

Class: Music Lives In Me

Instructor: Bryant Samples Jr.

Duration: 1hour 30minutes

Students: Abdullah, Ayinde, Nyle, Safiya, Tayvon

How to read Music(treble clef): In our 1st class, the students and I introduced ourselves, and voiced any goals & visions we had for the class! Students were introduced to their virtual piano and learned of many musical symbols and notation present in sheet music by watching a slide-show presentation on "How to read Music". As we developed a more clear understanding of musical terms & symbols, students were given a song (My Fingers are "Numb" - Linkin Park) and asked to learn & playback/demonstrate for the class using their virtual pianos.

The "Key" to Scales - The students began their 1st lesson on how to play a (C)major scale. They learned the meaning of; "sharps, naturals, & flats". The students practiced walking up and down their keyboards using both "half steps" & "whole steps". They used that knowledge to understand "key signature" and which notes to raise and(or) lower when going up and down particular scales. ie: G major scale has 1 "sharp" (F#). In order to successfully play G Major scale you must 1st begin on the "g"note and work your way to the next "g" while raising natural "F" 1 half step to make it an F#(sharp). Students demonstrated their understanding by reciting w/ their virtual keyboards, a series of scales.

Roots of the Blues! -Students opened up with videos from great Blues artists such as B.B. King T-Bone Walker, and even international blues artists who aren't quite our household names. Afterwards we held a group discussion on what "The Blues" meant for them. While learning the vital history & timeline of the Blues, students also learned the fundamental blues pattern/scale and demonstrated that knowledge using their virtual pianos, for the class. Students were then able to use their own creativity to compose their own individual blues song, and presented their brilliant work for the class to hear.

How to read Bass Clef: As students re-called their knowledge of treble clef notation -played with right hand on piano, the students were then challenged to read Bass clef -played with left hand on piano; a pianist must! After studying a slide-show presentation on "How to Read Bass Clef" the students were asked many questions, and demonstrated their new knowledge by answering these questions. ie: "What are the notes that lie within the spaces of the Bass Clef?" - "A-C-E-G; All Cows Eat Grass". Students then applied that knowledge to their virtual pianos, and demonstrated their ability to read and play melody's written on the "Bass Clef" -left hand.

Improvisation: Students opened up with an outstanding video of a guy improvising on his piano using only the black keys(jazz keys) of the piano. After a mini discussion about the students' experience on improvisation, they learned the "code" of the black keys. Being that all the black keys represent sharps & flats, it is their complexity that has it where you can hit at random any series of black keys and have a beautiful song instantly. So then each student presented for the class, their moment to shine by demonstrating their own improvisation for the class using only the black (jazz) keys.

Composition: Students opened up with great a great Jazz composition from the prestigious Miles Davis & John Coltrane. We began class with a review of everything we'd learned thus far. After catching up with our momentum, students were introduced to software from noteflight.com that enables users to write their own music by applying everything they learned ie: notes on treble clef/bass clef, notation duration, scale patterns, key signatures, improv. ect. This software is then able to playback the composed music and the students can hear the direct manifestation of their own creativity; music-wise anyway. Students took the rest of class to study this software and it's gadgets, and challenged to compose their own song and play it back for the class next week.

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Abdullah	complete	complete	complete	complete	complete	complete
Ayinde	complete	complete	complete	complete	complete	complete
Nyle	complete	absent/incomplete	complete	complete	absent/incomplete	complete
Safiya	complete	complete	absent/incomplete	complete	complete	complete
Tayvon	complete	complete	complete	complete	complete	complete

Abdullah - 100%

Ayinde - 100%

Nyle - 80%

Safiya - 90%

Tayvon - 100%