



Manhattan School of Music

Manhattan School of Music is a preeminent international conservatory of music granting Bachelor of Music, Master of Music, and Doctor of Musical Arts degrees. Established in 1918 by pianist and philanthropist Janet Daniels Schenck, the School is dedicated to the personal, artistic, and intellectual development of each of its students, who range in age from the precollege through the postgraduate level. Offering both classical and jazz training, the School instructs students in performance and composition and provides a broad-based education in music theory, history, and humanities. Students come from all over the world, drawn by a rigorous program that reflects the highest standards of musical heritage, and by the faculty, which includes some of the world's best-known artists. Much of the school's strength derives from its home in cosmopolitan New York City, and the School contributes to the city's musical life through an active program of community outreach and with its own program of concerts and performances. These are regularly recognized nationally and internationally as some of the finest events in New York's musical calendar. Manhattan School of Music's alumni are active in every aspect of contemporary musical life, and many are among the most distinguished artists performing in concert halls, opera houses and on jazz stages throughout the world today.



Distance Learning

In 1996, under the pioneering influence of Maestro Pinchas Zukerman and President Marta Istomin, Manhattan School of Music instituted a groundbreaking distance learning program — the first of its kind at a major conservatory — devoted to exploring the use of state-of-the-art videoconference technology for music education and performance. Since its inception, the program has connected students, educators, and distinguished artists around the globe for teaching and learning exchanges and currently reaches over 1,700 students each year from Albuquerque to New Zealand.

Through the development and creative use of broadband videoconferencing and related instructional technologies, Manhattan School of Music Distance Learning provides access to artistic and academic resources that enhance students' education in musical performance while heightening the global community's awareness of and participation in the musical arts.

Specifically, the program provides interactive videoconference master classes, private lessons, clinics, workshops, coachings, sectionals, colloquia, educational and community outreach, telementoring, professional development, and humanities exchanges to institutions of higher education, K–12 schools, and performing and community organizations around the world. New program areas currently under development include remote auditioning and recruitment via videoconferencing.



K-12 Programs

With over a decade of experience in the field of distance learning and as the first conservatory in the nation to utilize videoconferencing for K-12 music education, Manhattan School of Music has adopted the key elements of presenting successful music education programs via videoconference. In addition to giving students access to world-class musicians and stimulating artistic perspectives, Manhattan School of Music ensures that the quality of videoconference transmissions are of the highest technical standards possible.

Through the Music Bridges, Virtual Music Studio, and MOVE programs, Manhattan School of Music offers a wide variety of standards-based music and music-related presentations to public and private schools throughout the country. The New York State Learning Standards for the Arts are incorporated in program design, content, and assessment, as well as links to core subjects such as social studies and history

Music Bridges is a selection of music programs that feature distinguished Manhattan School of Music artist-faculty teaching elementary, middle, and high schools students. These interactive videoconference programs are designed to engage students in areas ranging from musical performance, to instrumental and vocal coachings, to developing an understanding of the building blocks of music.

Virtual Music Studio features a variety of videoconference programs developed and presented by a roster of distinguished Manhattan School of Music young artist alumni. These teaching artists -instrumentalists and vocalists who have attained a high level of professional proficiency at their musical craft - are up-and-coming educators who also serve as role models and mentors to students within the context of the dual learning process. Each program includes pre-videoconference teaching materials, one class period-length videoconference presentation, and a post-videoconference development guide.

MOVE (Music Outreach Videoconferencing Exchange) is a collection of interactive presentations offered to K-12 schools around the country and taught by Manhattan School of Music student teaching artists. Under the guidance of program directors and faculty members, these music programs are designed by students for students, to actively assist in better facilitating understanding of a variety of musical styles and genres through performances, demonstrations, instruction, and question-and-answer sessions.

