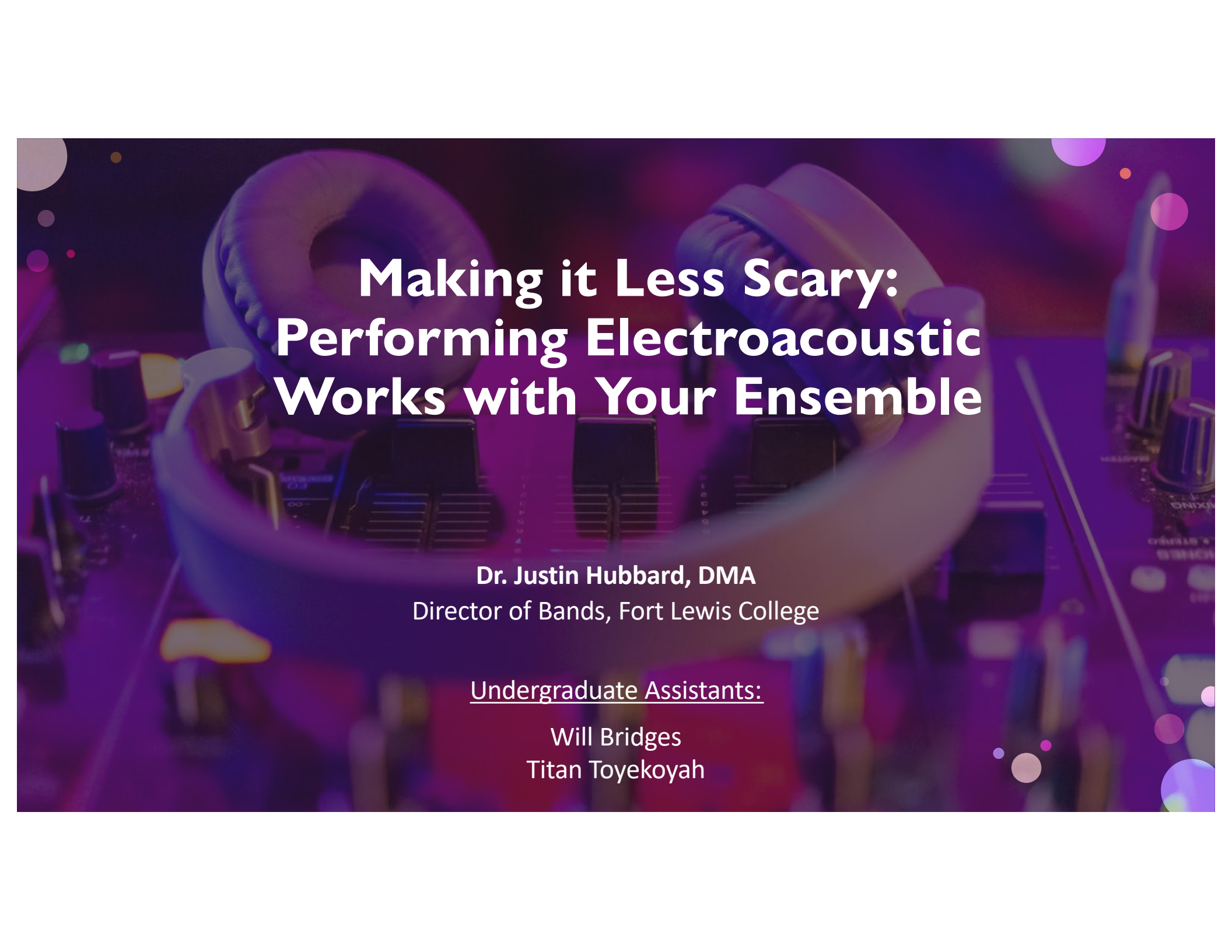




Making it Less Scary: Performing Electroacoustic Works with Your Ensemble

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Director of Bands, Fort Lewis College

Undergraduate Assistants:

Will Bridges
Titan Toyekoyah

Welcome! Thanks for attending!



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Join the Menti to ask questions as we go!

