



**Association for Popular Music Education
2017 Annual Conference**

*Let's Band Together!
Advancing Popular Music Education*



University of Colorado
Denver

**June 14-17, 2017
Denver, CO**

Greetings from the APME President

[Insert Photo]

Welcome to the Association for Popular Music Education (APME) annual conference! We have a terrific program prepared—one that highlights best practices in teaching, innovations in research, and creative performances of the music of today... and tomorrow.

APME began a few years ago with approximately 12 of us gathering in Washington, DC to share ideas, dream our best dream for a new organization, and identify ways to advance popular music education. Since that time we've held events in Boston, Miami, Los Angeles, Nashville and Saint Paul. The organization continues to grow and develop over time because of our impressive Board of Directors, Executive Director, and membership. It would be fantastic for you to help us spread the word to attract even more members, presenters, performers, etc. and continue the momentum and help APME continue to evolve.

This year we especially thank Larry Kaptain, Dean of the College of Arts and Media at the beautiful University of Colorado Denver for hosting us— along with Richard Strasser, Chair, Music and Entertainment Industry Studies, and all of the other amazing CU Denver colleagues who contributed to make this conference possible.

Let's be sure to “band together” throughout the event to network and share ideas to take back to our communities, inspire our work and advance our engagement with popular music and with students.

Thanks for being here to be part of APME 2017... Enjoy the conference!

Best wishes,
Darla S. Hanley, PhD
Dean of the Professional Education Division
Berklee College of Music
Boston, MA

Greetings from the APME Vice President

[Insert Photo]



Colleagues,

I am delighted, on behalf of the Association for Popular Music Education's board, to welcome you to this APME conference at CU Denver, where we focus for four days on advancing popular music education. We are sincerely grateful to our hosts here at the College of Arts and Media; they have welcomed us with open arms and worked hard to bring us this conference experience.

This year's event is the biggest APME conference to date, demonstrating that the popular music education community is stable and growing. We are performers, educators, scholars, songwriters, arrangers, producers, administrators, and more, and we are gathered here to share, to celebrate, and to learn about popular education. Throughout the conference, and afterwards as we take experiences from this week back to our day-to-day lives, I encourage you to keep in mind the goals and objectives of APME:

- To promote the education of popular music (advocacy)
- To create educational opportunities for educators and students of popular music at all levels
- To identify, develop, and promote best practices in the teaching and learning of popular music
- To encourage a connection between the music industries and popular music education
- To foster collaboration among artists, teachers, scholars, and organizations to advance popular music

Thank you for joining in helping us to realize these aims. Wishing everyone a great conference!

Gareth Dylan Smith

Drummer, educator, scholar, writer
London, England

Greetings from Larry Kaptain

[Insert Photo]

Greetings from the College of Arts & Media (CAM) at the University of Colorado Denver! This unit serves over 1,200 students, with a faculty of almost 120 and 25 professional staff. With an art gallery, an off-campus interactive digital gallery, a record label, many concerts, art exhibitions and film showings—it serves as a “front door” of arts, design, media and creativity to Coloradans and people from around the globe.

The College of Arts & Media is the first college in Colorado devoted exclusively to arts and entertainment, and is a creative community that understands and advances the influence of modern trends on traditional art forms. By combining the relevant and evolving technologies with traditional methods, students are encouraged to incorporate their discoveries of art's emerging dimensions with comprehensive instruction in music, visual arts, and Film/TV.

Faculty in the College of Arts & Media hold doctoral degrees from institutions such as Brown University, The Ohio State University, New York University, the University of Michigan, the University of Southern California and other prestigious schools. In some areas where the terminal degree is the masters, the CAM faculty earned degrees from Yale, Syracuse, the University of Miami, and other first-tier schools.

The Department of Music & Entertainment Industry Studies (MEIS) traces its roots back to the 1970s, when CU Denver started one of the first degree programs in recording arts. Subsequently music business and singer/songwriting programs were added, in addition to contemporary performance practice. MEIS is known as a place where students can prepare for fulfilling careers in the creative industries, and walk across the street to participate in Denver's dynamic music scene.

In 2016, Dr. Richard Strasser was hired to lead the Department of Music & Entertainment Industry Studies. Highly regarded and widely published, Dr. Strasser is providing dynamic leadership for this unit of over 500 students.

As a founding institution of APME, CU Denver is proud to host his national conference and as Dean I welcome all of you to experience creativity at 5280.

Laurence Kaptain, Dean

[College of Arts & Media--University of Colorado Denver
camdean.org](http://CollegeofArts&Media--UniversityofColoradoDenver.camdean.org) and #lkaptain

Association for Popular Music Education Leadership

Executive Director

[Insert Photo]

Bryan Powell, Little Kids Rock/AMP Up NYC

Board of Directors

[Insert Photos of Each Person]

David Fish, Catawba College

Darla S. Hanley, Berklee College of Music

Jamie Knight, Huntington Beach High School

Irwin Kornfeld, In Tune Partners

Andy Krikun, Bergen Community College

Warren Pettit, Contemporary Music Center

Joseph Pignato, State University of New York at Oneonta

Kat Reinhert, University of Miami Frost School of Music

Rey Sanchez, University of Miami Frost School of Music

Gareth Dylan Smith, Institute of Contemporary Music Performance

Cliff Wittstruck, Western Wyoming Community College



PROGRAM

Wednesday, June 14

- 5:00pm to 6:45pm** **APME Board of Directors Meeting and Dinner**
[Insert Location](#)
- 6:30pm to 8:30pm** **Conference Registration/Check-In**
[Insert Location](#)
- 7:00pm to 9:00pm** **Opening Reception**
[Insert Location](#)
- 9:00pm to 11:00pm** **MANIK - Electronic // House // Techno // Disco**
[Insert Location](#)

Thursday, June 15

- 8:30am to 9:00am** **Conference Registration Opens**
APME Coffee Hour
[Insert Location](#)
- 9:00am to 9:30am** **Welcome to Denver**
Governor John Hickenlooper
[Insert Photo of John Hickenlooper]
[Insert Location](#)
- Introduction by **Darla S. Hanley**, APME president
- 9:30am to 9:45am** **Welcome from the University of Denver College of Arts and Media**
Larry Kaptain, dean
- Welcome from APME Leadership**
Darla S. Hanley, APME President
Gareth Dylan Smith, APME Vice President
Bryan Powell, APME Executive Director

9:45am to 10:45am **Performance**
MANIK Electronic // House // Techno // Disco
Chris Manik, artist
[Insert Location](#)

10:45am to 11:00am **Break**

11:00am to 11:30am **Concurrent Sessions—Block 1**

Learning to Create and Creating to Learn: The Importance of Popular Music Composition in Popular Music Education

Zack Moir, presenter
[Insert Location](#)

This session will focus on Popular Music Composition (PMC) in undergraduate popular music degrees. The presenter will outline several important issues raised by students of PMC regarding their understanding of the arfdownea, their identity as ‘composers’, and the roles they fulfill in their work. Key learning activities and teaching examples will be shared.

