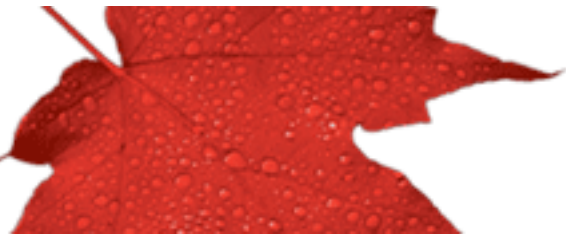


LAURIER

Canadian Excellence



*Maxwell's Music House and Wilfrid
Laurier University's Faculty of Music:
A Study in Contrasting Commonality*

Lee Willingham with Graham Finlay,
Matt Honsberger, Sarah House, Eric
Marcotte, and Ruby Minhas
Wilfrid Laurier University

LcMc

Laurier Centre
for
Music in the Community

Rationale for Study

- Gain insights into a relationship between a traditional university music program and a spunky little “for-profit” business that claims to offer similar services to its clients and patrons
- Enlarge our understanding of music education
- Gather feedback from community on impact
- Develop collaborative models between Laurier Music and Maxwell’s Music House
- Research experience for future music educators as they develop a culture of inquiry leading into their chosen profession

Social Relativity of Experience: culture vs CULTURE (Froehlich)

- Little tradition vs. grand tradition (*Music in Everyday Life*, DeNora)
- Meaning construction: Small's *Musicking* result of the social interactions of music making itself within defined roles of performer and listener
- Lucy Green's study *How Popular Musicians Learn* with spotlight on self-conceptions through skills and knowledge development: formal vs. informal

Identifying the tensions between western art music and popular culture music

- “Schools must introduce their pupils to high culture and help them to escape the growing creed that sees no difference between Schubert and Blur...” Nicholas Tate, 1996
- “we teach classical music because it requires disciplined study. Expertise in pop, on the other hand, can be acquired by osmosis.” Roger Scruton, 1996
- “I will not play for such swine.” Beethoven in response to talkers during his performance, resulting in a de-contextualizing of an elevated high art object for contemplation



LAURIER

Faculty of Music

- 300+ auditioned undergraduates
- Performance, Education, Music Therapy, Composition, History and Literature, Theory, and Comprehensive Majors
- Western Art Music genre (some jazz)
- Strong improvisation program (ICE)
- Traditional large and chamber ensembles

Our Mission Statement

The Faculty of Music provides a creative and collegial environment for education and research that fosters artistic and scholarly development of the highest calibre, and enriches the cultural life of the community.



Laurier Music VALUES:

Performance Standards in High Art Tradition
and Academic Scholarship

Cultural Contribution to Waterloo Community and
beyond



Maxwell's Music House

"Learn how to play like a ROCKSTAR"

- HOME
- CONCERTS
- ROCKSTAR CAMP
- JAM SPACE
- WORKSHOPS



CALENDAR

2010 June Week
Monday - Sunday
11-4AM-5PM

SUNDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
23	24	25	26	27	
30					

(click to enlarge for full concert listings)

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Maxwell's Music House

Rockstar Summer Camp!

Call: 519-498-5705

Who is Paul Maxwell?

- 26 yr old Business Economics and Music Minor graduate
- Winner of several civic and entrepreneurial awards
- Winner of Laurier Centre for Music in the Community Award, 2011 (June 4)



Concert Venue





Rock Star Camp





Studio Instruction


Want to Play
ROCK BAND FOR "REAL"?




 **Guitar**
(Acoustic & electric)

 **Bass**

 **Drums**

 **Piano**

 **Voice**

MUSIC LESSONS
@ MAXWELL'S MUSIC HOUSE

Jam Space and Workshops



FMRadio



[Waterloo Spring Music Kick-off brought to you by Mano A Mano](#)

Submitted by DJ Steel on 2011, April 1 - 18:07
Wax Mannequin, Cyanide Kiss, The Trepid house closing concert series, Down the Alley and Sam Coffey and the Iron Lungs.