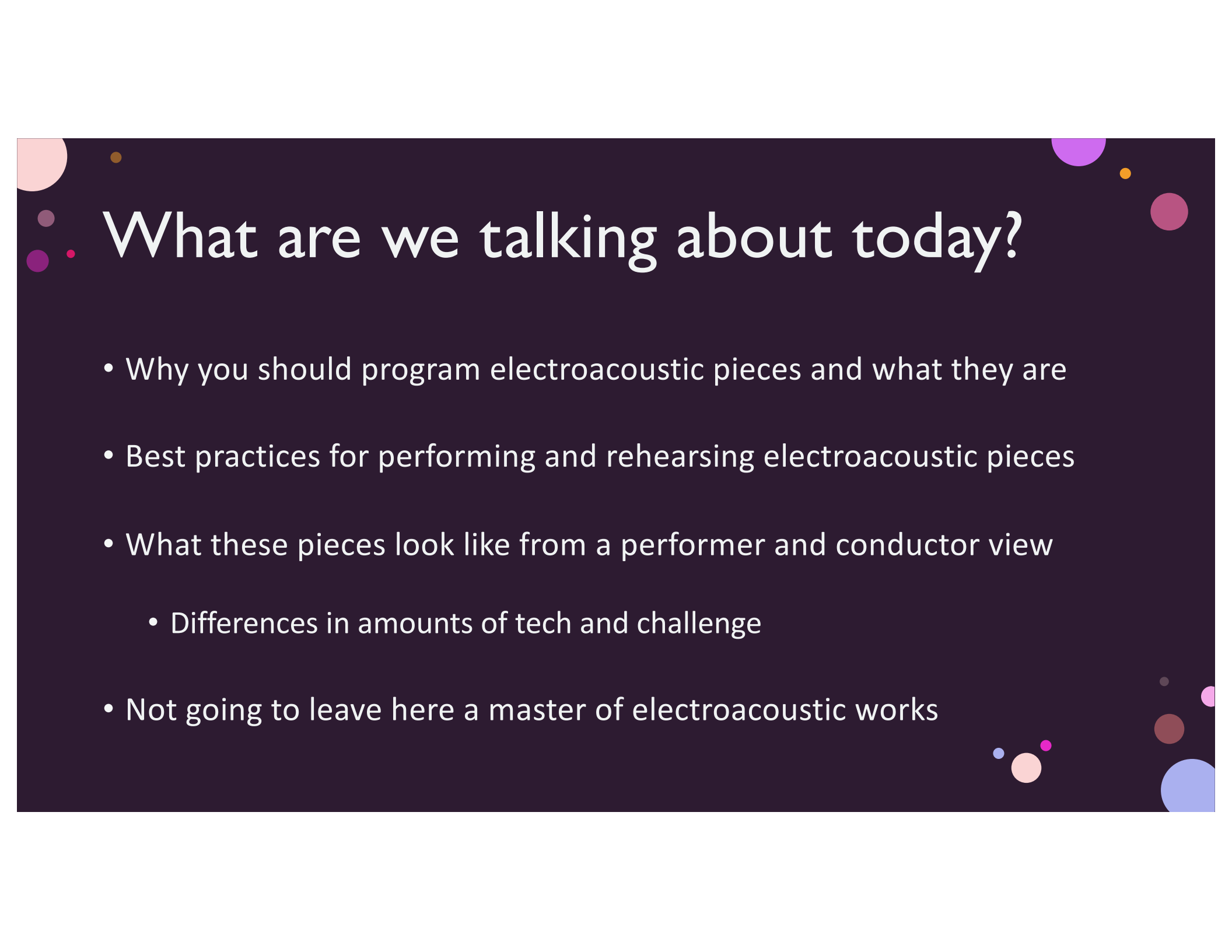
Visit <https://menti.com> and use code [must be updated day prior]