Songwriting in the K-12 Classroom

Mary Claxton, presenter
[Insert Location](#)

Songwriting can sometimes seem like an experience reserved for those with a special gift. The task of teaching composition with a large group of students can seem especially daunting, but it doesn’t have to be! This session will explore some concrete strategies for writing songs in the classroom. We will use guitar, keyboard, ukulele, drum set, voice and bass to create a series of songs together. Participants will gain a further understanding of how to use famous chord progressions as well as some simple (and more advanced) tips on creating original chord progressions.

Pitch Navigation as the Singer’s GPS: Rethinking Traditional Pitch Instruction Methods for Straight-Tone Singing in Commercial Voice Teaching

Mindy Damon, presenter
[Insert Location](#)

The purpose of this quantitative true-experimental study was to determine instruction type efficacy on pitch accuracy in straight-tone singing as used in commercial music. Findings suggest that private voice instruction may yield better pitch accuracy through the use of visualization, thereby lightening the cognitive load of the student.

Popular Music and Music Education 3.0

John Kratus, presenter

[Insert Location](#)

The history of American music education can be divided into two distinct 90-year periods: the Singing School Era (1830s to 1920s) and the Large Ensemble Era (1920s to 2010s). It is likely that music education is entering a third phase, called Music Education 3.0 which includes the following characteristics: Sustainable, Socially Responsible, Global and Local, Individually Expressive, Collaborative and Life-Affirming.

11:00am to 12:05pm

Performance

Quincy Ave Rhythm Band

Steve Holley, director

[Insert Location](#)

The *Quincy Ave Rhythm Band* is part of the Commercial Music Program at Kent Denver School in Englewood, Colorado. Recognized by *DownBeat* Magazine as one of the best high school R&B bands seven out of the last ten years, they typically play 20-30 gigs annually and have performed with many artists including Jeff Coffin, Karl Hunter, Kim Dawson, Corey Christiansen, Farnell Newton, Helen de la Rosa, Kobie Watkins, Tom “Bones” Malone, Kenwood Dennard, Ruben Alvarez, and Javon Jackson.

11:30am to 11:35am

Break

11:35am to 12:05pm

Concurrent Sessions—Block 2

Instilling a “Can Do” Attitude in the High School Guitar Classroom

Andrew Pfaff, presenter

[Insert Location](#)

Many beginning guitar students have never played an instrument and find themselves in high school class because they need to fill fine arts requirements. These students have stronger beliefs about their abilities, strengths and weaknesses than ever before, which impact their level of motivation. This session showcases the use of a new self-efficacy scale (pre/post-test style) for guitar class and highlights positive results.

Transformation of Habitus and Social Trajectories: A Retrospective Study of a Popular Music Program

Scott Burstein, presenter

[Insert Location](#)

This study, conducted through one-on-one semi-structured interviews at an urban high school, examined the recollections of students enrolled in a Rock Band class and studied their growth in professional and social circles through the lens of Bourdieu's *Theory of Practice* (1984). Findings suggest that popular music education can be an important tool for creating safe spaces to explore one's identity, acquire new knowledge, learn structure and discipline, and increase confidence.

Flipped Learning: Engaging Music Technology Students Outside the Classroom

Bryden Stillie, presenter

[Insert Location](#)

This presentation examines the development, delivery and evaluation of a flipped classroom approach to teaching Apple's music production software Logic Pro X, implemented for Year 1 students on the BA Popular Music at Edinburgh Napier University, Scotland. It also examines the benefits and challenges of teaching and learning in this manner for both students and lecturers, based on student and staff experiences, and how feedback influenced module development.

Make New Friends, but Keep the Old: Innovation and Preservation through Musical Theatre

Elizabeth Ann Benson, presenter

[Insert Location](#)

It can no longer be said that classical music is the only musical style worthy of academia. There is growing demand for cutting-edge training in Contemporary Commercial Music (CCM), and increasing opportunities for singing teachers to enter the industry. This session includes a brief summary tracing the presenter's journey from classically trained singer to contemporary commercial voice pedagogue along with discussion of career opportunities, programs of study, and suggestions for collaborative teaching and integrative curriculum. As *Hamilton* has proven, it is possible to pay homage to the past while simultaneously embracing the future.

12:05pm to 1:15pm

Lunch Break

Visit Food Trucks

Campus Courtyard

1:15pm to 2:20pm

Performance

The Azucartones

Steve Holley, director

[Insert Location](#)

The Azucartones is part of the Commercial Music Program at the Kent Denver School in Englewood, Colorado. Each year they perform 10-15 gigs throughout Colorado and beyond. In 2014, they were recognized by *DownBeat* Magazine as the best high school Latin band in America and were invited to perform in Havana, Cuba. The band has performed with multiple artists including Jeff Coffin, Karl Hunter, Corey Christiansen, Farnell Newton, Helen de la Rosa, Kobie Watkins, Tom “Bones” Malone, Kenwood Dennard, Ruben Alvarez, and Javon Jackson.

1:15pm to 1:45pm

Concurrent Sessions—Block 3

When is a Drummer Not a Drummer? An Innovative Pedagogic Approach to Developing Coordination, Musicianship and Creativity through Electronic Drum Performance

Bryden Stillie, presenter

[Insert Location](#)

This presentation explores an unorthodox and innovative pedagogic approach to teaching the functionality of electronic percussion controllers and music software, and the creative possibilities they afford, to university drum kit students. Although this presentation focuses primarily on the use of the Roland SPD-20 with Apple’s Logic Pro X, the methods of developing performance projects of this nature are transferable to the majority of percussion controllers and digital audio workstations. The presenter will share a notation system and a set of ‘standards’ for the associated music software session files.

A Content Analysis of Popular Music Articles Published in the Journal of Research in Music Education and the Bulletin of the Council for Research in Music Education

Jennifer Blackwell, presenter

[Insert Location](#)

The purpose of this study is to conduct a content analysis of articles published about popular music education topics in the *Journal of Research in Music Education* and the *Bulletin of the Council for Research in Music Education* over the entire history of both journals. As two of the most prominent journals in music education research, analyzing the contents of these journals will

provide insights into the state of research on popular music education, and in particular the disparities in research published in these journals.

