Revised syllabus for CCT612 Spring 2013:

CCT612
Ben Schwendener, Instructor

Texts

To obtain:


(Hand to find – if not available I will make handouts available)


Thinking Beyond the Myths and Misconceptions of Talent: Creating Music Education Policy that Advances Music's Essential Contribution to Twenty-First-Century Teaching and Learning
Lawrence Scripp et al. in Arts Education Policy Review May 2013
Attached to WIKI

More texts:


Not necessary to purchase, but will be referenced:


Grading:
Grades are based on active participation, and successful completion and presentation of Final Project/Product.

**Week 1:**

I. FINAL PROJECT: "What do you want to create, for yourself and for your students?" Identifying a central Aim, and purpose for a completed creation.

Ia. Your personal Bio – creating and/or updating. Post on WIKI.

II. The history of George Russell and his Lydian Chromatic Concept of Tonal Organization. (handouts supplied). The LCC explains how the elements of music behave; it gives the student a ‘Language’- a ‘Language behind the music’, or a ‘Language behind your thoughts’. The LCC opens up music possibilities in a new and holistic way.

III. Intuitive knowledge and the uncovering of new ideas.

IV. The understanding of Physical laws and their effect on creative processes; application of the definition of 'Scale' to the various educational and artistic disciplines of class participants. Objectivity in Art: “What defines objective materials/ components in a given (artistic) discipline?

V. ‘Vertical’ and ‘Horizontal’ forces in music and their broader implications.

Explaining and discussing the ‘Breakdown into Elements’ as it can relate to Final Projects.

**Week 2:**

VI Topic: Creativity as an art of choice. 'The Real Frank Zappa'book and the Compositional Process.
- Formal Design Modes and the development of ideas (within time and space)

- Thematic Elements – individual ‘Vertical’ elements combined make up a ‘Thematic (Centering) Element’ that may be used in the design of the ‘Final Project’

- Dialogue, review and expansion of Week 1 introductory material.

- Sharing of tentative ‘Final Project’ by each student, using concept of ‘Elements’ as applicable.

**Week 3:**

VII. Interpretations of ‘Customized Education’: Discussion of a general definition along with private and corporate models of implementation. Creation by a group through sensitivity to individual strengths and weaknesses.


Sharing of tentative Final Project by each student continues…

**Week 4: (back to musical analogies)**

IX. Music and the 'Law of Correspondences'. John Coltrane’s ‘Giant Steps’ and the equilateral triangle: “Objective Art” – The Pyramids conveying the message of the Law of Three, active, passive, neutralizing, etc. “What is, or could be termed ‘Objective Art’?”


**Week 5:**

XI. Creativity and the ‘reactive’ process.

XII. Presentations on Individual term projects (usually takes at least two entire class sessions)
**Week 6:**

XIII. Presentations on Individual term projects concludes

XIV. Summary and virtual high fives

***We may depart from this succession of topics, but the idea of working to complete a project of your choice using concepts and principles covered remains as a central theme.***