MMED726/PMED726 Teaching Music in the Cloud
Summer 2015

Instructor
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PRE-ASSIGNMENT:
Please familiarize yourself with all of the websites listed below as we will be using most of them quite extensively throughout the course. These sites all provide free, limited access to their tools. Knowing the basics of how Noteflight and Soundation work before the course is good preparation for a successful learning experience. For tutorials on how to use these particular tools, simply search for them on YouTube or visit:
https://www.youtube.com/MusicFirstVideo
www.noteflight.com
www.soundation.com
www.incredibox.com
www.musictheory.net
www.sightreadingfactory.com
www.musicfirst.com

Program Objectives
Students completing graduate music education coursework through The University of the Arts...
• Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
• Utilize technology in diverse ways as a teacher and in support of student learning
• Communicate and collaborate with peers in diverse musical environments and school communities
• Are creative and innovative musicians who share these musical strengths with their learners through teaching
• Understand the diverse cultural, communal, and learning needs of 21st century students

Course Description
Times are changing in the world of educational software, and music software is at the cutting edge. Cloud-based tools are the future of software delivery, allowing students and teachers to use state of the art music software on any machine in any browser at any time. This course will take an in depth view of these free and low cost solutions and how they can be integrated into the K-12 music curriculum. From Learning Management Systems to online notation and sequencing, Teaching Music in the Cloud will get you up to speed with this exciting development in music technology.

Student Learning Outcomes
At the conclusion of this graduate music education course, students will:
- Understand the foundational tenets of cloud-based teaching and learning in music education
- Understand and use cloud-based learning that is age and developmentally appropriate
- Use cloud-based learning strategies to evolve student musical growth through the application of solutions that connect to curricula, and provide evidence of student learning through authentic assessment measures

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.*

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

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.

**Educational Accessibility**

Students who believe they are eligible for course accommodations under the ADA or Section 504 or have had accommodations or modifications in the past, should contact the Office of Educational Accessibility at 215-717-6616 or [access@uarts.edu](mailto:access@uarts.edu) to arrange for appropriate accommodations and to obtain an accommodations letter, if applicable. Faculty can provide course accommodations/modifications only after receipt of an approved accommodations letter from the Office of Educational Accessibility. Accommodation letters can be provided to qualified
students at any time during the semester, but grades earned before the letter is received by the faculty cannot be changed.

**Course Outline**
*All syllabus are subject to change.*

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## Teaching Music in the Cloud

**Prerequisite:** None  
**Instructor:** Dr. Jim Frankel

### Course Outline

**Monday: Introduction to Cloud-Based Resources for Music Education**

After the presentation titled *Get Your Head in the Clouds!* we will take a tour of many of the free cloud-based tools that are available to educators, including YouTube, Twitter, Prezi, Evernote, SoundCloud, Facebook, Weebly, Dropbox and Edmodo.

We will also take a tour of several music education-focused cloud-based resources, including Incredibox, Spotify, Groovy Music, Morton Subotnick’s Music Academy, O-Generator, Music Delta, Focus On Sound, Tone Matrix, Auralia & Musition Cloud, The Singing Classroom, Sight Reading Factory, and PracticeFirst.

**Assignment:** Complete Software Reflection assignment  
Post response to Discussion Question #1

**Tuesday: Notation in the Cloud**

After an in-depth tutorial on how to use Noteflight, you will create notation files and lesson ideas for your students.

**Assignment:** Complete Notation Project  
Complete Notation Lesson assignment  
Post response to Discussion Question #2

**Wednesday: Sequencing & Recording in the Cloud**

After an in-depth tutorial on how to use Soundation, you will create music and identify ways that online sequencing programs like Soundation can be used in the classroom.

**Assignment:** Complete Sequencing/Recording Project  
Complete Soundation Lesson assignment  
Post response to Discussion Question #3
Thursday: Teaching Music in the Cloud
Now that we have had a look at two music creation sites, we will start to think about how to create other types of assignments utilizing some of the cloud-based tools (both music and non-music resources) to teach students across the K-12 music curriculum.

In association with the Lesson Plan project, you will be required to actually create the content required of the lesson plan. For example, if you want your students to compose music to a film, you will need to create all of the necessary content (film clips, notation/sequencing template files, how to guide, etc) to successfully implement the lesson.

Assignment: Complete Lesson Plan Project
Post response to Discussion Question #4

Friday: Getting Your Class in the Cloud (Duration: 2 weeks)
You will create an online learning environment, content and assessments for your students using the cloud-based tools covered during class, and the MusicFirst Online Classroom.

Assignment: Course Site Project
Post response to Discussion Question #5