Unlocking Creativity with Music Technology
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Unlocking Creativity with Music Technology
Creativity is a highly desirable educational outcome and music and the arts give students more opportunities to be creative than virtually any other discipline. This session will feature creative activities for students on all levels including notation and production lessons suitable for elementary and secondary students in general music and ensembles.

1. Fostering Creativity
   a. Require Students to Create
   b. Limit their choices in early efforts so they can achieve a high level of excellence
   c. Require them to reflect on what they have done and how it may be improved.
   d. Require to them to revise and improve their efforts.
2. Creative Notation Activities
   a. Give s. a piece, modify its scale and change the mode.
   b. Give s. melodic fragments and ask them to assemble a four-phrase piece.
   c. Give s. a rhythm and ask them to change note to match a harmony and appropriate scale.
   d. Give s. an accompaniment and ask them to compose a melody.
   e. Give s. a melody and have them add block chords to harmonize it.
   f. Give s. a melody and have them harmonize it with an Alberti bass.
   g. Give s. a melody and have them harmonize it with creative accompaniment patterns that can be played by humans.
   h. Require s. to compose a binary song (verse/chorus).
   i. Given a verse and chorus song, have s. compose a development section.
   j. Given music in various styles, have s. compose different songs in the same style.
   k. Have s. compose a round, and similar pieces in an imitative style.
   l. Give s. a song and ask them to modulate to a new key at the end of every phrase.
3. Creative Production Activities.
   a. As above, but with production software.
   b. Give s. a loop-based tool such as GarageBand and ask them to assemble an introduction which starts simple and builds.
   c. Teach s. to create a fade-out ending.
   d. Have s. write an ending to a song which matches its style.
   e. Give s. a loop-based tool such as GarageBand and ask them to assemble songs in specified styles.
   f. Have s. write and record rap over a rhythmic accompaniment.
   g. Have s. write and record lyrics to an existing melody and accompaniment.
   h. Have s. write and record lyrics to a new melody over an existing accompaniment.
   i. Have s. sample a sound (or collection of sounds) and compose a song using only that sound (or collection of sounds).

Dr. C. Floyd Richmond began teaching in 1980 as a high school band director and has taught all areas of PK-12 and higher education music. He holds a doctorate of arts in music from Ball State University. He is an active writer and clinician. He served as president of TI:ME from 2016-2018 and currently is the Area Coordinator for Music at Tarleton State University.