Using the Virtual World to Maintain Connection and Creativity Amongst Musicians

Summer Project for CTC music students that have completed Theory I-III:

* Composition/Recording of original work that demonstrates competence in song/part writing, harmony, and use of technology in creating music.
  + The original work theme should center around how music connects us.
  + Recorded project should have a minimum run time of 1:30 (one minute thirty seconds).
* Any style or type of music is acceptable: choral, instrumental, classical, pop, rap, etc.
  + Some form of lyrics or textual explanation of the piece (if instrumental) should be included along with melody, harmony, and some form of accompaniment (at least a chord chart).
  + A basic harmony including I IV V I is acceptable, however proper use of minor, diminished and augmented chording are encouraged.
  + Inclusion of theory elements such as passing tones, augmentation, diminutions, modulations, dissonance, suspensions, and complex time signature and rhythms are encouraged but not required.
  + Out of respect to fellow students and teachers please refrain from use of explicit language.
* Project may be completed individually or in group of no more than 4 people.
  + Group project must show equality in distribution of tasks.

Objectives:

* By the end of this project students will be able to set up and maintain a social gathering spot on Slack, Discord, or similar site.
* By the end of this project students will be able to compose an original musical work that contains at least one verse and a chorus or A and B section. Students will demonstrate their competence in rhythm, melody, and harmony.
* By the end of this project students will know how to use a notation software such as NoteFlight, Musescore, or Finale to notate a composition.
* By the end of this project students will know how to record, edit, mix, and share a piece of music using an audio production software.
* By the end of this project students will demonstrate an increased skill in responding to music through active listening, critique, comparison of art forms, and editing of both personal composition and those of others.
* By the end of this project students will have a greater understanding of how musicians working in separate locations complete a project through collaboration, listening, critique, and revision.

Materials:

* All materials should be tech based. Please try to refrain from using paper and pencil/pen.
* Social media site such as Discord or Slack
  + <https://discord.com/>
  + <https://slack.com/>
* NoteFlight, Musescore, Finale or other notation software
  + <https://www.noteflight.com/>
  + <https://musescore.com/>
  + <https://www.finalemusic.com/>
* GarageBand, Audacity, ProTools, Ableton or other audio production software
  + <https://www.apple.com/mac/garageband/>
  + <https://www.audacityteam.org/>
  + <https://www.avid.com/pro-tools>
  + <https://www.ableton.com/en/>
* Laptop, Tablet, or Smartphone
* Internet connection

Timeline: Create a possible timeline for yourself, working together if you have a group, and do your best to adhere to it. Submissions are due the week before classes begin in August. I would suggest being in the listening and editing stage by mid-July.

Instructions:

* Use the group chat to designate one or more individuals to set up a Discord (or other) channel for this project. You may use the group chat to start gathering everyone’s contact information, but please move away quickly for the summer project. I don’t need to see or hear anything until August.
* Decide if you want to submit an individual composition or work as part of a group.
  + If you are working as a group, make sure that each member of the group has equal work distribution, i.e. someone writing lyrics while someone writes chords/parts, or someone notates the piece while someone else mixes the parts, etc.
* Brainstorm. Some of you will start with lyrics and some of you will start with chords.
  + Tip: keep everything, even if you think it’s junk. As professional songwriters will tell you, you may use it, rework it, or use it for something else. Have someone else look over your ideas and help you put some cohesion to it.
* Once you have the beginnings of your piece, move to using a notation software.
  + If you start notation early, it allows you to play back your song which will help you to edit as you listen.
* Once you have the notation how you like it, you are ready to record using an audio production software. Using a click trac to keep all parts in time is very helpful.
  + If you are working in a group, use all members of the group for the recording process and designate one person to submit recordings. However, this person should not be solely responsible for the final output.
* Listen. Evaluate. Edit. This is tedious, but this is where the magic happens. Don’t forget to make edits to your notation. Upload an mp3 to the Discord channel or .wav to a shared folder (better sound quality) along with a copy of your sheet music. Listen and critique with your group or, if you are doing an individual project, have someone else listen with you.
  + Be sure to put feedback into a “compliment sandwich:” an affirmation, a suggestion, and then another affirmation.
* After your project has been completed to your satisfaction, upload your mp3 to YouTube or SoundCloud. Send links to the Discord channel and to me along with a copy of the sheet music.
  + Listen. Evaluate. Use the compliment sandwich to give feedback on each other’s work.
  + Discuss how this project has helped you to grow as a musician and as a collaborator.
  + Discuss the various music styles used within the projects. Practice using proper music verbiage. This discussion will continue during our first class back together.

See You in August!!!

Rubric. Submissions will be graded using the following criteria:

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| --- | --- | --- | --- | --- |
| Criterion |  |  |  |  |
|  | **Below Standard** | **Developing** | **Good** | **Excellent** |
| Creating Music | **6-10**  Creative element present but not original. | **11-15**  Project included an original creative element but is narrowly focused. | **16-20**  Project presented an original component of a work. | **21-25**  Project presents a complete original work that includes a verse/chorus or A/B section. |
| Performing Music | **6-10**  Project lacks notation or audio submission. | **11-15**  Project submitted either included partial notation or work or audio recording. | **16-20**  Project included students use of notation software to create sheet music of all or part of the work. | **21-25**  Project submitted with complete notation (full score and/or parts) along with an audio recording of the piece. |
| Responding to Music | **6-10**  Project received no informed listening or feedback prior to submission and student fails to add to discussion during first August class. | **11-15**  Project had some way for students to respond to music using listening elements. | **16-20**  Project included Individual or Group responding to music in a physical or analytical way: listening, evaluating, editing. | **21-25**  Project included Individual or Group responding to music both in a physical and analytical way: listening, evaluating, editing. |
| Connecting to Music | **6-10**  Project does not communicate any personal or contextual meaning towards music. | **11-15**  Project includes some form of activity that addresses how music has meaning. | **16-20**  Project well communicates a personal meaning of the art of music or frames it within a social context. | **21-25**  Project well communicates a personal meaning of the art of music and frames it within a social context. |