UNLOCKING CREATIVITY WITH TECHNOLOGY

Dr. C. Floyd Richmond

Tarleton State University

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Ohio Music Educators Conference

Cleveland, Ohio

11:00pm, February 5, 2022

https://floydrichmond.com/omea2022

https://www.tarleton.edu/finearts/music/

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UNLOCKING CREATIVITY

- Creativity is a highly desirable educational outcome

- 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.

CREATIVITY

I can't understand why people are frightened of new ideas. I'm frightened of the old ones.

John Cage

CREATIVITY

The goal of education is to ensure that individuals and societies survive and thrive. This is where the arts and humanities excel. They nourish the soul. They feed the imagination and foster creativity. A complete education must include beautiful music, songs of love and inspiration, stories of determination and perseverance, the ability to discriminate between good and evil, and the courage to act in the appropriate moment. A thriving society requires a generation of dreamers. When found in the population in good measure, all will prosper.

Floyd Richmond

NAFME STANDARDS 2014

Three Artistic Processes

- Creating

- Performing

- Responding

- (Connecting)

CARL ORFF

There are four stages in developing creativity:

- Imitation

- Exploration

- Improvisation

- Composition

IMITATION

Open these rhythms:

https://www.noteflight.com/scores/view/aed9b4245b75dae8b29b284c5feddb1f9c9725bd

Click on the first note, or a note anywhere in the exercises.

Press play.

Clap along.

Repeat until you complete 8 measures without a mistake.

Mark your progress.

TIPS FOR FOSTERING CREATIVITY

- Require students to create

- Limit their choices in early efforts so they can achieve success.

- Require them to reflect on what they have done and how it may be improved.

- Require to them to revise and improve their efforts.

CREATIVE NOTATION ACTIVITIES

1. Give s. a piece, modify its scale and change the mode.

2. Give s. melodic fragments and ask them to assemble a song.

3. Give s. a rhythm and ask them to change note to match a harmony and appropriate scale.

4. Give s. an accompaniment and ask them to compose a melody.

5. Give s. a melody and have them add block chords to harmonize it.

6. Give s. a melody and have them harmonize it with an Alberti bass.

CREATIVE NOTATION ACTIVITIES

7. Give s. a melody and have them harmonize it with creative accompaniment patterns that can be played by humans.

8. Require s. to compose a binary song (verse/chorus).

9. Given a verse and chorus song, have s. compose a development section.

10. Given music in various styles, have s. compose different songs in the same style.

11. Have s. compose a round, and similar pieces in an imitative style.

12. Give s. a song and ask them to modulate to a new key at the end of every phrase.
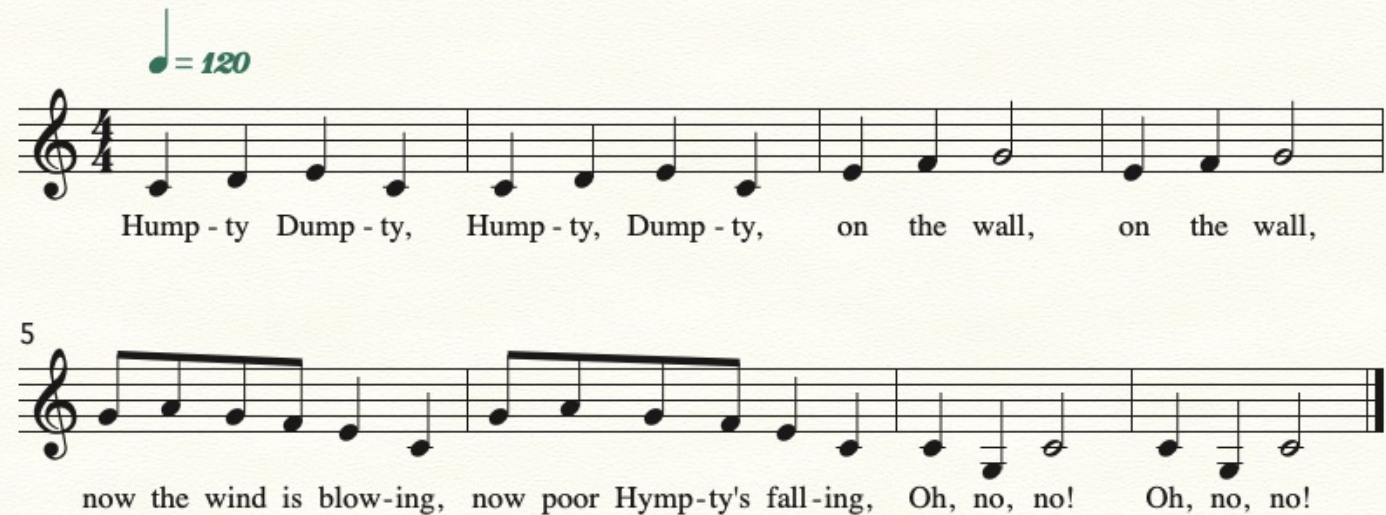
GIVEN A PIECE, COMPOSE LYRICS

- See Alfred 01-01a
- Open prepared file.
- Finale
  - Select lyric tool
  - Click on first note
  - Type new lyrics
- Sibelius
  - Select First note
  - Type Command-L
  - Type new lyrics

Compose new lyrics for the melody, Are You Sleeping.