Project Based Learning in Sequential Music Industry Classes

Mark Crawford, presenter

Insert Location

The purpose of the this presentation is to share construction and application of project based learning in two sequenced music industry related classes – MUSC 2710 Introduction to Commercial Music, and MUSC 3710 Music Business and Law – within Tennessee State University’s Commercial Music Program. Ideas for assignments and content reflect experiences of the author, current trends in the music industry, and input from active music professionals and practitioners.

Popular Music Making and Young People: Leisure, Education, and Industry

Zack Moir, presenter

Insert Location

This presentation explores concepts of ‘leisure’ and ‘musical activity’ by way of contextualizing the ways in which young people engage with music making as leisure. As such musical activities are often self-directed, self-funded and fuelled principally by the enthusiasm and autodidacticism of participants. The presenter will share qualitative data gathered from interviews with participants of a youth music project in Scotland to highlight the interconnected nature of leisure, education, and industry/commerce and their impact on the musical activity, education, and musical development of young people.

1:45pm to 1:50pm

Break

1:50pm to 2:20pm

Concurrent Sessions—Block 4

Getting Them Off Campus

Kim Grose, presenter

Insert Location

The purpose of this demonstration is to provide contemporary band directors with templates and tools needed to take students off campus and into the venues in their community. Information covered will include: Standard stage solutions and templates for various band configurations; input lists and stage plots; terminology; best practices for strong, positive relationships with

engineers and production teams; and finding venues, engineers, and sound equipment.

The Refugee Choir Project: Bringing Diverse Communities Together Through Music

Erin Guinup, presenter

Insert Location

After witnessing acts of aggression towards refugees and people of color this past year, the Tacoma Refugee Choir Project was founded to bring together people of all backgrounds in offering a safe place where unity and harmony can prosper. The wide spectrum of singers has sparked dialogue about working together and treating all with kindness and respect. This session will elaborate on the structure and founding of this non-auditioned ensemble including refugees and recent immigrants with limited English skills, established community members and semi-professional singers.

Using A Popular Music Curriculum to Address Social/Emotional Challenges

Andrea Davis, presenter

Insert Location

Adolescents face many social/emotional issues as they are growing up and frequently have minimal resources to help them negotiate what they're facing. This session will focus on songs and tools that can be used in the music classroom to provide education and resources to assist adolescents navigate topics such as suicide/self harm awareness, drug use and abuse, body image issues/eating disorders, and LGBTQ issues.

Musicianship: Teaching Theory, Ear Training and Keyboard in 2017 and Beyond . . .

Daniel Strange, presenter

In the current world of music academia, there are many differences of opinion, for better or for worse, regarding what today's undergraduate music student needs to possess/have ready to go in their musical closet upon graduation. This Demonstration Presentation will showcase what his sophomore year of the EMC looks like in the Contemporary principle versus the Jazz section. Balance between Classical (traditional), Jazz and Contemporary will be explained as well as what the sequence of materials looks like.

2:20pm to 2:30pm

Break

2:30pm to 3:20pm

Performance

The Go Like The Wind Modern Band

John Churchville, director

[Insert Location](#)

The Go Like The Wind Modern Band performs popular music and original compositions. Some of the pieces performed are songs written by the students when they were in 1st, 2nd and 3rd grade. This means that in 5th-8th grade, students have the chance to draw upon a body of work created within their community, which has had a significant affect on their involvement and ownership of their musicianship and it shows in their performances. For this performance students will feature original popular music-style compositions and arrangements of current hits.

2:30pm to 3:20pm

Concurrent Sessions—Block 5

The Next Generation of Music Education

Eric Songer, presenter

[Insert Location](#)

This session will focus on how to add rock bands, country/bluegrass bands, Mariachi bands, Hip Hop and Electronica courses, and other non-traditional ensembles into the traditional school music program. The presenter will share projects that involve technology, music and video production, and songwriting, involving other disciplines in the school, theory, history, literature that includes non-traditional band instruments, and more. In addition, information on securing funds through grant writing and other means, how to obtain music and knowledge of these genres, and making use of inadequate space will be shared.

Unleashing Adaptive Creativity Using littleBits Synth Kits

Tamara T. Thies, presenter

[Insert Location](#)

Adaptive creativity refers to thinking that applies existing solutions, techniques or products to new scenarios or changed conditions. Participants in this workshop will create with littleBits Synth Kits using a self-guided format in order for each individual to acquire the information most appropriate for each person's level of understanding and goal. Participants will also have the

opportunity to compose music for video games using their own phone or computer.

Teaching Guitar Through Popular Music Education

Scott Burstein, presenter

[Insert Location](#)

This session is centered on the belief that all people are musical, demonstrated quickly and in an enjoyable manner for all ages by leveraging the musical choices of the individual. Participants will learn to play guitar in a new way through popular music and focusing on reading; engage in ensemble performance; improvise a solo; and demonstrate how all people are musical and can enjoy playing through familiar repertoire. The basic approach comes from Little Kids Rock, a non-profit focused on non-formal learning and music acquisition theory.

Exploring Popular Music Education Through the Orff Schulwerk Approach

Martina Vasil, presenter

[Insert Location](#)

This session will focus on how teachers of popular music education and Orff Schulwerk can “band together”. Participants will be immersed in several hands-on lessons for grades K–5 that integrate popular music education and the Orff-Schulwerk approach. There will be a discussion of the commonalities between the approaches and how teachers can continue to provide a music education that is relevant and engaging for all children.

Space is the Place: Locating Popular Music Education

Joseph Michael Pignato, Jarritt Sheel, and Chris Manik, presenters

[Insert Location](#)

This panel explores how popular musicians, fans, and cultures gravitate toward, create, and rely on "places," literal and figurative, to express and define themselves. Although such places start as physical locations, popular music experience often transforms them into discrete domains of activity, safe for creative expression, for building communities, and for curating cultures. Such spaces remain essential to popular musicians, their followers, and the subcultural groups they represent as realms set apart from larger, more dominant cultural groups and institutions.

3:20pm to 3:30pm

Break

3:30pm to 4:20pm

Concurrent Sessions—Block 6

Making the Connection: Traditional Methods and Innovative Practice

Libby Allison, presenter

[Insert Location](#)

Using popular repertoire in the music classroom does not mean that teachers must abandon traditional methods such as those developed by Kodály, Orff, Dalcroze, Suzuki or Gordon. This workshop will demonstrate how contemporary and traditional classroom techniques are connected by philosophy and practice, and will include examples of how teachers are using these traditional methods in innovative ways. This session is applicable to those who teach all age and music ability levels in both in-school and out of school programs.