All of the above programs are fully on-demand. Presentations are scheduled to accommodate the timetable of the requesting school, and can even be modified to better fit certain grade levels, age groups, curriculum needs, or requirements. Please read on for testimonials from past participants on how Manhattan School of Music's interactive videoconference music education programs have benefited their students.



Program Offerings 2008-2009

COACHINGS AND LESSONS

Group Instrumental Lessons

Select students at partner schools are eligible for applied instructional group lessons with a professional teaching artist. Group lessons are available in forty-five minute sessions, with a limit of five students per group. Partner schools may select either a classical or jazz emphasis. Brass, wind, string, piano, and percussion group lessons are available, as well as jazz music and improvisation lessons. Instruction will cover areas from technique and analysis to musical and stylistic interpretation. This program is part of Virtual Music Studio.

Grades 7–12

Cost: \$300 (For 5 class sessions)

Length: 45 minutes or one regular class period

Instrumental Ensemble Sectional Coaching

A notable Manhattan School of Music faculty member will work with a group of instrumentalists to cover areas such as technique, phrasing, and other topics as requested. Classroom teachers are encouraged to forward music they would like to be reviewed during the videoconference session. Past instructors have included faculty members David Geber, Chair of the Cello Department, Mark Gould, Chair of the Brass Department, and the American String Quartet, Ensemble-in-Residence. This program is part of Music Bridges.

Grades 6–12

Length: 45 minutes or one regular class period

Jazz Ensemble Sectional Coaching

Student instrumentalists and/or vocalists will have the opportunity to work with a distinguished Manhattan School of Music faculty member on subjects ranging from improvisation, rehearsal techniques, and other areas as requested. Classroom teachers are encouraged to forward music they would like to be reviewed during the videoconference. Past instructors have included faculty members Justin DiCioccio, percussion, Peter Eldridge, voice, and Dick Oatts, saxophone. This program is part of Music Bridges.

Grades 6–12

Length: 45 minutes or one regular class period

Vocal/Choral Ensemble Coaching

Based upon repertoire selected by the classroom teacher, acclaimed countertenor, choral director, and voice coach Robert Isaacs will work with a select group of vocalists to improve musicality, breathing, style considerations, and other technical matters as requested. This program is part of Music Bridges.

Grades 6–12

Cost: \$250

Length: 45 minutes or one regular class period

MUSICAL THEMES

American Music

American Music: Tonality, Tradition, and Innovation

The 20th century has been a time of experimentation and development in all art forms. We can see this in the abstract expressionism of Jackson Pollack to the pop art of Andy Warhol. Likewise, American music has shifted its focus from a folk tradition to one driven by acoustic experimentation. Students will work with the presenter to uncover the influences of each major style. They will witness how the American tradition, exemplified by Aaron Copland and George Gershwin, gave way to the exploratory techniques of such influential composers as Henry Cowell and John Cage. In addition to acquiring knowledge of early American folk music, students will observe how the music of the century progressed with social development and fused itself with other art forms such as the visual arts and dance. Students will be able to experience firsthand the performance of extended instrumental techniques and will themselves create pieces involving new auditory possibilities. This program is part of Virtual Music Studio.

Grades 9-12

Cost: \$250

Length: 45 minutes or one regular class period

Story of a Composer: George Gershwin

The 1920s saw a young nation, now free from war, able to develop its own rich culture. Major cities became centers for innovation in music, shunning European classicism for a freedom that was strictly American. It was out of this ideal from which the most well-known of American composers, George Gershwin, emerged. In this program, students will make guided comparisons between the Classical and Jazz idioms and apply these differences to the music of Gershwin within both an historical and social context, gaining exposure to many important works such as Porgy and Bess and Rhapsody in Blue. This program is part of Virtual Music Studio.