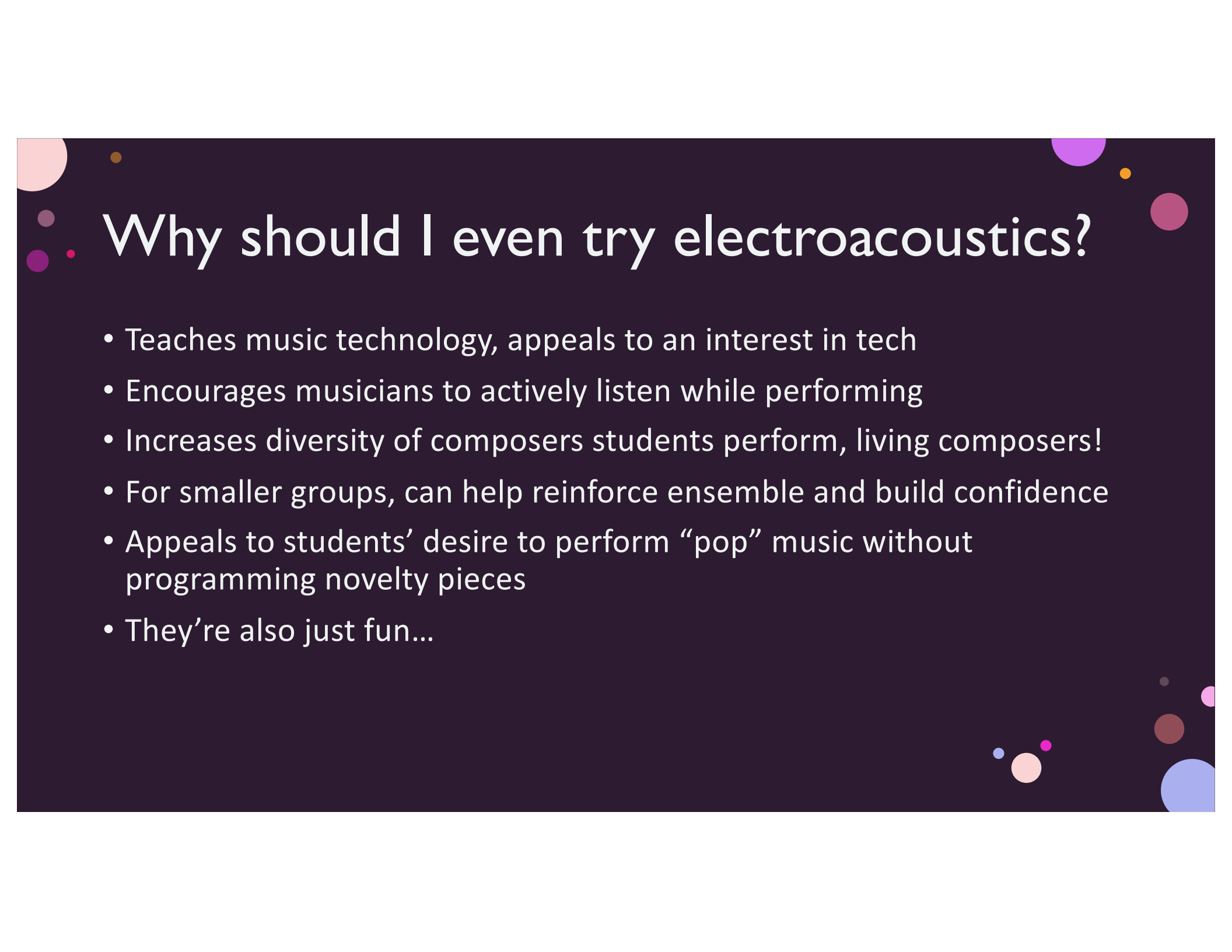






What are we talking about today?

- Why you should program electroacoustic pieces and what they are
- Best practices for performing and rehearsing electroacoustic pieces
- What these pieces look like from a performer and conductor view
 - Differences in amounts of tech and challenge
- Not going to leave here a master of electroacoustic works



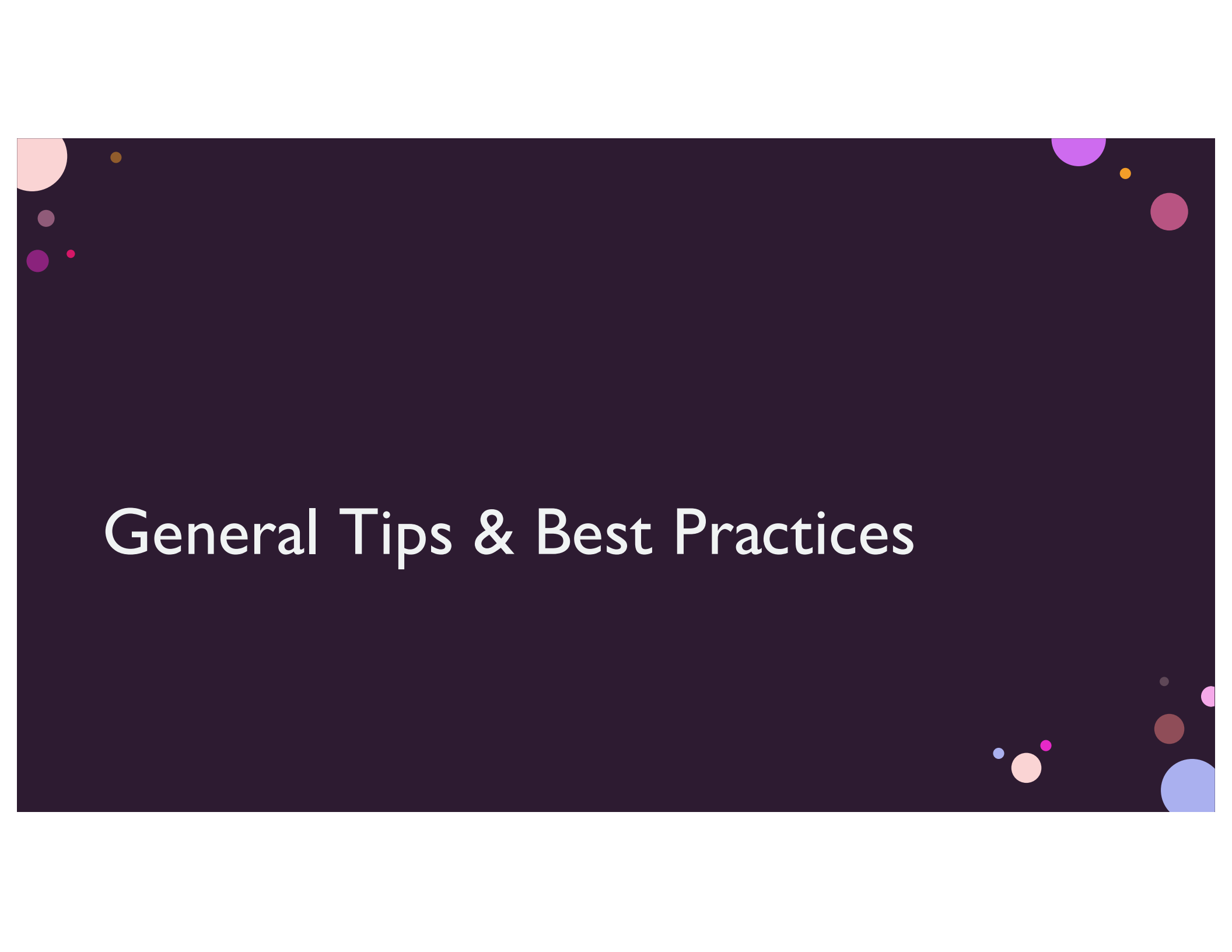
Why should I even try electroacoustics?