Creative Songwriting Practices: Deepening an Understanding of the Self

Andrew Krikun and **Stephen Ralph Matthews**, presenters

[Insert Location](#)

This session outlines a collaborative, international songwriting Student assignment called “Collaborative Process and the Short Story.” The assignment, completed by groups of two to three students, entailed choosing a scene, character or theme from a short story as the basis for their composition. Each instructor chose four stories from their native countries reflecting diverse ethnicities, time periods, settings and styles. In this presentation, the authors will share their experiences working together on this project and feature the work and reflections of the students. The authors will discuss their findings and the implications for best practices and further research in songwriting pedagogy.

Community-wide Collaborations in the Ensemble Setting

Jonathan Allentoff and **William Hullfish**, presenters

[Insert Location](#)

This session includes a dynamic discussion on forming community partnerships and creating interdisciplinary productions that bring new energy and excitement to community and educational ensembles. It will feature videos that showcase Brockport Symphony Orchestra's unique collaborations with the Amadeus Chorale Youth Singers, Golden Eagle String Band, guest and homegrown instrumental and vocal artists, local dancers, film

professors and authors from Rochester's universities, and government officials. The presenters will share insights on the creative process and the importance of learning and performing works from a wide range of musical styles.

Sing Your Way Through Theory

Kris Adams, presenter

[Insert Location](#)

Kris Adams will present a method for teaching music theory to singers featuring her book, *Sing Your Way Through Theory, A Music Theory Workbook For The Contemporary Singer*. This book can be used by singers as a self-study workbook or by private or classroom teachers as a supplement. The interactive (and fun) session will illustrate exercises that incorporate singing, playing piano, writing and visualizing music. Participants will learn a method to get singers interested in learning theory in a creative way that is relevant to singing.

4:20pm to 4:30pm

Break

4:30pm

Conference Registration Closes for the Day

4:30pm to 5:30pm

Featured Panel

Deans' Dialogue: How to Make Your Music Program Pop!

Darla S. Hanley (Berklee College of Music), Larry Kaptain (University of Colorado Denver), and Raul Murciano (University of Miami), panelists

[Insert Location](#)

What makes a music program stand out? This session is designed as a conversation with deans from three USA music colleges to explore innovative ways to create, promote, and sustain music programs that engage the students of today and tomorrow -- and pop!

5:30pm to 7:00pm

Dinner Break (On Own)

7:00pm to 9:00pm

Performance Showcase

Soul Confluence

Soundhouse

Steve Holley, director

[Insert Location](#)

Emailed Steve May 7, 2017

Insert a Description

Emailed Larry Kaptain May 7, 2017

Insert CU Denver Performers—LARK?

9:00pm to 11:00pm

APME Jams!

Insert Location

Come join in to “band together” and make music in this open jam. All instruments/voices welcome.

Friday, June 16

8:30am to 9:00am

APME Coffee Hour

Insert Location

9:00am

Conference Registration Opens

Insert Location

9:00am to 9:30am

***Salome Songbird + Hypnic Jerk*- Performance**

Insert Location

9:30am to 10:30am

Featured Keynote

Supporting Music Supporting Communities: A Colorado Story

Bryce Merrill, presenter

Music programs manager, Bohemian Foundation

Insert Location

Two initiatives in Colorado led by public and private partners illustrate the role that music plays in advancing social, cultural and economic vibrancy. The first is the *Colorado Music Strategy*, a partnership between Bohemian Foundation and Colorado Creative Industries. From encouraging Colorado companies to license Colorado music to reinventing traditional music touring to emphasize community and creativity, the *Strategy* positions music as a driver of economic growth and quality of life in the state. The second initiative is *Take Note Colorado*, developed by Colorado Governor John Hickenlooper and led by Isaac Slade of the Fray. *Take Note's* “moonshot” objective is to ensure that every student in Colorado can make, learn about and enjoy music. This presentation will cover these initiatives and feature guest speakers, performances and maybe even rock star or two!

10:30am to 10:40am

Break

10:40am to 11:30am

Performance

Salome Songbird + Hypnic Jerk

Ariele Macadangdang and Joy Adams, *Salome Songbird*
Austen Beckman and John Nichols, *Hypnic Jerk*

Recital Hall

Violin, cello, banjo and sweet vocal harmonies of *Salome Songbird* duo meet the ethereal beats of Hypnic Jerk in this sonic experience. *Salome Songbird* is an indie/folk singer-songwriter duo with classical roots featuring Ariele Macadandang and Joy Adams. *Hypnic Jerk* is a duo comprised of Austen Beckman and John Nichols who pull from EDM, Jazz, Indie and Hip hop alike to form their own brand of music. Armed with a Maschine, Minilogue and Kaoss Pad, they bring a fresh sound to the folk tunes of the *Salome Songbirds*, morphing from hip-hop duo to a new role in supporting the songbird aesthetic with a modern electronic backdrop.

10:40am to 11:30am

Concurrent Sessions—Block 7

Rhythm Section Woes: How to Develop the Pocket in Your Band
Steve Holley, presenter

Insert Location

In this clinic, members of Kent Denver School's *DownBeat* Award winning *Quincy Ave Rhythm Band* will demonstrate how to learn both intricate and simple grooves, how to divide up the parts, and how to play those grooves in an authentic style. Audience members will be asked sit in, as well. Topics include identifying stylistic differences of rhythm sections across popular music, simplifying complex grooves, incorporating multiple players, and more. If you want to reign in your rhythm section and develop them into a solid groove machine, this clinic is for you!

How To Improvise Pop Songs With Your Choir

Marc Silverberg, presenter

Insert Location

This participation-heavy workshop combines the vocal improvisation games of Bobby McFerrin, Rhiannon, and other improvisers with the popular genre of Contemporary A cappella. Participants will learn how easy it is to improvise a cappella arrangements of popular songs with any size group of students in any skill level. Participants will explore the circle song and learn how to utilize circle singing as the basis for an a cappella arrangement of a popular song. All will play educational games and experience practical ways to improvise vocal harmonies and harmonic progressions.

Flipping the Classroom with Current Music

Richard J. Frank, presenter

Insert Location

How can teachers effectively present current music to students when they're unfamiliar with it? Answer: They don't have to - youth already are. You just need to guide and pull it out of them! With a live, unrehearsed group, Richard will work through new methods in a clear step-by-step manner with teachers participating in any way they want: leading, asking questions, performing, watching. This workshop introduces introduction to evolving current music styles and inspiring students and teachers to explore this rich and expanding repertoire that is incredibly engaging and relevant.