Grades 7-12

Cost: \$250

Length: 45 minutes or one regular class period

Classical & Pop

Classical Meets Pop: How the Two Fall in Love

A 2-session exploration into what defines music to be classical or to be pop. With live and recorded examples, we compare the two styles, discuss historical contexts, and discover how the two are one of the same language. Activities include analyzing texts from both styles and discussing how the music speaks for itself. Using the music of Hip-Hop and Rock, we expand on the students' ability to relate to the music of Mozart, Schubert, and others. This program is part of Virtual Music Studio.

Grades 8-12

Cost: \$250

Length: 45 minutes or one regular class period

Classical Music NOW

In 2 sessions, we debunk the popular myth that classical music is "old and boring." Exploring music written since 1950 through the present, we discover the fresh, exciting, and outrageous sounds of what classical music really is. By introducing students to today's music, rather than the classics of 200 years ago, we swing open a backdoor of interest that can lead to a greater respect and understanding of the classical Greats. Composers discussed range from experimenters John Cage and Karl Stockhausen to pop artists Björk and Radiohead. This program is part of Virtual Music Studio.

Grades 8-12

Cost: \$250

Length: 45 minutes or one regular class period

General Music

Music and Literature: How the Two Arts Meet

This program is an exploration into the connection between the descriptive power of words and music. Students are given the text in advance with some preliminary questions, and with guided help during the lecture discover how music can convey deep meaning without the need of words. Recent cultural phenomenon like Harry Potter are mentioned so students can relate to the composers of the past, and their need for interpretation of well known literature through music. We progress from looking at song settings to programmatic pieces, and learn how to recognize the poetry in the music. This program is part of Virtual Music Studio.

Grades 7 & 8

Cost: \$250

Length: 45 minutes or one regular class period

Music, Melody & Me

This program is an educational unit consisting of four lessons (2 pre-videoconference, 1 videoconference and 1 post-videoconference) designed to immerse students in the world of music. Through creative hands-on activities, the use of critical thinking skills, and research, students learn prior to the videoconference about the instrument families and develop an understanding of the various sound qualities that instruments make. Through guided instruction, students then apply the knowledge they have gained by constructing their own musical instruments, which they present to Manhattan School of Music faculty member Earl Carter during the videoconference lesson. This culminates in a spirited interactive exchange in which Carter transforms students' own motivic ideas into improvisatory compositions.

Students develop an understanding of the basic building blocks of music, melody, and motive throughout the videoconference lesson, which is the centerpiece of the unit. Guided by Carter, students learn how instrumental sounds are fashioned into musical compositions, generating skills to examine the components of themes in music. These concepts are dynamically illustrated through live performance and with the aid of prerecorded video musical examples performed by talented Manhattan School of Music students. Your students come away from the videoconference as more discerning listeners with a heightened appreciation and awareness of how music is made. They will face the challenge of creating melodies of their own during the post-videoconference lesson.

With over 30 years experience as an educator, Earl Carter has held positions on the faculty of the Great Neck Public Schools and the Boys' Choir of Harlem, among others, and is chair of the theory department at the Harlem School for the Arts. A faculty member of the Manhattan School of Music Precollege Division since 1970, Carter is known for his vibrant and engaging teaching style. In the words of Manhattan School of Music preparatory division director Joanne Polk, "Earl Carter is a pedagogue of extraordinary energy and conviction. I have seen his vitality and vivacity reach even the most remote student. Whatever the subject, whether jazz or composition or theory or just discussing a concert, one does not leave a conversation with Earl Carter unaffected." This program is part of Music Bridges.

Grades 3-5

Cost: \$250

Length: 45 minutes or one regular class period

Jazz

An Introduction to Jazz: Get Into the Groove! (available Spring 2009)

A small jazz ensemble comprised of Manhattan School of Music student teaching artists will introduce students to the genre of jazz. Why is New Orleans considered to be the birthplace of jazz music? Through an exploration of the various historical, cultural, and social influences that shaped America during the last century, students will be introduced to the development of various styles of jazz, such as Dixieland, swing, and bebop. The presentation will include discussions of the terms swing, improvisation, and groove and an exploration of various jazz instrumentations. This program is part of MOVE.