- Teaches music technology, appeals to an interest in tech
- Encourages musicians to actively listen while performing
- Increases diversity of composers students perform, living composers!
- For smaller groups, can help reinforce ensemble and build confidence
- Appeals to students' desire to perform "pop" music without programming novelty pieces
- They're also just fun...



What are electroacoustics?

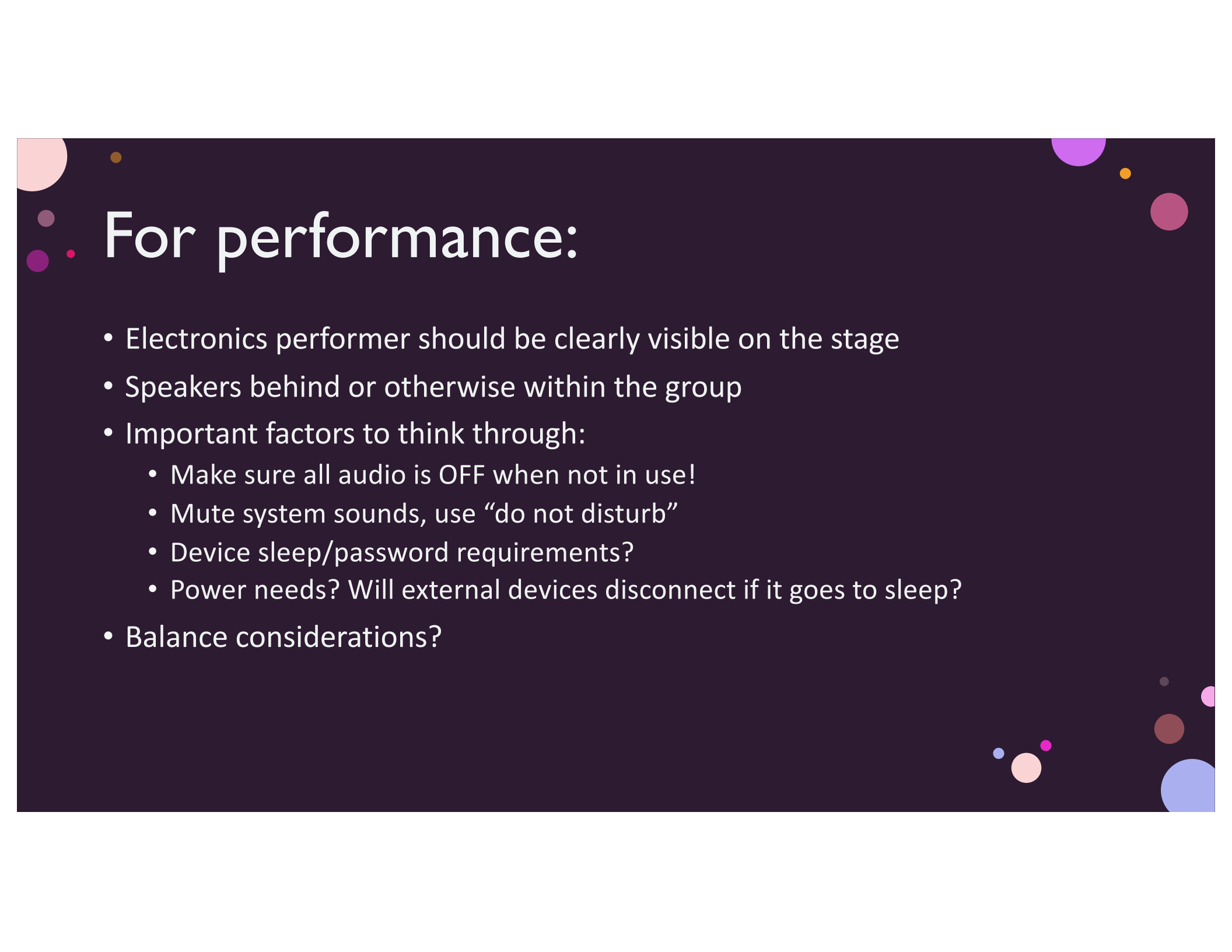
- What are they?
 - blend of electronics and acoustic instruments
 - electronics are a necessary component of the artistic product
 - electronic components extend timbral and artistic abilities
 - artistic endeavors of their own merit
- NOT:
 - mics to amplify
 - optional sound effects
 - video alone



