

Rewire Theory Implementation Guide

Rewire Framework

REWIRE is an acronym that expands to **R**eading, **E**ar training, **W**riting, **I**mprovisation, **R**ecording, and **E**valuate/Analyze. Each lesson within the course presents opportunities for students to engage with the material through these diverse approaches, thereby fortifying their comprehension of the fundamental content. The fundamental philosophy of Rewire Theory aims to offer students real-world applications of music theory by involving them in tasks such as writing, playing, recording, and performing a selection of pop music chosen by both students and teachers. The ultimate objective of the course is to prioritize depth over breadth of material, concentrating on mastering core musicianship skills to facilitate the assimilation and application of more advanced topics. This course's approach stands apart from traditional music theory instruction as it centers around the student and is project-driven. The provided implementation guide will aid high school and college instructors in delivering this course effectively."

Core-Curriculum Delivery

The delivery of the core course content can transition between direct instruction (lecture) and flipped instruction. In **direct instruction**, the educator introduces novel concepts through presentations employing projectors and audio playback tools to showcase course pages, animations, and external instances. Evaluation of student comprehension during direct instruction is conducted through questioning, problem sets, and group feedback mechanisms. On the other hand, in **flipped instruction**, the learner autonomously manages the assimilation of new material by engaging with lesson content independently, either at home or in class, and at their own pace using the course materials. Both these modes of content delivery play a vital role in cultivating self-reliance in musicians and should be integrated throughout the duration of the course.

Student Activities

There exist various types of student activities both within and outside the classroom, designed to facilitate the learning, application, and mastery of fundamental musicianship principles. It holds significance to provide students with opportunities to engage in some of these activities during class time. This approach enables instructors to actively participate in the student learning process: by demonstrating effective practice techniques, fostering self-assessment, and encouraging metacognition.

- **Teacher-Led Group Activities:** Involves activities such as collectively counting and clapping rhythms, group singing, and identifying segments of scales or chord spellings aloud together.

- **Self-Paced Learning:** Dedicated time for students to utilize the learning modules available on the course pages to acquaint themselves with new topics or reinforce previously covered subjects from direct instruction.
- **Piano Application:** Utilizing the piano keyboard to apply musicianship principles, employing theoretical knowledge to play the different roles of the rhythm section.
- **Drilling:** Individual or small group practice involving the repetition of concepts like key signatures, major scales, chord spellings, and diatonic relationships. This enhances mental muscle memory through tools such as flashcards, quizzes, musicianship dice, or jazz deck cards.
- **Project Work:** Using a specific group of skills or concepts to complete a DAW or notation based project. These projects can be completed individually, in pairs, or in small groups.
- **Jamming:** Collaborative performance where the class or a small electronic ensemble plays different rhythm section roles to read lead sheets, cultivating a strong sense of timing, and nurturing independence. Jams can incorporate backing tracks, original recordings, or solely utilize sounds generated by student devices/instruments.
- **Worksheets:** Traditional assessment tools involving "pen-and-paper" exercises to gauge comprehension.

Assessment

Assessment stands as one of the most effective means to gauge comprehension and mastery of diverse concepts within the course. Maintaining a dynamic approach to assessment throughout the semester is essential to sustain progress and to tailor the level of accountability to various tasks. In a project-based learning environment, the recommended assessment methods are conducted in person. To ensure prompt execution, it is prudent to provide students with activities to engage in while awaiting assessment and following its completion. Application-based exercises and flipped learning events serve as ideal options for this purpose.

- **Formal In-Person Assessment:** Evaluate learning tasks using rubrics to assign grades. Offer immediate and meaningful feedback subsequent to the assessment.
- **Informal In-Person Assessment:** Conduct fundamental checks for understanding through questioning, skill demonstrations, or observation. Provide prompt and constructive feedback after informal assessments.
- **Oral Exam:** A one-on-one timed formal assessment approach aimed at evaluating a student's mental muscle memory of crucial concepts.
- **Aural Exam:** Administer dictation, transcription, or other ear training exercises to individuals or groups of students.
- **Peer Assessment:** Encourage students to quiz one another on significant concepts or skills both on and off the piano. Have them give each other feedback to foster a collaborative learning environment.
- **Performance Assessment:** Grade individual skill performances on the piano keyboard using learning modules or a metronome.

- **Project Presentation:** Have students individually or in small groups present their songwriting, arranging, or application-based projects to the class. Utilize classroom projectors and sound systems for these presentations.
- **Written Assignments:** Include traditional paper-and-pencil assignments like worksheets.