The poster is for an event titled "ADVENTURES OF FREEIN" #4. At the top, it says "STREETHOP PRESENTS". The main title is in large, stylized, colorful letters. Below the title, it says "Maxwells Music House" and "FEATURING STREETHOP VISION ART EXHIBIT". The poster also mentions "MUSIC PROMOTED BY THE LYRICISTS, SHARKY FRACTION, BLACK DIAMOND, SEAZ". There are two photos of men on the poster. On the right side, it says "\$10 cover" and "Doors open at 6pm". At the bottom, there are logos for "AXMINSTER", "DifferentStrokes", "VINCENZO'S", and "TdStudios". The bottom of the poster has the text "Sat. June 11th Maxwells Music House 220 King St. N".



KITCHENER-WATERLOO
SYMPHONY

EDWIN OUTWATER • MUSIC DIRECTOR

musicforyou



photo: Andrew Tolson
Maclean's Magazine

KW Symphony-Rock Band Project Dave Mansell, VP, Maxwell's Music House

Formal and informal music sit side by side. They are siblings, yet there has been little communication between them. What can be learned by bringing both practices into contact with each other?

The main objective of this project is to broaden the interpretation of the term *composer* and bridge classical and pop/rock conventions so that they can be understood as parallel under the general terms *music & composition*.

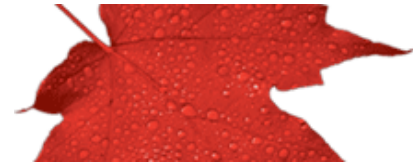
Monster Bash with Edwin Outwater, Conductor, Chris Sharpe, Assoc Principal Cellist, and Andrea, KWYouth Symphony Player

(<http://www.vimeo.com/19343703>)



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Research



Focus Interviews with two families
and young teenagers

- 14 and 15 year olds (one girl, one boy) study guitar, keyboard, voice, and participate in Rock Star Camps
- Both take music in local high schools and find it out of touch-boring-not encouraging their creative interests, nor developing their musical skills

- “went to sign up a xxxx-school (local conservatory type studio school) and they were too formal and not very interested in the music we were already doing.” parent
- “walked in Maxwell’s Music House and within 15 minutes I was in a studio playing electric guitar.” student
- “MMH did not put up the usual hurdles to get into music study.” parent
- “MMH encourages our kids to grow their skills, be critical of quality, refine and polish their work...seek a professional quality in performance, and the great thing is that I can enjoy a beverage of choice while watching my kids become creative musicians!” parent

- “I want to be a composer and performer. I’ve already had songs on the 100.3FM radio station and I’m now a “CIT” in Rockstar Camp. This is my life passion now.” student
- “I think I’ve developed a singing style that you might call new country, and I’ve learned basically how to build a song and perform it. Being pretty shy, I found that my confidence is strengthened in my singing voice.” student

Research: Surveys

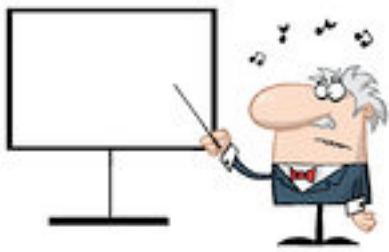
- MMH Clients and Patrons 91% rated the atmosphere, services, and contribution to the community as good-excellent
- 90% WLU Faculty of Music Students surveyed strongly believe that a relationship between FofMusic and MMH is desired and important
- 60% of students surveyed on Laurier Campus had never heard of MMH.

Conclusions and Next Steps

- Research continues with larger survey samples (MMH clients/WLU Music/WLU Campus at large)
- Focus interviews
- Scheduled collaborative events, such as Laurier recitals, improv nights, mixed genre concerts



LAURIER
Faculty of Music



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Research Informed Practice in Music Education

How can music educators be prepared for 21st C. classroom?

- A. teachers must become familiar with current popular genres and practice informal music learning themselves
- B. realize that validating current musical practices and passions of students serves to open doors to many other musical practices and genres
- C. incorporate multiple ways to acquire skills and knowledge in music
- D. acknowledge a larger proportion of the student population as “being musical.”