General Tips & Best Practices

For rehearsals and preparation:

- MUST rehearse music first *without* electronics
 - Easy for ensemble errors to be covered by electronics
 - Ultimately a collaboration of electronics and musicians
- Electronics player(s):
 - Practice errors! Create "what ifs" and do them
- Setup time issues:
 - If possible, leave gear setup
 - Use gear installed in the room for rehearsals
 - Start simple, scale up as you approach the performance
 - Teach your students to do it all! Others have to setup their instrument, so should the person on the electronics



For performance:

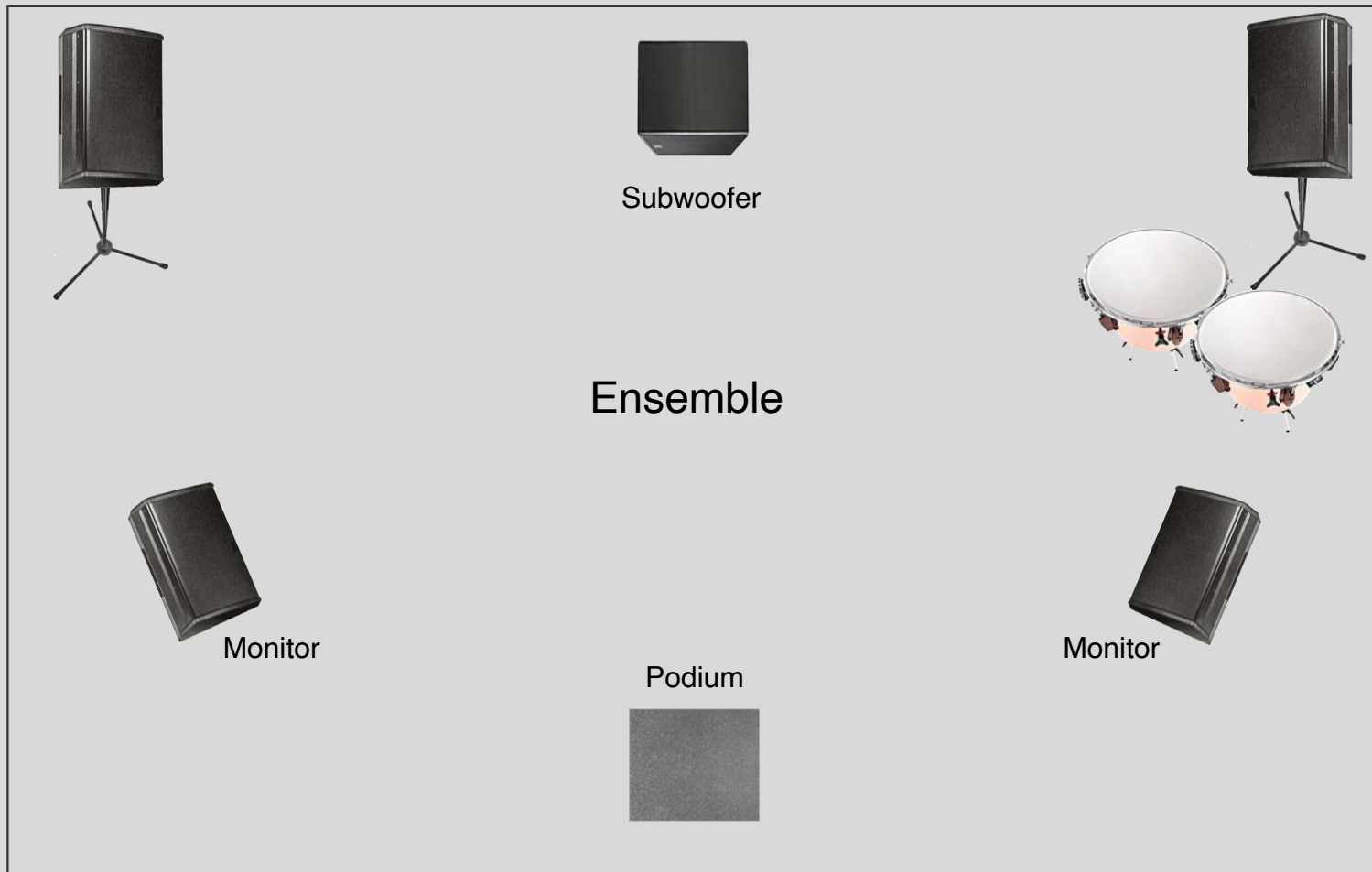
- Electronics performer should be clearly visible on the stage
- Speakers behind or otherwise within the group
- Important factors to think through:
 - Make sure all audio is OFF when not in use!
 - Mute system sounds, use “do not disturb”
 - Device sleep/password requirements?
 - Power needs? Will external devices disconnect if it goes to sleep?
- Balance considerations?

Big picture...

- Electronics are an instrument!
 - They are part of the score, musicians need access
- Speaker setups:
 - Use speakers setup behind/within the group
 - Stereo or Mono? It matters!
 - To subwoofer, or not to subwoofer?
- Can the group hear without being harmed?
 - Monitors are almost always a good idea
 - More is less (direct volume)
 - Earplugs!



