**EDCP 305**

Digital Media in Arts Education

Reflection #3 Option #2

Hyesun (Judy) Kim

73388092

November 9th, 2012

Digital technologies have changed music making, sharing, teaching and learning. It is taking in place through the use of musical games, apps, and networked digital tools. For example, apps are new digital music application, which are possibly used in music learning contexts and music making in digital world. Before the digital technologies developed, most of the music classes learned through instruments by playing different music pieces. But now in 21st century, we can use apps which is also indicated in this paper such as the *Pocket Guitar, TabToolkit, GuitarToolkit, OmniTuner, TuneMaster, Chordplay, Chordmaster*...etc. These apps can help students to learn about music in different way. If students think as an actual class, they tend to think it is hard to learn music but by using an app, which can be seen as a game, it will be fun to learn music. Some students don’t want to learn music just by playing an instrument or reading different music pieces. But music app such as GarageBand can approach to students, which they can actually make their own music by not actually playing an instrument. Personally, I am not saying that traditional way of learning music should be abandoned but I think this digital technologies can effect teaching and learning in varieties of ways. By using digital technologies, it can possibly students imagine in bigger frame.

With my experience level, I can teach them how to download apps and use different kinds of apps, and also teach them how to use GarageBand. A good thing with digital technology is that it is not hard to learn because most of people use smart phones, computers, and ipad which downloading these apps won’t be something that are really new to them. At first, I will teach them to search different kinds of apps that relates to the music. For example, a *Pocket Guitar*, which is an app that allows a user to strum across the touchpad and place fingers in chord shape that directly correspond to an actual guitar. There are so many apps like this in app store, which students can explore. By giving them chances to explore different kinds of apps, they will eventually find apps that are interesting to them and also find things that are not interesting. As indicated in the paper, one student might be interested in learning how to play the guitar; a student by downloading an app in his/her smartphone can learn how to play the guitar, while riding a bus to school. After learning a music by having an interest will effect the teaching and learning way more effective than just forcing them to select one instrument and play physically. After experiencing with different kinds of apps, I will suggest them to try GarageBand. I am not new to GarageBand so it will be easier for me to teach GarageBand for my students and let them explore in their own. They will have different perspective of creating music by themselves. After teaching them with different kinds of apps and GarageBand, they will eventually figure out if they have an interest of playing an instrument or composing music. This will allow them to explore and experience different areas and give them broad example of the music.

 Authors in this paper tried to examine the potential impact of creative, digital technologies on music pedagogy in the 21st century. I agree that the educators in 21st century are obligated to take a forward thinking stance to anticipate and adapt to both new technologies and emerging forms of music and integrate them into contemporary curricula. Exploring with different kinds of music apps and GarageBand will be integrated into the contemporary teaching and learning. Digital technology is keep developing and we should use advantage of digital technology into the teachings because our students’ imagination should develop as fast as development of digital technology. Digital technologies have fundamentally changed the ways that music may be taught and learned. Also, I agree with the perspective that we posit a need to reconsider and expand our curricula and pedagogies to include digital media. New approaches with digital technologies will take us to the next level. Also, by sharing a music within the network such as YouTube will develop students social network which connect them and allows for shared creativity. We should include us in “digital immigrants” rather than “natives”, by selecting to be “digital immigrant” will let us adapt to digital technologies as they develop. But we can’t ignore issues of corporate control, surveillance, privacy and security but we should invest ourselves in keeping up with these changes, which will develop our music making.

 Digital technologies on music pedagogy in the 21st century are developing really fast and tremendously effective towards our music making. If we just keep ourselves in tradition, it won’t let us to step up to the next level. But by use an advantage of digital technologies, we can let our self in bigger frame. In 21st century, we should use more of digital technologies integrated with our tradition and develop our music further. Our own frame of traditional school music should develop where we can approach music faster and easier way. Students who learn music should be able to develop their social network skills to adapt better way of approaching music. By doing this, we can find amateur artists who can be better artist later on. Using digital technology, we can find people who are really influential.

**Work Cited**

Gouzouasis, P. & Bakan, D. (2011). The future of music making and music education in a digital transformative world. The UNESCO observatory E-Journal, 2(2). 21 page ms. *http:// www.edfac.unimelb.edu.au/eldi/elc/unesco/pdfs/ejournals/012\_GOUZOUASIS.pdf*