**Action, Criticism & Theory for Music Education**

In the article *Action, Criticism & Theory for Music Education* by Peter Gouzouasis says, “In today’s economy, one of the most important aspects of technology is the creative economy”.[[1]](#endnote-1) In our society today, creative economy is the dominant economic form. The focus of this paper was to elaborate a critical discourse on notions of fluency with arts-based technologies and exploring the relationship between FITness and FATness, and to discuss the dilemma that music, and music education, faces in a society today.

There are different kinds of fluency that Guilford proposed such as ideational fluency, associational fluency and expressional fluency. His idea becomes multidimensional, as there are all forms of human expression, which might be combined in a variety of ways. In our EDCP 305 class we should consider word fluency extending to visual and aural fluency. Visual fluency is indicated in article as, “visual fluency may be considered the ability to think of, cognitively organize, and manipulate visual patterns rapidly, in both animation and in digital video contexts”.[[2]](#endnote-2) Aural fluency is indicated as, “the ability think of, cognitively organize and manipulate aural patterns rapidly, in both music and in general audio contexts.”[[3]](#endnote-3) Considering, “spontaneous flexibility” and “adaptive flexibility”, we start from using the traditional way of making a slide show, and then we could use Kidpix or use Flash and after that we adapt to it by making better quality of presentation. In the article, it indicates that understanding of fluency is foundational to the fluency within information technology (FITness) model which contrasts fluency with “literacy” which then takes step further towards the fluency within art technologies (FATness). Right now, we have facts of traditional way but as technology develops the information transforms over to what we call “arts”. Interpreting to spontaneous flexibility and adaptive flexibility, we should build upon what we had traditionally and make better out of that. For example, we worked on GarageBand in EDCP 305 class, before that we had aural fluency, which we cognitively organize and manipulate aural patterns in both music and general audio contexts and we had to play in order to know the sounds and we had traditional information. But now in new media using GarageBand, we build upon expressional fluency, which we “considered the ability to put words, still images, film, music and sounds effects into a variety of traditional and new media contexts in broad variety of combinations”.[[4]](#endnote-4) Right now we have the “fundamental concepts” which can be related to the information that we had and with the “contemporary skills” we can have new definition of composers and musicians by developing our skills.

By these ideas, we can translate it into practice by trying to build upon the new knowledge by the knowledge we already have. For example, we try to use GarageBand to compose music, but at first we had associational fluency, which means that we had ability to identify and recognize similar structures across music software applications. We were used to the technology so we had some ability at first to identify and edit patterns in MIDI sequences and AIF sound waves. Also we had knowledge in expressional fluency where it is considered as “the ability to put words, still images, film, music, and sound effects into a variety of traditional and new media contexts in a broad variety of combinations”.[[5]](#endnote-5) These are the knowledge that we already had and with the new knowledge of technology that we can use in GarageBand we can build on the traditional knowledge of technology. We already had an idea of FITness and by using GarageBand, we should go a step further within arts technologies, which is FATness. We formulate new knowledge by the developing technology and we get to have different ways to see, hear, think and express ourselves. I have the basic knowledge because I am used to the simple technology used in our society today, so by using the GarageBand and try new things with it, I can build new knowledge, which can be called as “arts”.

Personally, I don’t think notation is necessary to all music learning because we actually can compose music without knowing the notation by our technology such as GarageBand. Some people argue that we are not playing or composing music but arranging music. But I agree with an article saying, “Today, traditional notation of music may be interpreted as being useful only in the performance of Western classical music and related forms”.[[6]](#endnote-6) For example, as the new technologies develop more and more, it will eventually eliminate the need of traditional notational forms but I still think that is making the real music. I think using GarageBand is more fluency than literacy because we are actually building upon the knowledge that we already had. With the technology we have today, we can make, compose, and even play music which means we don’t really have to know the notation in order to learn music.

1. Peter Gouzouasis, “Fluency in General Music and Arts Technologies,”ed.Thomas A. Regelski, Wayne Bowman, Darryl A. Coan, 4 vols. 2. (2005) 2 < http://act.maydaygroup.org>. [↑](#endnote-ref-1)
2. Ibid. 6 [↑](#endnote-ref-2)
3. Ibid. 6 [↑](#endnote-ref-3)
4. Ibid. 6-7 [↑](#endnote-ref-4)
5. Ibid. 6-7 [↑](#endnote-ref-5)
6. Ibid. 13 [↑](#endnote-ref-6)