Example EA layout



Audience

Grading Electronics

Grade 1:

- Audio player only (no click required!)
- "just press play" approach

Grade 2:

- Computer required
- Might have individual cues

Grade 3:

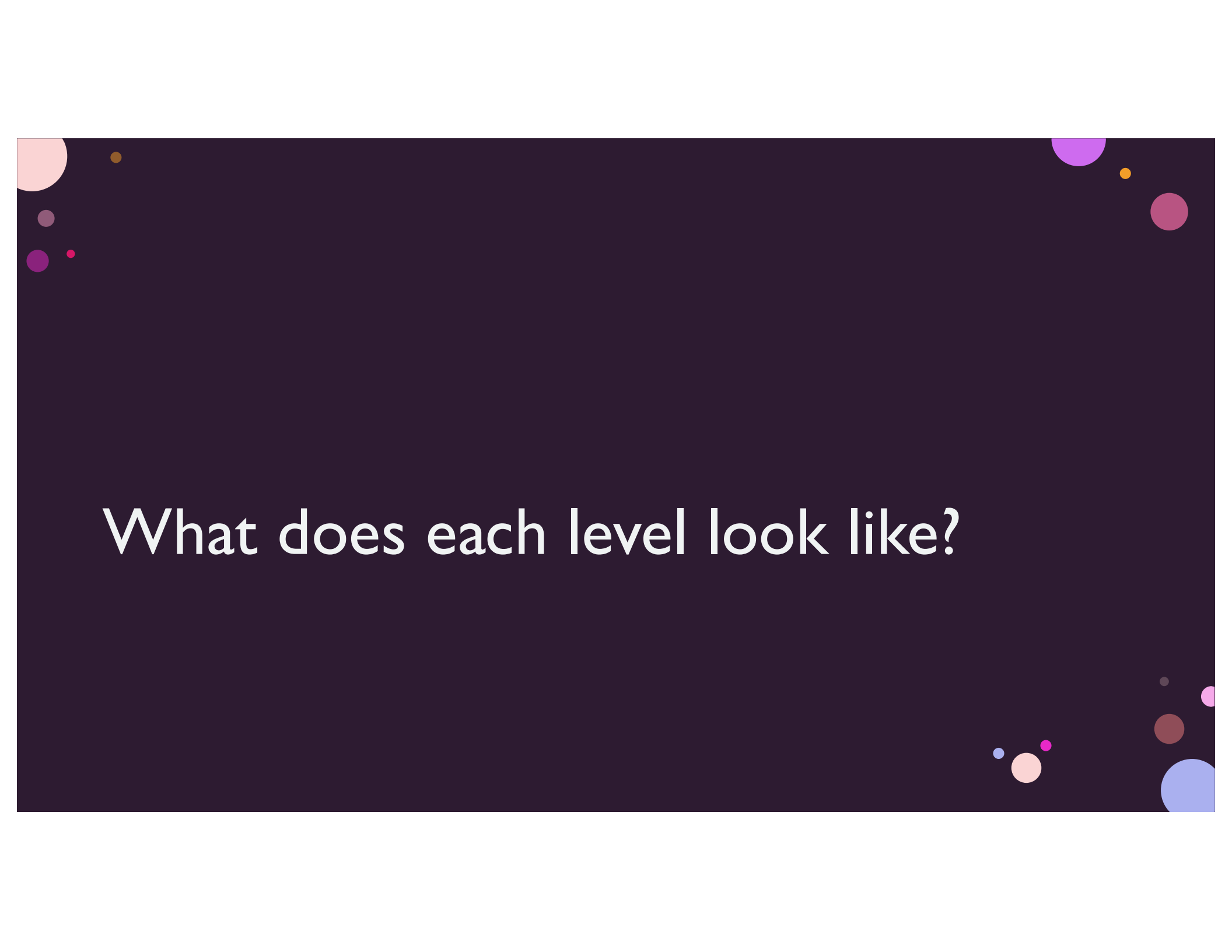
- Audio interface required (not optional!)
- Might have a click track

Grade 4:

- Requires a controller (MIDI keyboard, drum pad, Stream Deck, etc.)

Grade 5:

- Multiple synchronized components
- "Everything but the kitchen sink"... actually, you know what...



What does each level look like?