Dynamic Avenues for Musical Excellence by Changing the Rules with a Zero Budget!

John Kuzmich, Jr., Presenter

AudioStretch is a digital app that works seamlessly on an iOS tablet or smartphone that encompasses powerful playback options that can and will change the way one practices more intelligently with committed results which makes for happy students, parents and their teachers. AudioStretch is but one of many innovative apps that can literally be a game-changer on how to seamlessly incorporate forefront Flipped Learning instruction in a variety of ways that frees teachers to interact with students in a hands-on learning environment where accountability is inherent in self-paced instruction. This session will share how AudioStretch can facilitate a cutting-edge instruction environment.

11:30am to 11:40am

Break

11:40am to 12:30pm

Concurrent Sessions—Block 8

Creating and Developing a Commercial Music Program

Steve Holley, presenter

Insert Location

Upon my arrival at the Kent Denver School in 1999, my administration gave me one directive; build a program unlike any other that highlights my strengths and imparts life skills to our students. Eighteen years, a dozen *DownBeat* Awards, 30+ tours, 500+ gigs, and numerous guest artists later, the Commercial Music Program at Kent Denver has been recognized as a Signature Program at the school and one of the only secondary programs of

its kind in the country.

Biophilia Educational Project

Skúli Gestsson, presenter

Insert Location

Biophilia educational project is an Icelandic project bringing music, natural sciences and technology together. It aims to inspire children to explore their own creativity while learning about music, nature and science through new technologies. The project is based on Björk’s *Biophilia* app suite of music and interactive, educational artifacts. Participants will explore the apps through touchscreen devices (IOS and Android), experience teaching ideas, and the principles behind the project. The presenter will also share issues that come up while building a curriculum around artwork.

Popular Music Ensembles with Education: Issues and Challenges

David Lee Fish and **Kat Reinhert**, presenters

Insert Location

Ensembles are an integral part of the curricula at most colleges, universities, and high schools that support popular music. They include “cover” bands that perform a broad range of styles. Presenters of this session will describe their experiences leading popular ensembles within educational settings, discuss educational goals/outcomes, pedagogy/methodology, evaluation/assessment, and the role of the director/instructor—and will reflect upon the challenges presented by the informal way in which popular musicians tend to learn, issues involved when blending students with different stylistic interests, and more.

Building the Bridge: Developing and Implementing Popular Music Programs at Community Colleges

Matt Schaffner, **Cliff Wittstruck**, **Karen Hall**, **Dan Sheehan**, and **Andy Krikun**, presenters

Insert Location

Community Colleges bridge high school and 4-year schools, and popular music studies can be seen as a bridge beyond “traditional” music education. This panel will discuss the challenges of crossing both bridges – why and how does a community college develop and implement a popular music studies program; what is the role of the community college within popular music studies? Panelists will discuss obstacles in building programs and possibilities for overcoming these obstacles. Topics include non-standardization in

popular music degrees, working with limited resources; career programs, transferring, etc.

12:30pm to 1:30pm

Lunch Break

Visit Food Trucks
Campus Courtyard

1:30pm to 2:20pm

Concurrent Sessions—Block 9

Luthiering 101: How to Start Building Your Own Electric Guitar

Clint Randles, presenter

Insert Location

In this session Clint will share his experience as a luthier—maker of electric guitars. He will lead the group in a journey through a guitar build, while sharing personal stories and pitfalls experienced along the way, in hope of encouraging attendees to try their hand in luthiering themselves. Resources will be provided for both entry level and moderately experienced electric guitar builders. There will be a focus on Telecaster-style guitars, and guitars with bolt-on necks.

Are There Standards or Guidelines for Developing and Implementing Popular Music Programs in Higher Education? Should There Be?

Clifford Wittstruck, David Fish, and Rey Sanchez, presenters

Insert Location

Are there standards or guidelines for developing and implementing popular music programs in higher education? Should there be? More and more schools, colleges, and universities are adding popular music programs and many of the people tasked with developing these programs are trying to research best practices, but are finding that there are little or no standards, best practices, or guidelines that they can draw from as they build their programs. This session will bring together leaders who have developed or are developing popular music programs to discuss this important issue.

Partnerships and Practices in Pop Music Education: Across the Pond and Beyond

Sarah Clayman, Kevin Nixon, Anthony Lai, Michael Kornelsen, Paul Schauert, and Karl Middleton, presenters

Insert Location

This panel will feature presentations from the founding directors of

DIME GROUP, the senior management team at DIME Detroit (Detroit Institute of Music Education) and DIME Denver as well as a representative from the Downtown Denver Partnership Inc. They will focus on the ways in which they have forged educational and industry partnerships across two continents to achieve high accreditation standards and prepare students for sustainable careers in the contemporary music industry.

Using Soundtrap.com to Create and Collaborate

John Churchville and Go Like The Wind School, presenters

[Insert Location](#)

Soundtrap.com is an online multi-track audio recording application that requires no download and brings all the essential features of a professional recording studio into the hands of musicians in an easy-to-use interface. This session will show the basics of how to use Soundtrap with students. Presenters will provide project ideas, and examples of the many ways Soundtrap can be used, not only in the music program, but as a tool to create podcasts, make music for video and more.

2:20pm to 2:30pm

Break

2:30pm to 3:30pm

Performance

Katherine Evans, artist

[Insert Location](#)

Vocalist Katherine Evans shares original songs, while accompanying herself on guitar. A student in the University of Miami Bruce Hornsby Creative American Music program the past four years she is excited to have the opportunity to share her music at APME. Katherine has a background in jazz, a passion for folk/bluegrass, and an appreciation for R&B/pop. Her songs range in style and genre, and she attempts to combine these various musical elements to create songs that are unique, yet raw.

2:30pm to 3:30pm

APME Pop 15!

