

Developing the Literate Musician

Music Literacy:
What, Who, When, Where, Why?

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Available at
[adampottermusic.com/resources](https://www.adampottermusic.com/resources)

Today's Materials



Introduction



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cat



There is a cat under the bed.

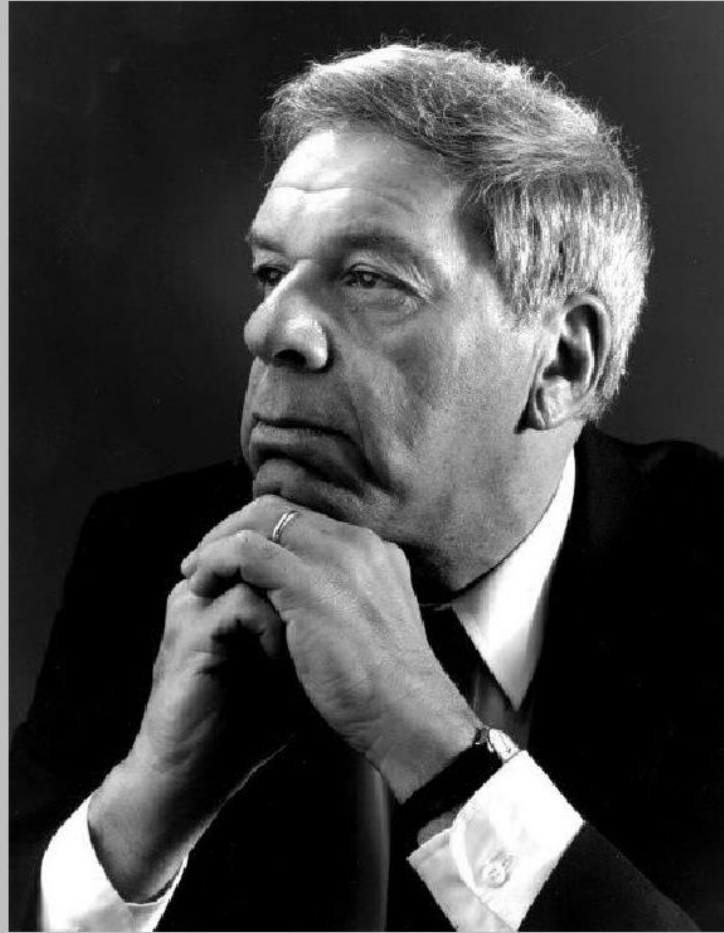


Music Learning Theory (MLT)



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Remembering Edwin E. Gordon



1927- 2015

Music Learning Theory

Based on:

- **Learning Sequence**
- **Audiation** (hearing music in the mind, with understanding)
- **Methodology** (pattern instruction)
 - Use of rhythm syllables and movable-Do tonic solfège
 - These methods help music teachers establish sequential curricular objectives in accord with their own teaching styles and beliefs
- **Aptitude** (students' individual musical differences)

Skill Learning Sequence

- **Inference Learning**
 - Generalization
 - Creativity/Improvisation
 - Theoretical Understanding
- **Discrimination Learning**
 - Aural/Oral
 - Verbal Association
 - Partial Synthesis
 - Symbolic Association
 - Composite Synthesis

Aural/
Oral



Verbal Association





Partial Synthesis



Symbolic
Association



cat



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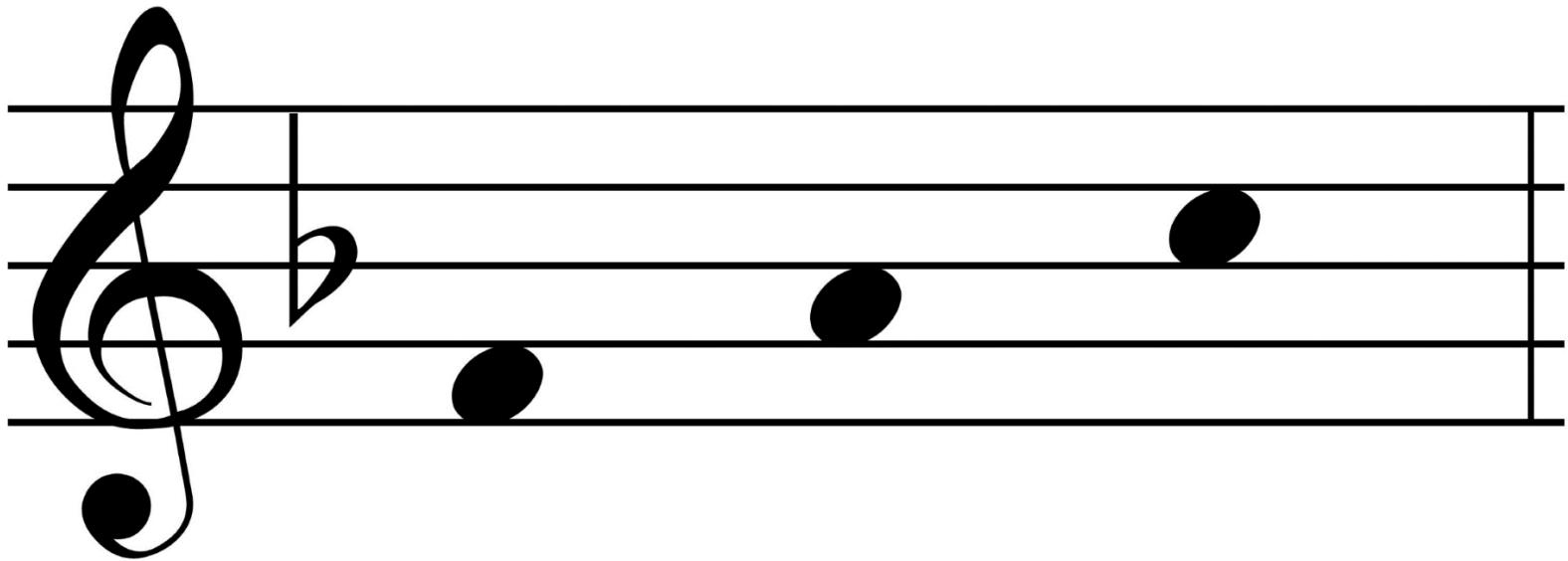
Let's apply this to music . . .