Grade 1 Electronics:

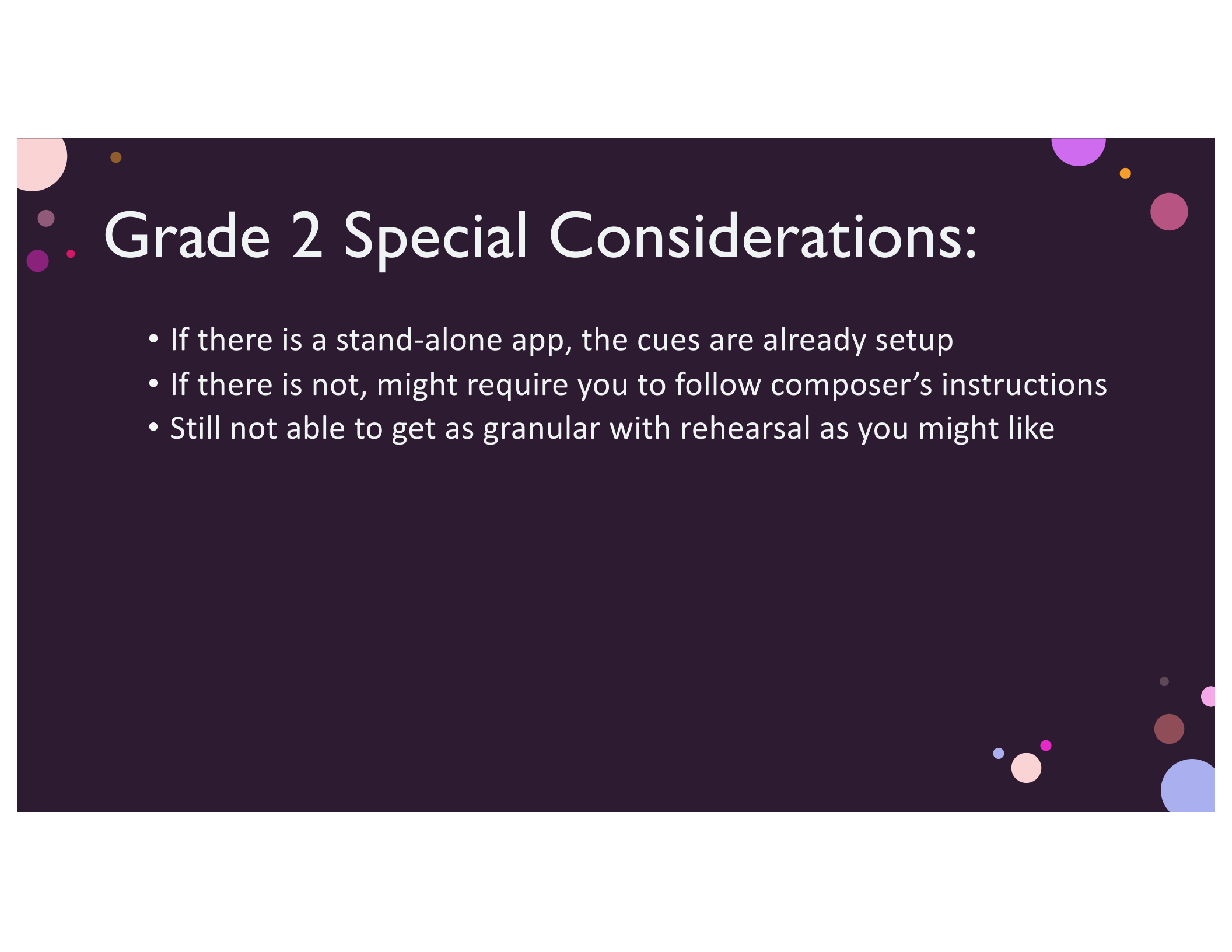
- Entry level, lowest stress, simplest execution
- Just press play and follow along
- Examples of Grade 1 electronics:
 - Grade 1.5 music:
 - Benjamin Dean Taylor – *Electric Breakdance*
 - Grade 2 music:
 - Alex Tedrow – *hitchBOT*
 - *Grade 2.5 music:*
 - Benjamin Dean Taylor – *Player One Press Start*
 - *Grade 3-4 (FLEX ensemble)*
 - Jennifer Jolley – *Neoncore*
 - Allison Loggins-Hull – *The Loop*
 - *Grade 4 music:*
 - Jennifer Rose – *Winds of Mars*
 - Grade 5 music:
 - José Alberto Pina – *The Ghost Ship*

Grade 1 Special Considerations:

- Many only provide just a rehearsal track and performance track, no broken-up sections
 - Composers, please give us broken up tracks and/or timestamps 😊
 - What to do without them?
 - Low tech: write in time stamps in your music (Jennifer Rose is an example of a composer who does this for you)
 - High tech: break them up yourself!
 - Qlab software

Grade 2 Electronics:

- Slight step up from Grade 1
- Multiple cues, could benefit from an audio interface
- Might have stand-alone “apps” for player to control sounds
- Examples of Grade 2 electronics:
 - Grade 1.5 music:
 - Randall Standridge – *High Voltage*
 - Grade 3 music:
 - Steven Bryant – *Synthetic Sunlight*
 - Grade 5 music:
 - Jennifer Jolley – *March!*



Grade 2 Special Considerations:

- If there is a stand-alone app, the cues are already setup
- If there is not, might require you to follow composer's instructions
- Still not able to get as granular with rehearsal as you might like

Grade 3 Electronics:

- Audio interface is *required* at this level
 - Why? Click tracks!
 - Open back headphones!
 - Even if piece doesn't need an interface, there are quality benefits...
- What is an audio interface?
 - External audio card, converts digital to analog for speakers (often better than device can on its own)
- How the heck do I use an audio interface?