(Un)popular Music Education

[Insert Location](#)

- *The Schoolification and Unpopularity of Popular Music Education*
Radio Cremata, presenter
- *Rock Bands to Recording Studios: Programs you can add to boost student involvement in music.*

Stas Przymylski, presenter

- *Beyond Genre – Not So Popular After*
Katie Chatburn, presenter

APME Pop 15!
Entrepreneurship
Insert Location

- *Create a Crowdfunding Proposal: A Class Assignment*
Clay Stevenson, presenter
- *Emotional Intelligence*
Gordon J. Snyder, presenter
- *Get Your Students a Gig!*
Steve Holley, presenter

APME Pop 15!
Punk, Social Justice, and Creative Frameworks
Insert Location

- *Counterculture in the Classroom: Teaching Punk in Schools*
Andrea Davis, presenter
- *Punk Pedagogies in Practice*
Gareth Dylan Smith, presenter
- *Expanding the creative framework: Infusing popular music in teaching and learning jazz improvisation*
Casey Schmidt, presenter

3:30pm to 3:40pm

Break

3:40pm to 4:10pm

Concurrent Sessions—Block 10

Nurturing the Pre-Service Music Teacher Songwriter
Clint Randles, presenter
Insert Location

One of the areas in much need of growth within music education at the K-12 level is songwriting. How do music educators in higher education help music teachers (both pre-service and in-service) see the value of teaching songwriting in K-12 settings? The presenter will share his experiences as someone who teaches pre-service music education students how to (1) write songs themselves and

(2) teach songwriting. The literature in music education and related disciplines will be explored as a means of shedding light on the multiple case studies that will be presented.

Surveys of Collegiate Popular Music Performance Programs

Jessica Baldwin, presenter

Insert Location

Two separate surveys were conducted to examine (1) popular music performance program curriculums and (2) popular music performance program voice faculty. Results of these surveys will provide insight into degree programs and provide valuable information for secondary school teachers with students who are interested in these programs, as well as graduate vocal pedagogy programs whose students may eventually apply for jobs in commercial voice programs. The information could also prove valuable to those interested in developing continuing education opportunities for CCM voice teachers.

What Can I Say? Potential Legal Liabilities in Song Lyrics

Stan Socher, presenter

Insert Location

A robust freedom of expression under the U.S. Constitution's First Amendment has enabled musicians to express a wide range of creative messages. But that hasn't prevented artists from Bob Dylan to Aerosmith, Beyoncé, Usher, Taylor Swift and many others from being subjected to lawsuits over the content of their lyrics. This session will explore notable lawsuits that have involved song lyrics and how the outcomes may help music educators develop best practices for discussing the tension between lyric liabilities and artistic freedom of expression. The presentation will utilize song excerpts to demonstrate the geneses and bases of lyrics court cases.

The Impact of Professional Development in Popular Music Education and a Teacher's Values, Beliefs, and Practices

Donna Hewitt, presenter

Insert Location

The purpose of this paper is to describe a longitudinal case study that explored the impact of professional development in popular music education on a music teacher's values, beliefs, and practices. Over the span of one year, the researcher collected data (observations, interviews, field notes, artifacts) from Ashley, a music teacher with Western classical training, her middle school rock band, and David, a music teacher who provided professional development in popular music to Ashley. Themes that arose from

the findings of the study will be shared.

4:00pm

Conference Registration Closes for the Day

[Insert Location](#)

4:10pm to 4:20pm

Break

4:20pm to 5:30pm

Performance

Donna Scott and Friends

[Insert Location](#)

Warm, rich, deep and earthy contralto Donna Scott will perform one set of standards from the Great American Songbook and also contemporary compositions. She has been compared to the sassiness of Sarah Vaughn, the elegance of Nancy Wilson and the distinctiveness of Carmen Macrae. Jazz critic Scott Yanow described her voice as exquisite, inviting, superb and a vocal treat. Donna Scott and Friends perform regularly at La Cour Art Bar in Denver (last Friday of each month) and other private events.

4:20pm to 4:50pm

Concurrent Sessions—Block 11

Technologically-Mediated Musical Multi-Selves: Implications for Comprehensive Musicianship

Radio Cremata, presenter

[Insert Location](#)

As musicianships evolve alongside and along with technologies, music educators require pedagogic solutions and innovative approaches for teaching and learning in a digital age. This session explores what the presenter has dubbed “musical multi-selfing.” The musical multi-self is several single selves digitally musicing with themselves in synchronous and asynchronous fashion. Evident on social media, musical multi-selves are components of the current musical landscape. The presenter will share interviews, video recordings, ideas for lesson plans, projects, and assessment strategies designed for this unique learning experience—and how a teacher might best operate in such a learning environment.

Improving Popular Music Education for Visually Impaired Students

Toby Rush, presenter

[Insert Location](#)

While popular music lends itself well to rote learning, a deeper understanding is gained when students are fluent in music notation

and fundamentals of music theory. This is no different for students with visual impairments, but using braille music notation usually requires time-consuming translation and the intervention of specialists, causing significant roadblocks to the teaching process. Fortunately, using a small amount of preparation, freely-available tools — including an online utility developed by the presenter — and without any previous experience with braille or braille music notation, popular music instructors can translate, edit and create accessible scores and lead sheets.

The Nashville Number System for Songwriters

Odie Blackmon, presenter

Insert Location

From my experience as a Grammy nominated songwriter and teacher, songwriters engage, learn, retain music theory, and get on to creating when taught by using the alphabet and numbers, a language they already know. I use two methods to create a more intuitive learning experience. This method is known as the “Nashville Number System” or “Number System”. I also use playing-based visual instruction by implementing Apple’s Garage Band app, Smart Board Technology, and the students’ instruments.

The Cohort Model in College Music Education: From Recruitment to Graduation

Paul Schauert, presenter

Insert Location

This paper will analyze the implementation of a cohort educational model for a college-level music program. For several years the Detroit Institute of Music Education (DIME) has employed a cohort model of progression, based on a UK scheme, in its degree programs. After providing an overview of this model at the university degree level, the presenter will discuss the wide-ranging implications of the model for the institution as a whole—i.e., how it affects pedagogical practices, grading, feedback, staffing, training, student support, recruitment, curriculum design, administration, and more.

4:50pm to 5:00pm

Break

5:00pm to 5:30pm

Concurrent Sessions—Block 12

Higher Highs and Lower Lows: Supporting Creative Students in Higher Education

Janis F. Weller and Bryon M. McDonald, presenters

Insert Location

This presentation focuses on practical ideas and actions instructors and administrators in music schools can use to support student success and growth. We will share appropriate and effective tools and techniques for managing complex student issues affecting students' ability to flourish while in music school and prepare for independent adult lives and careers. From faculty development to classroom accommodations to early alert systems, music schools can conceive and implement methods appropriate to institutional cultures and needs.

Developing Critical Thinking in the Private Contemporary Voice Studio

Kat Reinhert and Katherine Evans, presenters

Insert Location

This presentation will focus on how to incorporate student centered and student initiated learning within the private contemporary voice studio. Through an interactive demonstration of the tools and techniques developed by a student, these presenters will discuss ways to negotiate the learning environment, tools and strategies developed to engage in the process of learning, and how growth in both the student and teacher occurred as a result of this process.

