# Music History Pedagogy

## Skill development over knowledge acquisition

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# Access to Information

- The Internet (1995) moved into mainstream use and allowed instant access to many sources of information in digital form that had previously been restricted to limited direct access.

- 1995        16 million users

- 2005        888 million users

- 2015        3.2 billion users

InternetWorldStats.com

# Access to Information

- The first commercial smart phone appeared in 1992 (IBM Simon Personal Communicator).

-  However, it wasn't until Apple released the first I-phone in 2007 that the public began to demand an infrastructure (wifi) to allow them to use these devices in all public settings (including universities).

- Over the intervening years, the new normal is now instant access to any and all information within a matter of seconds.

# Education and Information

- Educational institutions are notoriously slow in reacting to societal and technological change.
  - No cell phone in class policy?

- How should post-secondary education be responding and adapting to these changes?

# Test

- Find the birth date of Ludwig Van Beethoven.

- Who composed Appalachian Spring?

- Who composed Romeo and Juliet?

- Who is the greatest composer in history?

- Who is the most influential composer in history?

- Who is your favorite composer?

# Limits and Potential

- Technology has limits in regards to its uses in education.  Agree or disagree?

- An over-dependence on technology can be a liability.  Why?

- Technology also has tremendous potential to add to education  both in breadth and depth.  Agree or disagree?  Examples?

- Ignoring technology can limit learning in the classroom.  Why?

# Twenty years of changes

- I taught in the public schools in the early 90's.

- I have been teaching at the University level since 1997.  I am in the midst of  my 22$^{nd}$ year of teaching at this level and have taught Music History courses as part of my load each of those years.

- What changes have I seen?
  - When I began, my main role was to disseminate information.
  - Now my main role is to help students assimilate, organize, and prioritize information.

# Skills need for 21$^{st}$ century

- Critical Thinking

- Problem Solving

- Collaborative Work

What does this look like in a Music History class?
- Teaching students how to listen individually and in groups.
- Teaching students how to collect, analyze, organize, and prioritize the information they gather.
- Teaching students how to analyze and write about music (past and present).

# Listening

- How many hours a day do you listen to music in some form?

- How many of you listen to music when you study?

My premise is that we have all learned how to not listen to music. It becomes ambient sound to us. A soundtrack to our life. What we must do if we are to be good performers, conductors, teachers, and consumers is to listen intently and intentionally.

This is largely a skill—not a talent (though there might be some physical differences in our abilities to listen).

Agree/Disagree?

# Active Listening

- Sound (Timbre, Dynamics, Texture)

- Harmony

- Rhythm

- Melody

- Form

- Text (if present)

Adapted from Copland and my Doctoral Music History Teacher, Dr. Linda Pohly

# Teaching students how to collect, organize, prioritize, and analyze the information they gather.

- Collect
  - Where to go and where not to go

- Analyze
  - Is the information we have gathered accurate and useful?

- Organize
  - Teacher provides framework (ex. Baroque, Classical, Romantic).

- Prioritize
  - What information is important—how does the information help us to be better teachers, performers, conductors, and consumers of music?

# Analyzing and Writing about Music

**Understanding the context through the Music**

- Music is an artifact that reveals information about place, people, and time of its composition, performance, and consumption.

- So, the concept is that we are studying History in general through the lens of music.

- Writing about music requires students to synthesize the information available, make judgments about the music utilizing the framework above (SHRMFT), and connect this information to its larger cultural and historical sources. The goal is to help them to make judgments about music today based on historical precedents and cultural sources. In other words, *students apply the skills gained in their Music History classes to become better performers, teachers, composers, and consumers of music.*