Aural/Oral

Verbal Association

Partial Synthesis

Symbolic Association



Composite Synthesis

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Stages of Audiation

- | | |
|---------|---|
| Stage 1 | Momentary retention |
| Stage 2 | Initiating and audiating tonal patterns and rhythm patterns AND recognizing and identifying a tonal center and macrobeats |
| Stage 3 | Establishing objective or subjective tonality and meter |
| Stage 4 | Consciously retaining in audiation tonal patterns and rhythm patterns that we have organized |
| Stage 5 | Consciously recalling patterns organized and audiated in other pieces of music |
| Stage 6 | Conscious prediction of patterns |

Gordon's Types of Audiation

Type 1	Listening to	familiar or unfamiliar music
Type 2	Reading	familiar or unfamiliar music
Type 3	Writing	familiar or unfamiliar music from dictation
Type 4	Recalling and performing	familiar music from memory
Type 5	Recalling and writing	familiar music from memory
Type 6	Creating and improvising	unfamiliar music
Type 7	Creating and improvising	unfamiliar music while reading
Type 8	Creating and improvising	unfamiliar music while writing



What

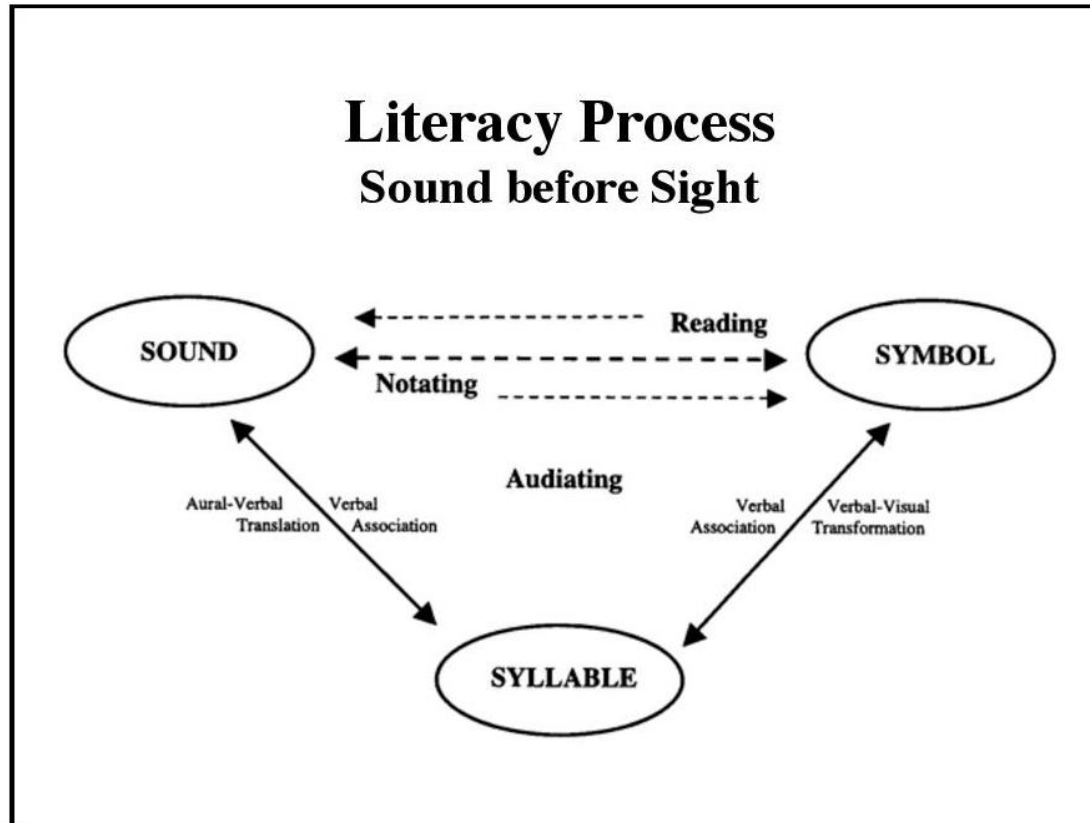


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What is “music literacy”?

- Hear (*audiate*)
- Improvise
 - Conversation/dialogue
 - Monologue
- Read (*sight-singing*)
- Write
 - Dictation (hear sound and write it down)
 - Composition (think sound and right it down)

Music Literacy





Who



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When



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Where



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Why



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Why music literacy?

- Dependence *vs.* **independence**
- Enablement *vs.* **empowerment**



Questions?



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Next Session

“Music Literacy: *How?*”

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