Grade 3 Electronics:

- Examples of Grade 3 electronics:
 - Grade 3 music:
 - Alex Shapiro – *Tight Squeeze*
 - Erica Svanoe – *Haunted Carousel*
 - Grade 3.5 music:
 - JoAnne Harris – *Voices of the Inside Passage*
 - Variable tech level...

Grade 4 Electronics:

- A controller is required (MIDI keyboard, drum pad, other external device)
 - Not as complicated as it sounds, no different than pressing keys on the keyboard
- The most interactive and fun to play
- Examples of Grade 4 electronics:
 - Grade 2.5 music:
 - Daniel Montoya Jr. – *Axe to Grind*
 - Grade 4 music:
 - Mason Bates– *Mothership*
 - Vince Oliver – *Press Play*

Grade 5 Electronics:

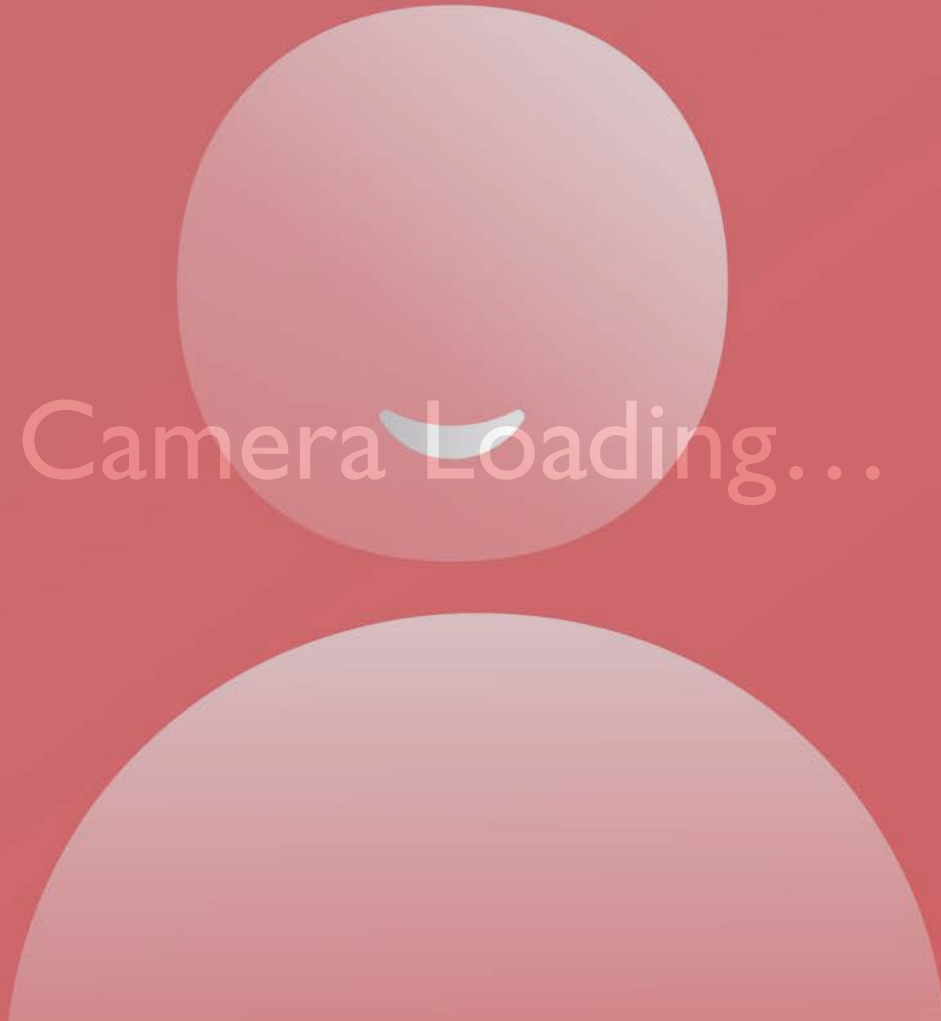
- Multiple synchronized components (controllers, mics, interfaces)
 - Everything but the kitchen sink
- If you're at this level, you probably don't need this presentation...
- Examples of Grade 5 electronics:
 - Grade 5 music:
 - Steven Bryant – *Ecstatic Waters*
- Grade 5+?
 - Actually, you know what, grab the sink too...
 - Christopher Stark – *Velocity Meadows*

Resources for Programming

Resource	Pros/Cons
My website: www.justinhubbard.com/eaworks	Provides grading of electronics, summary of the piece, but is not as comprehensive (yet)
Emily Warren's Database of Works www.windrep.org	Bigger list, but not as detailed so you'll have to dig into the pieces yourself for now
www.andwewereheard.com	Detailed on the music, but not on the electronics
	Links to pieces and a focus on diversity, but like others it does not have specifics on the electronics

Questions and Feedback





Camera Loading...

Jump to...

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