iPads in Elementary Music and General Music

Dr. Christopher J. Russell

Technology in Music Education: New Possibilities and Pedagogies
Luther College, Decorah Iowa, October 12, 2013
iPad 4 Schools
No Desk required
No restrictions to learning

Used with permission
iPads FIT in Music Education

- Band
- Choir
- Orchestra
- General Music
- Music Theory
- Guitar
- Music History
- Music Technology

Notebook? Chromebook? Do you have desks?

by Christopher J. Russell, Ph.D. techinmusiced.com
AirPlay
AirPlay allows you to move in your room as you need to move, without wires.

This is game-changing in music education at any level.
AirPlay

iPad Projection in a Nutshell

1: Fully Cabled
2 & 3: Wireless iPad to cabled laptop
4: Fully Wireless

Fully cabled option (1)
Cable required for wireless iPad connection (2,3 & 4)

Laptop app: reflectorapp.com turns laptop into an pretend AppleTV

@iPadWells iPad4Schools.org
Three questions about your iPad deployment
Question #1

- What kind of iPad deployment do you have?
  - 1:1
  - Small number of iPads
  - Individual iPad (teacher tool)
forScore as an example...
forScore (PDF Music Readers)

- **Individual**
  - Personal Sheet Music
  - Project on screen (in place of overheads)
  - Control audio (in place of CDs and cassettes)
forScore (PDF Music Readers)

- Small Number of iPads
- Sectional/Small Group Work (music and audio)
forScore (PDF Music Readers)

○ 1:1
  ○ Students use for music in class
  ○ Students take music home to practice
Question #2

- What do you plan to do with the iPads?
  - Project  Keynote
  - Create  Isle of Tune
  - Perform  Thumbjam
Question #3

- What is the focus of your apps?
  - Skill-practice apps (apps that allow students to practice a skill)  
    - Flashnote Derby
  - Product-based apps (apps that allow students to create a product)  
    - GarageBand
  - Student resource apps (apps that allow students to access information)  
    - The Orchestra

Amy Burns (see musicroomburns.net and mustech.net)
SAMR (Reuben Puentedura)

Image by Adam Webster (cagelessthinking.com) and is used with permission
It is acceptable to slowly move into SAMR with a focus on substitution (music is a great place to start)

You cannot always be transformative, nor at the highest levels of SAMR. Redefinition eventually becomes augmentation

There are levels before SAMR: Exposure, Procurement, and Experimentation
Substitution

No functional change

- iPad as Sheet Music (*forScore*)
- iPad as audio player (*Music Player*)
- iPad as a way to take attendance/track grades/assess (*iDoceo*)
- iPad a way to track classroom management (*ClassDojo*)
Augmentation

functional improvement

- Annotating scores in color, correcting misprints in scores, projecting music from forScore via AirPlay and controlling audio inside forScore
- Using iPad apps in place of a whiteboard or Interactive Whiteboard
- Using an iPad in place of a document camera (see the new Juststand - ipaddocumentcamera.com)
Modification

significant task redesign

- Students use multiple iPad apps to make an iPad band or ensemble
- Classes use video conferencing (Skype or FaceTime) to interact with other classes, teachers, or composers across the world
- Flipping the classroom with Explain Everything
Redefinition

previously inconceivable task

- Students compose their own composition in GarageBand and use it as a background track for an iMovie

- Students create their own rehearsal tracks for songs in the general music class using Notion
Teachers: Two iPad Classroom

- **One iPad would be a personal iPad with personally purchased apps and additional materials not provided by the school (if you ever leave the position, the apps and materials would remain with you). This iPad would be mirrored to the classroom.**

- **The other iPad would be a school iPad, used for attendance, assessment, and other teacher’s eyes-only items.**
A Day in the Life of an iPad General Music Teacher

- **Materials Needed**
  - iPad, Projector, Audio System, and AirPlay Receiver; Warm-Ups created/scanned in advance, two class songs, learning activity (to be determined), game or learning center (to be determined), and various apps.