Grades 4-8

Cost: \$250

Length: 45 minutes or one regular class period

Jazz Related Topics

Choose from a variety of programs including "Who is Duke Ellington"; "How to Swing"; "Jazz Improv"; "The Development of Jazz"; and "Big Band Rehearsal Techniques," a professional development program for jazz ensemble directors. Led by a distinguished Manhattan School of Music faculty member, you and your students will delve deeply into the history, theory, and evolution of jazz, depending upon the focus selected. This program is part of Music Bridges.

Grades 4-8

Length: 45 minutes or one regular class period

Journey through Jazz, Level I

Michael Cabe, piano, Mark Lau, double bass, and Mark Micklethwaite, drums take students on a field trip through jazz in this presentation. Come along for the ride as the musicians introduce their instruments and each of their "roles" in the trio; hear them talk about the "rules" of jazz, and what happens when those rules are broken; and listen as they play familiar musical examples to demonstrate some common jazz styles. An interactive and exciting way to learn about some of the basic sights and sounds of jazz with live musicians! This program is part of Virtual Music Studio.

Grades 1-5

Cost: \$275

Length: 45 minutes or one regular class period

Journey through Jazz, Level II

A jazz trio comprised of Brenda Earle, piano, Josh Paris, double bass, and Mark Micklethwaite, drums continues the virtual field trip begun in Journey Through Jazz, Level I with an exploration of jazz as a form of personal expression. Jump on board for this new and exciting journey as the artists teach students to tune up their ears and listen closely to how the songs they're playing set different moods, show emotions, reflect the roots of the composer, and even help express what went on in history during the times in which the pieces were written. The

program concludes with the musicians improvising a tune with help from the students. This is a truly fun and interactive way to take things to the next level and learn even more about jazz! This program is part of Virtual Music Studio.

Grades 4-8

Cost: \$275

Length: 45 minutes or one regular class period

Opera

Opera & Me: My Story

Join mezzo-soprano Shelly Wade as she takes students on a virtual journey through her life as an opera singer. Assisted by pianist Mila Henry, Shelly tells the story of her first experience with opera as a young girl in a tiny town in the Deep South all the way to her days as a conservatory student in New York City. Throughout this presentation, Shelly showcases her wonderful voice in a variety of song styles, and introduces students to the colorful characters who played important roles in her musical life story. Costumes, crazy voices, and hijinks abound! This program is part of Virtual Music Studio.

Grades 1-5

Cost: \$250

Length: 45 minutes or one regular class period

A Personal Introduction to Opera (available Spring 2009)

Why would someone decide to become an opera singer? A Manhattan School of Music student singer will present his/her autobiography. Through music, the singer will describe the personal story of how and why he/she decided to become an opera singer. The presentation will include performance of a variety of vocal genres and an introduction to the basic elements and vocabulary of folksongs, musical theater, and opera. Students will also begin to explore the physical act of singing. This program is part of MOVE.

Grades 5-8

Cost: \$250

Length: 45 minutes or one regular class period

World Music

East Meets West

Percussionist Rohin Khemani and saxophonist Max Wild take elementary schoolchildren on a diverting and educational journey through the world of music. Introducing the concept of music as a universal language, Rohin and Max demonstrate how Eastern and Western cultures converge in music. Using the exotic combination of Indian tabla and jazz saxophone as the basis for their conversations in rhythm and melody, Rohin and Max create an interactive experience that is as educational as it is entertaining. This program is part of Virtual Music Studio.

Grades 1-5

Cost: \$250

Length: 45 minutes or one regular class period

Music From Around the World (available Spring 2009)

A Manhattan School of Music woodwind ensemble consisting of oboes and bassoons will present a globetrotting selection of repertoire that showcases music from around the world. The interactive performance and discussion will try to answer the thought-provoking question "What is Music?" by demonstrating how different countries consider different sounds to be musical. Highlights include music from Germany, Argentina, Australia, Iran, and many other countries! This program is part of MOVE.

