to prepare students for professional responsibilities as teachers. The timely arrival to class as well as the daily preparation and engagement in course studies is essential. University policy on Academic Integrity may be found in the UArts catalog.

If students are not clear about what constitutes plagiarism, you might recommend ***Introduction to Research and Documentation*** available on the University Libraries website.

Absences
Due to the compressed nature of the five-day intensive course structure, absences from class will not be accepted. Students who arrive late to class or leave early will be held accountable for missed time through additional assignments to be completed outside of course hours.

Technology
Policies on Technology may be found in the Course Catalogue.

Class Format
All summer music studies courses that meet in-person are five-day intensive courses typically running for 8 hours per day. Students are responsible for preparation of materials, for engaging in course content as per the course description, and in being responsive to completion of pre and post coursework as detailed in the course outline.
Courses offered online may be in a different format and may run for a longer amount of time, specific to the needs and intents of the course content.

Course Outline:

DAY ONE
Course Overview; Materials Overview (GarageBand, iMovie, Camtasia); Role of Tech Tools in School Music/Video Activities; Power of music in video; Sound Effects (SFX); Using Existing Music to Set the Scene, Music Editing (45-second sound clip); Adding Titles and Transitions; Musical Considerations for Film Scoring; Exporting Video as MPEG4; Working with Loops - Creating Loop-Based Underscoring.

DAY TWO
Analysis Activity: Spotting a Video; Recording a Signal with a USB and XLR Mic; Finding/Acquiring Video Content (Internet Archive, YouTube, ripping DVD, SaveFrom.net, etc.); Scoring a TV commercial, Share Pre-Course Assns.; Creating Video Tutorials (Camtasia); SlideShow Preso Video; Using Noteflight to Score Video.

DAY THREE
Analysis: Music Supporting Drama; More Editing Audio for Video; Online DAW (Soundtrap); Creating Jingle for a Commercial and/or Score for an Audio Book; Video Whiteboard (Explain Everything, Educreations, etc.); Intro. To Final Project (3 choices) and Final Project Proposal; Green Screen Effect.

DAY FOUR
Begin sharing Film Clips for Analysis, discuss; Final Project conference w/each student, make "task list"; Demonstration/Discussion: Ways to Use Video in Music Education; Final Project "work time" in lab with coaching.

DAY FIVE
Podcast Interview with Richard McCready ("Lego Break Dance" excerpt); continue sharing Film Clips for Analysis, discuss; Final Project "work time" in lab with coaching; No later than 2:15 p.m., begin - Presentations: Recital of Final Projects; Explain Post-Course Reflection Assn. (what to do, how to share it w/instructor).

Disability Services
Any student eligible for and requesting academic accommodations due to a disability should provide an Accommodation Form from Disability Services within the first two weeks of the semester.

Academic Integrity Policy
A primary tenet of this course is to prepare students for future professional responsibilities as teachers. The timely arrival to class as well as the weekly preparation of readings and completion of projects is essential. Throughout this course, students will gain an awareness of the four domains of professional responsibility for certified teachers as outlined by the Pennsylvania Dept. of Education: planning and preparation, classroom environment, instructional delivery, and professionalism. The awareness, modeling, and incorporation of these components are paramount to the academic integrity of this course. The application of these domains in our course will positively impact student growth and prepare future teachers for success in the classroom, school, district, and state in which they teach.

Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. University policy on Academic Integrity may be found in the UArts catalog. If students are not clear about what constitutes plagiarism, please review A Guide to Research and Documentation; available on the University Libraries website.

Notice of Nondiscrimination
The University expressly prohibits any form of discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, sexual orientation, gender identity, age, mental or physical disability, veteran status, or any other protected classification in accordance with Federal, state, and local non-discrimination and equal opportunity laws. If you have encountered any such form of harassment or discrimination, we encourage you to report this to the Title IX Coordinator and Diversity Administrator, Lexi Morrison, at lmorrison@uarts.edu.

Sexual violence, sexual harassment, intimate partner/dating violence, and other forms of sexual misconduct are considered forms of sex-based discrimination and are prohibited by University policy and by law. We encourage students to report any incidents of sexual misconduct by contacting the Title IX Coordinator at titleix@uarts.edu. For more information about options and resources available to those who may have been impacted by sexual misconduct, please visit www.uarts.edu/titleix.

Office of Educational Accessibility

UArts values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have or think you may have a learning difference or disability – including a mental health, medical, or physical impairment – that would impact your educational experience in this class, please contact the Office of Educational Accessibility (OEA) at 215-717- 6616 or access@uarts.edu to register for appropriate accommodations. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from OEA.