- **Objective**
  - *Demonstrating that the iPad can be used in every step of the general music lesson*
A Lesson Template for an iPad General Music Teacher

○ Attendance
  ○ Teacher uses iDoceo to take attendance, or has students scan in with QR codes with Attendance2

○ Warm-Up
  ○ Teacher projects warm-ups on a screen using AirPlay mirroring and Keynote or Explain Everything

○ Introductory Song
  ○ Teacher projects song on screen with forScore, and uses forScore to play accompaniment over room’s sound system
A Lesson Template for an iPad General Music Teacher

- Lesson
  - Teacher prepares lesson using *Keynote* and exports to *Explain Everything* to teach
  - Lesson can contain text, images, videos (*sounds), and annotations
  - Lessons can be recorded, slide by slide for home use (absent student, home-bound, or flipping) instruments on the iPad
A Lesson Template for an iPad General Music Teacher

- Reinforcing Activities
  - Centers (multiple iPads)
  - Skills App (music game)
  - Playing acoustic instruments with iPad projecting sheet music
  - Playing virtual instruments on the iPad
  - Teacher roams room with iPad, using iDoceo to assess skills and/or participation
A Lesson Template for an iPad General Music Teacher

○ Final Reinforcement
  ○ *Quickly review main concepts, foreshadow what is coming next time*

○ Closing Song
  ○ *Mirror iPad on screen via AirPlay*
  ○ *Use forScore for both the music and the audio*
Related Activities

- There are many apps for “related activities” to general music, such as:
  - Guitar
  - Recorder
  - Auto Harp
  - World Drumming
Some Examples of iPads in General Music Classrooms

These six teachers are using iPads in their instruction (most also utilize other technologies). I have listed a few ways they are using iPads (by all means, not a definitive listing) as well as where to find their blogs.
Actual Classroom Activities

- **Brenda Muench** (techtempo.com and mrsmuench.com) @bmuench
  - Has been using *My Singing Monsters* with some of her classes
  - Many links to the connection of music to art and literature, using iPads and music (e.g. making illustrated scenes to go with music of The Nutcracker)

- **Catie Dwinal** (celticnovelist.com) @musiccargirl14
  - Video Conferencing with other schools (*Skype, Google Hangouts* or *FaceTime* could work)
  - Audio Recording individual students with iPads (*Pocket WavePad*)
  - Starting an iPad Band (numerous apps)
Actual Classroom Activities

- **Chris Sepersky** ([tambourinesandtechnology.blogspot.com](http://tambourinesandtechnology.blogspot.com)) @sepersky
  - Uses **Explain Everything** as a major tool
  - Has students use **Explain Everything** to demonstrate comprehension
  - Does warm-ups with his students and projects them via the iPad

- **Amy Willis Burns** ([musicroomburns.net](http://musicroomburns.net) and [mustech.net](http://mustech.net)) @awillis2
  - Had kindergartners write rhythm patterns and added instrument pictures on **Explain Everything**
  - Has used a variety of virtual iPad instruments and acoustic instruments together for elementary ensembles
  - Uses **iDoceo** for grading, assessment, audio recording, seating charts, attendance, and more
Actual Classroom Activities

- **Dr. Joanna Sisk-Purvis** ([motleymuse.blogspot.com](http://motleymuse.blogspot.com)) @dr_motley_muse
  - Uses **GarageBand** with her students
  - Created her own recorder method with **iBooks Author** (Mac)
  - Uses **Isle of Tune** with her students

- **Marisa Wren** ([mwren13.blogspot.com](http://mwren13.blogspot.com)) @Mwren13
  - Like so many teachers on this list, is connected to other teachers via **Twitter** in non-stop professional learning networks
  - Uses **Edmodo** for a variety of tasks, including blogging, polling, and assessment
  - Uses social media (**Facebook** and **Twitter**) to have students report what they are learning, and to learn with others classes around the world are learning, too
Students in 6th Grade Discovering Music Class
Northside Blodgett Middle School, Corning New York
Brian Ellison, Music Teacher
Other things to consider
○ How do you afford/purchase apps?

○ How do you find good apps?

○ How do you manage what is on student iPads?

○ Classroom management: if 1:1 or small groups, how do you handle students that go off-task?

○ iPads can help differentiate learning for individual learners (e.g. students unable to hold mallets could interact with an iPad screen, app assignments to challenge, app assignments for review)