Grades 3-6

Cost: \$250

Length: 45 minutes or one regular class period

For programs without listed prices, please contact Juliana Han, Distance Learning Program Coordinator at (917) 493-4488 or jhan@msmny.edu.



Learning Standards Addressed

National Standards for Music

NA-M.K-5.6 Listening to, Analyzing, and Describing Music

NA-M.K-5.7 Evaluating Music and Music Performances

NA-M.K-5.8 Understanding Relationships Between Music, the Other Arts, and Disciplines

Outside the Arts

NA-M.K-5.9 Understanding Music in Relation to History and Culture

New York State Learning Standards for the Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

New York State Learning Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.



Technical & Special Requirements

Partner schools have the option of connecting to Manhattan School of Music's Distance Learning Program either via H.320/ISDN or H.323/IP videoconferencing technology.* Mpeg-2 and Internet2 connectivity is also currently available. A minimum bandwidth connection of 384Kbps is required in order to make these musical offerings valuable and educationally effective for partner school students.

* Please note that we recently disconnected our H.320/ISDN connection. However, we are still capable of achieving connectivity with ISDN users via the use of a bridge; this expense must be assumed by the partner school.



What Teachers Say

"It sparked an interest [in my students], and now they want to know more. It is important musical material; it relates very well to other academic areas. Along with the content of the materials being great, it was an opportunity for my students to see and hear live musicians. Another great way to use technology!"

Traci Brandt / Amy Gibson
Heath Middle School
Heath, OH

"My students were remarkably changed by this experience. They were excited about learning from a professional violinist and when he spoke and played the students were mesmerized. He was so engaging that the students wanted to try when he said and really seemed to enjoy the interaction. It was so wonderful to collaborate with such amazing teachers and to get more ideas about how to present instruction and material. It was just wonderful. Just to have the opportunity to interact with someone from MSM is an honor, and the depth of knowledge and resources from your school to our students is worth its weight in gold! I was especially impressed with the fact that our instructors were so willing to meet the students at their level – without excuse or admonishment – and created a positive learning environment where the students felt comfortable and excited to learn. It was wonderful! Thank you for everything!"

Syndy Ortwein
Perry Meridian High School
Indianapolis, IN

"The program is an extreme benefit to this school, to be able to know what's going on outside...because this school is so large, we hardly know what's going on in other music classes, so to be able to see what's going on at other high schools and especially at Manhattan School of Music, and having them present this type of program to us, is extremely beneficial. It definitely helped them [students] musically and educationally."

Ira Goldstein
Forest Hills High School
Queens, NY

"This was our first VTC with a conservatory and I learned that children enjoyed it immensely! I anticipate many repeats. I would recommend this...I believe all of these children would understand and benefit from this program. We had experts play for us and teach us!!! How many times can we bring all these instruments in an elementary school? (Not often). Presenters were very knowledgeable and engaging – a very cool way to learn music."

Adina Popa
Potowmack Elementary School
Sterling, VA

"We loved the VC with Lauren and Shane yesterday! The performance quality was superb. I hope you were able to see the faces of our young students. For me that is the best part of any program: watching their rapt attention and sheer enjoyment. After this performance, the students were not only complimentary to the performers, but they wanted more!"

Lucy Cassidy-Van Hoff
Glenwood Landing School
Glen Head, NY

"Thank you for such a wonderful opportunity. My students begged for more. Please share your talents, knowledge and expertise with us again."

Mimi Larkin
Martin High School
Arlington, TX

"Videoconferencing has advantages over field trips. It allows students to collaborate with other schools and to hear responses from other schools to the same programs — it's a clear advantage. It's good for them [students] to know that people are listening to their questions and giving them immediate responses."

Heidi Best
DeWitt Clinton High School
Bronx, NY