Are You Sleeping

♩ = 120

Hump - ty Dump - ty,   Hump - ty, Dump - ty,   on   the wall,   on   the wall,

now the wind is blow-ing, now poor Hymp-ty's fall-ing,   Oh, no, no!   Oh, no, no!

GIVEN A PIECE, CHANGE MODE

- Open Twinkle, Twinkle, Little Star:
  https://www.noteflight.com/scores/view/f431f89d69f488643b320927332200ee50231872

- (1) Log into NoteFlight

- (2) View this Score and Menu>Score>Save a Copy

- (3) Select all (Command-A)

- (4) Type up arrow key and listen to each:

-     (a) Once = Dorian, (b) Twice = Phrygian,

-     (c) Three times = Lydian, (d) Four times = Mixolydian

-     (e) Five times = Aeolian, (f) Six times = Locrian

- Listen to Sym #94 and Mozart Twinkle, Minor Variation (m97)

CREATIVE NOTATION ACTIVITIES

- Give s. melodic fragments and ask them to assemble a song.

- Minuet

- https://www.noteflight.com/scores/view/44a8df9f34ef6f71caa8653199d55eb96770af7d

CREATIVE NOTATION ACTIVITIES

- Give s. a rhythm and ask them to change note to match a harmony and appropriate scale.

- Twinkle Variations – See Alfred 05-02

CREATIVE NOTATION ACTIVITIES

- Give s. an accompaniment and ask them to compose a melody. (Blues)

https://www.noteflight.com/scores/view/d8ce53511720e703f615549ac00888626031bd2c

- Save a copy of this song to your NoteFlight account.
- Using notes from this blues scale (C, D, Eb, F, G, A Bb), replace the notes in the top system with your own.
- Replace every original note with a different one of your choice!
- Don't change rhythms or any accompaniment part.
- Note: Some of the existing notes are not from the blues scale, but are ok. You can step outside the blues scale if it sounds good.
- Listen and edit to make it sound good!
- Print or share your work with your teacher

CREATIVE PRODUCTION ACTIVITIES.

1. Give s. a loop-based tool such as GarageBand and ask them to assemble an introduction which starts simple and builds. (Demo Live Loops - GarageBand - iOS)

2. Teach s. to create a fade-out ending. (Select final phrase, choose Fade out from menu)

3. Have s. write an ending to a song which matches its style.

4. Give s. a loop-based tool such as GarageBand and ask them to assemble songs in specified styles. (Cuban Demo, Hip Hop Demo)

CREATIVE PRODUCTION ACTIVITIES.

5. Have s. write and record rap over a rhythmic accompaniment. (Hip Hop Demo)

6. Have s. write and record lyrics to an existing melody and accompaniment. (Curtain Call)

7. Have s. write and record lyrics to a new melody over an existing accompaniment. (Curtain Call)

8. Have s. sample a sound (or collection of sounds) and compose a song using only that sound (or collection of sounds). (Learning Music with GarageBand for iOS – Palm Pipes)

FLOYD RICHMOND

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.

MAKING GARAGEBAND MORE POWERFUL

- Add a professional microphone

- Add an audio interface
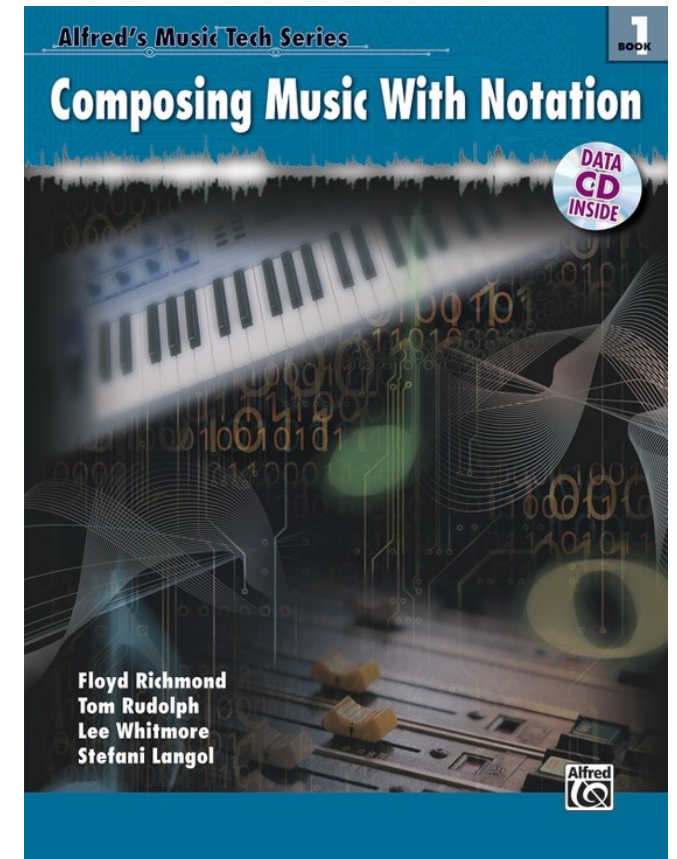
- Add a MIDI keyboard

LEARNING MUSIC WITH GARAGEBAND ON THE IPAD

- Over Forty Lesson Plans with Resources

- Detailed Pictures

COMPOSING MUSIC WITH NOTATION

- Chapter 1: Using Notation Software

- Chapter 2: Copy and Paste Building Blocks

- Chapter 3: Sixteen Bar Songs

- Chapter 4: Jazz

- Chapter 5: Theme and Variation

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