Song Structure in Progressive Rock: an Analysis of 'Close to the Edge' and 'Dark Side of the Moon'

Bjorn Berkhout, presenter

Insert Location

This paper examines the expression and structural design of two masterpieces of Progressive Rock: *Close to the Edge* by Yes and *Dark Side of the Moon* by Pink Floyd. At the heart of both is the idea of transforming the simple strophic rock song into an elaborate and lengthy structure. These examples represent an opportunity to expose students to the concepts of large-scale structure without relying on prior knowledge of traditional structures and their underlying theoretical principles and thus can potentially reach a far greater number of students.

Do You See What I See? An Underrepresentation of Musicians of Color.

Erin Charles Perez, presenter

Insert Location

This research study explores the retention of minority students in music programs in the state of Florida. Through a mixed-method approach, the researcher is surveying current band students on

what motivational and sociocultural factors influence both white and non-white student participation, comparing the demographic profile of the school with the demographic profile of the band program, and interviewing former band students to discover why they quit. The aim of this presentation is to report the existing data.

5:30pm to 6:15pm

Featured Performance

Michael J. Johnson "Long Way Around"

[Insert Location](#)

Long Way Around is the most recent release by Denver native (and current Berklee College of Music faculty member) guitarist vocalist, Michael J. Johnson. Michael brings a lifetime of musical engagement to his originals—offering radio friendly and heavy rockers, memorable melodies, driving rhythms and fresh lyrics. Come prepared to groove and move to the music!

6:15pm-

Dinner Break (On Own)

Time to Explore Live Music in Denver

Saturday, June 17

8:30am to 9:00am

APME Coffee Hour

[Insert Location](#)

9:00am

Conference Registration Opens

[Insert Location](#)

9:00am to 9:30am

Steven Davis and Katherine Evans- Performance

[Insert Location](#)

9:30am to 10:30am

Featured Keynote

Denver as a Music City

Lisa Gedgaudas, Program Administrator, Create Denver,
presenter

Michael Seaman, Director of Creative Industries Research and Policy at the University of Colorado Denver College of Arts and Media, presenter

[Insert Location](#)

It takes a city to make a Music City, but not without advocacy, partnerships, research, and a concentration of artists and musicians. A decade after the Mayor of Denver developed “Create Denver” – an initiative supporting the economic growth of the creative sector – and three years after the release of the IMAGINE 2020 report,

which provides a framework and directive for innovation and advancement within the city, Denver Arts & Venues released the 2017 Denver Music Strategy. Developed through public-private partnerships, including research support from the University of Colorado Denver's College of Arts and Media, the 2017 Denver Music Strategy is a new citywide platform designed to advance Denver as a global music city. The Strategy calls for collective leadership, leveraging of resources, and channeling influence to draw together and boost Denver's music ecosystem. Targeted participants include musicians and those directly involved in the city's music industry, but also representatives from various businesses, government agencies, nonprofits, and educational institutions. Perhaps most important is the support offered by Denver's leader, Mayor Hancock, who sees music in the city as a driver of the social, cultural, and economic growth.

10:30am to 10:40am

Break

10:40am to 11:30am

Performance

Steven Davis - performer

Insert Location

Steven Davis will perform original songs that were written his from experiences and his many travels across America and in Europe—from his teens until the present. Audience members will hear songs he is most proud of not only because they mean the most to him now but because they have the most Pop sound and the lyrics and chords have been additionally shaped by his experiences with education in popular music.

10:40am to 11:30am

Concurrent Sessions—Block 13

Musicianship for the Commercial Vocalist

Kate Paradise, presenter

Insert Location

This session will give an overview of the skills we need to instill in our commercial voice students as well as practical strategies for teaching commercial musicianship within the context of a voice lesson. Topics covered will include communication with the band/rhythm section, basic chart writing, count-offs, gig and rehearsal etiquette, improvisation and interaction with the band and avoiding common “chick-singer” pitfalls. Commercial styles addressed will include jazz, rock, pop, R&B, country and more! Handout provided.

The Science of Commercial Sound

Karen Kitterman, presenter

[Insert Location](#)

Drawing from a background in vocology, I isolated elements of commonly used commercial singing techniques and created specific exercises that lead a singer step-by-step to the sounds of Adele, Ariana Grande, Carrie Underwood, and others. Participants will define 4 of the most common commercial techniques by sound quality, explain them anatomically and try out easy-to-use exercises to create these sound qualities using their own voices.

Groove & Rhythm—Time & Perception

Charlie Lagond, presenter

[Insert Location](#)

The purpose of this session is to demonstrate how subdivisions of a beat affect and create different grooves and styles, and to show that time is absolute and groove is perception. This is an interactive/group participation session filled with innovative and fun examples.

11:30am to 11:40am

Break

11:40am to 12:30pm

Concurrent Sessions—Block 14

The Science of Rhythm: The Rhythm Compass™

Curtis Madigan, presenter

[Insert Location](#)

Rhythm is cyclical, steady, and symmetrical. The Rhythm Compass™, Curtis' creation shows the true nature of rhythm including visual representations of many standard concepts like: straight eighth, upbeat, and downbeat. These concepts will be workshopped and applied in solo and group performances with the audience. A multi-instrumentalist, Curtis is able to show how to practice these concepts on a wide variety of instruments himself as well as guide others towards rhythmic mastery.

Looking at the Blues

Brian E. Russell, presenter

[Insert Location](#)

This presentation will provide an overview of the various facets of a modern contemporary guitar study. The presenter will address practicing, repertoire and stylistic interpretation, and

improvisation. Specifically, the session will focus on the Blues and the traditional treatment of the blues on the guitar and offer a sound marriage of both theoretical and tactile/shape-based approaches to the blues on the guitar. Additionally, this presentation will highlight parallels to country and bluegrass guitar improvisational approaches, and will provide strategies for private and classroom instructional use.

Percussion Solutions for Ensembles and Group Instruction

Matt Johnson and Corey Fournier, presenters

Insert Location

This session will show how modern lab systems integrate with electronic percussion instruments to create a potent educational environment, combining faster learning curves with the added benefit of mixed-use capabilities to support multiple curriculums and varied instruments in a shared space.

Explore the Extremes to Master the Middle

Jessica Baldwin, presenter

Insert Location

Contemporary Voice Specialist Jessica Baldwin will explain and demonstrate an approach where vocal sounds can be broken down into four basic sound element spectrums (volume, pitch, vowel, and airflow) with extremes on each end. Using these spectrums, she will discuss the ways we can assess a singer's weak spots, create exercises that address them, and keep a voice that's already in great shape healthy and strong.

12:30pm

Conference Registration Closes

Insert Location

12:30pm to 1:30pm

Lunch Break

Visit Food Trucks

Campus Courtyard

1:30pm to 2:00pm

Concurrent Sessions—Block 15

Recording a Heavy Metal Album at the Drum Kit

Gareth Dylan Smith, presenter

Insert Location

In this demonstration, the presenter loudly performs tracks from a contemporary rock album at the drum kit, also discussing the drummer's role on record, in rehearsals and on-the-road. The presenter is the drummer for British rock band, V1, which formed out Iron Maiden in 1977, disbanded a year later, and re-formed to

record its debut album – *Armageddon: End of the Beginning* – in late 2016. Using a lecture-recital format, stylistic and technical aspects of drumming will be demonstrated before being showcased in performance of tracks played along to recordings from the album.

From Music Program to Music Scene

Noah Demland, presenter

Insert Location

This presentation includes an overview of the Band Lab curriculum at the Arts and College Preparatory Academy in Columbus, Ohio—from band selection to student-organized end-of-year concerts. The presentation will focus on the use of informal learning practices and the teacher’s role in facilitating and assessing student-led bands as they develop a repertoire of original music—and discuss the process of demystifying a local music scene. Special attention will be given to the program’s “do it yourself” philosophy, which encourages students to create opportunities and provides them with resources to do so.

Strings Attached: Incorporating Strings into Your Contemporary Music Program

Joy Adams, presenter

Insert Location

Everyone wins when string players are included! Singer-songwriter string duo *Salome Songbird* will present strategies for building necessary skill sets for string players within a contemporary music program, demonstrating a sample mixed-genre ensemble, a sample strings curriculum, and effective ways to sell the idea to your existing classical string department.

The Rhythm in Rhythm Tap Dance

Rebecca Mayer, presenter

Insert Location

This paper examines methods for integrating music theory, particularly rhythmic notation, into tap dance training for beginning students. Often, students rely on a visual learning modality when familiarizing themselves with dance technique or choreography. While this is useful for ballet, which prioritizes pose and gesture, tap dance is meant to be experienced primarily through the aural sense by its audience. However, relying only on hearing to grasp rhythmic patterns is not an adequate strategy for students. This study will cite music theory textbooks, dance

pedagogy, and personal anecdotes from a seasoned tap instructor with a background in music.

2:00pm to 2:05pm

Break

2:05pm to 2:35pm

Concurrent Sessions—Block 16

A cappella Production: Tips and Tricks

Clay Stevenson, presenter

[Insert Location](#)

This session will cover pertinent production techniques relative to editing and mixing a cappella music. The presenter will demonstrate time and pitch correct techniques that work to create relatively natural sounding mixes while accurately reflecting an arrangement. Hard consonants and sibilance often prove frustrating for a mix engineer when layering voices, but being creative with Melodyne can provide solutions. Additionally, the presenter will address bass concerns and illustrate ways to fill out the low frequencies when bass is relatively absent in the recorded content.

Hip-Hop Music Education: What Does it Look Like in the Music Classroom

Jarritt Ahmed Sheel, presenter

[Insert Location](#)

This presentation will focus on highlighting the outcomes of a high school music classroom during an academic year, and reference research outcomes that resulted from a year long study of hip-hop (music, culture and pedagogies) impact and uses in the domain of the school, within a small group (community of practice) populated by musicking educators using hip-hop as a lens, practice or a way of knowing. Participants will walk away with activities that teachers can use with students, information (websites), handouts and discourses to bring back to individual educational spaces.

Teaching Popular Music History through Magic GarageBand

Beth Hollenbeck, presenter

[Insert Location](#)

Using Apple's Magic GarageBand students can learn comprehensive and sequential lessons on various genres leading up to today's music. This presenter developed curriculum to introduce students to the evolution of music through instrumentation and historical events in America, beginning in the early 1900's through today's rock and hip-hop. Through Magic GarageBand the presenter will demonstrate how students navigate through genres

by carefully listening to each instrument within the genre and creating their own mix. This approach is easy and really gets students interested in the history of popular music.

Miami Meets Manchester

Katie Chatburn- presenter

An outline and analysis of the 2017 Songwriting Project between Frost School Miami and the Royal Northern College of Music. The talk will include discussion of the formation and framework of the project, snippets from student interviews discussing process and high/low points, ending with performances stemming from the collaboration. The project was designed by Rey Sanchez and Katie Chatburn through APME 2016 and officially kick-started in December 2016. There are 14 collaborators who have been given a March 2017 deadline to produce work.

2:35pm to 2:40pm

Break

2:40pm to 3:40pm

A Common Language for Traditional & Non-traditional Music Students

Corey Fournier, presenter

Insert Location

Educators can create an environment centered in collaboration, performance, and composition where students from all musical backgrounds, or no musical background, can interact, create, fuse social, cultural and idiomatic styles, and experience the joy and immediacy of music-making through simple, easily accessible technology. A forum where the traditional and non-traditional share common ground. Everyone benefits and learns the art of music-making on and off the written page while developing rhythmic, harmonic, melodic, and improvisatory skills.

APME Pop 15!

Popular Music in the Classroom

Insert Location

- ***The Pop-Inclusive Classroom***
Emily Scott Langerholz, presenter
- ***Make it Fun – Make it Relevant – Make it Accessible – Make it Educational***
Richard J. Frank and Steve Holley, presenters
- ***Goodbye Butterflies: The Mindful Way Beyond Stage***

Fright
David Lee Fish, presenter

APME Pop 15!
Popular Music Education Opportunities
[Insert Location](#)

- *Gaming Music Education*
Tamara Thies, presenter
- *Being The Contemporary Music Instructor*
Brian E. Russell, presenter
- *From Bad to Verse and a Flawless Chorus*
Katie Chatburn, presenter

3:40pm to 3:50pm

Break

3:50pm to 4:40pm

Performance
The 444s
Ross Levinson, director
[Insert Location](#)

This ensemble from California State University began in 2007. It has since grown and expanded into a much sought-after campus ensemble. The band plays originals and covers, which run the gamut from R&B to heavy metal, from rock to pop, and from blues to country. Members write and arrange the music everything from lead sheets to horn charts. Band members range in age and experience from freshmen to graduate students. The 444s are happy to perform for a second time at an APME conference (performing at APME 2013 in Saint Paul, Minnesota).

4:40pm to 5:00pm

APME General Session and Closing Reception
[Insert Location](#)

APME Board of Directors offer closing remarks and lead all to celebrate and reflect on APME conference 2017—and continue to advance popular music education at home and around the world.

6:00pm to 8:00pm

Board of Directors Dinner Meeting
[Insert Location](#)

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