

Rhythm Science Sound

Arts Programming Overview + Teaching Artist(s) Bio

Programming

STEAM Exchange

For 3 years RSS has collaborated with STEAM Exchange to provide out-of-school programming for youth living in the Smoketown Neighborhood(40203) and surrounding areas. Through this partnership RSS provides music technology education and culturally relevant social studies programming for students in Elementary, Middle and High School. Programming is facilitated from the Rhythm Science Sound offices(900 S. Shelby) and occasionally other neighborhood locations.

KRM BOOST

Since 2020, RSS has collaborated with Kentucky Refugee Ministries to provide a week of classes during their Summer Boost program. This program serves newcomer teenagers who have been recently resettled through the refugee agency and are still in the process of English language acquisition and cultural adjustment. RSS offers a week of programming specifically designed to engage newcomer youth with culturally relevant lessons intended to facilitate language learning, social and emotional learning. In Summer of 2022 RSS served approximately 30-40 High School aged youth.

KRM Neighborhood Days

We also partner with KRM to help facilitate their Neighborhood Days. Held in nearby and accessible parks or school yards, these events are intended to bring recreational programming and resources directly into the neighborhoods where many of Louisville's newcomer, refugee and migrant families live. In 2022 RSS provided music entertainment and music/art activities for 4 of these events and engaged approximately 60-80 youth(elementary and middle school) and family members.

Lou Academy of Music

In 2021-22, RSS collaborated with the Louisville Academy of Music to provide guest teaching during their Summer Symposium, presenting to an intergenerational audience of approximately 20-30. RSS also offered a 6 week long course for teens and adults (class of 8 learners) on the topics of music production and music technology.

Maryhurst

RSS has partnered with Maryhurst since 2015 to provide opportunities for music technology education and social-emotional learning through a healing-centered arts/learning practice. In a given year we serve approximately 30-40 Youth who are residents at Maryhurst. Programming happens both at RSS offices and at Maryhurst(Dorsey Ln Campus).

Belle of Louisville

In 2022 RSS partnered with the Belle of Louisville to offer music technology focused programming during their summer Hometown Music Kids' Cruise event series (3 events). For these events, RSS provided both artistic performance, and music technology demonstration and learning opportunities for approximately 250 people (per event)(youth k-12 and their families) on the Belle of Louisville's Mary M. Miller Steamboat.

Girl Scouts of Kentucky

In 2022, RSS partnered with GSK to provide interactive music programming on the topics of music, technology and nature for youth scouts and their families during their annual Spring Festival and Arts Festival(Nov 2022).

Out Loud Louisville

RSS has partnered with Out Loud Louisville(formerly Girls Rock Louisville) to facilitate their summer Rock Camp programming since 2019. In 2022, RSS facilitated the Digital Music track of the Rock Camp, providing a week of instruction to 15-20 Middle and High School learners.

Americana Community Center

Through a partnership with Out Loud Louisville and Americana Community Center, RSS facilitated 6 weeks of afterschool instruction in Digital Music Production at the ACC campus. This programming served an approximate total of 30 Elementary and Middle School students over the 6 week course.

Latinx Leadership and College Experience Camp (LLCEC)

RSS has partnered with the Latinx Leadership and College Experience Camp(Housed at BCTC in Lexington, Ky) since 2014, to offer music technology instruction and cultural studies programming during their summer residency camp. Annually, the LLCEC Camp hosts approximately 110-150 Latinx and other global youth from all over Kentucky for a week of simulated college content courses, skills sharing, creative placemaking and culture building activities. RSS facilitates both college content classes(serving approximately 20 youth) and classes in music production and djing(approximately 15 students).

LFPL

Being past recipients of the Louisville Free Public Library's Collider Artist Residency, RSS frequently collaborates with the LFPL. In 2022, RSS facilitated a workshop for approximately 25 adult learners at LFPL's How To Festival on the topic of: Building and Coding Electronic Instruments with Arduino. We are currently on the Library's children's performers list.

Fayette & Scott County Schools

Through a partnership with Bluegrass Community and Technical College, RSS provided guest teaching for students at multiple sites in the Fayette & Scott County High Schools system.

Franklin Co. Schools

In 2022, RSS collaborated with Franklin County Schools to facilitate two sessions of music production instruction for their Gifted and Talented 4-6 grade program(Approximately 20 students).

University of Louisville's Theater Arts Department

In 2022, RSS guest lectured to graduate level students in the UofL Theater Arts Department on the topic of: Sound Design for Movement and Theater.

Teaching Artist(s) Bios(s)

Jared Zarantonello is a sound artist, music producer, music technologist and educator based in Louisville, Ky. Jared produces and performs music under the moniker "Yared Sound", and is co-founder co-lead artist/educator at Rhythm Science Sound, where they work to cultivate and forward a liberatory and equitable dance music culture. Jared holds a Masters of Arts in Refugee and Forced Migration Studies from the University of East London, UK where their research focused on the role of music and technology in global diaspora communities. Since 2015, through their work at Rhythm Science Sound, they have continued to put their applied research into practice by providing community programming, classes, workshops, and creative placemaking engagements organized around topics such as: Music Production and Recording, Music History, Ethnomusicology and Cultural Studies, Electronic Music and computer synthesis, Creative Coding, Dance and Bio-Psychology, etc.

Scz Zarantonello (pronounced seize) is a deejay, sound and mixed media artist, and educator based in Louisville, Kentucky. Scz is a co-founder of Rhythm Science Sound which focuses on education, creative place-making and artistic productions grounded in the liberatory tools of dance music cultures. They have Masters of the Arts in Refugee and Forced Migration Studies from the University of East London, where their research emphasized the importance of hip hop and storytelling as creative tools used by refugee and new diasporic communities (particularly youth) to express agency and counter narratives. Since 2015, through their work at Rhythm Science Sound, they have continued to put their applied research into practice by providing community programming, classes, workshops, and creative placemaking engagements organized around topics such as: Music Production and Recording, Music History, Ethnomusicology and Cultural Studies, Electronic Music and computer synthesis, Creative Coding, Dance and Bio-Psychology, etc.

Artistic Content of Programming

Our "Mixing Matters" community education program employs a flexible and adaptable array of artistic and educational strategies which meet at the intersection of music+dance+technology+culture. Through a combination of music technical and artistic instruction and practice, knowledge building through study and conversation about music history and culture, and creative/joyous placemaking, Mixing Matters programming seeks to leverage the artistic and social resources offered by music and dance to help youth and community create, learn and heal. Our artistic and technical programming covers topics including: Digital Music Production instruction, Live Sound Engineering instruction, Audio Electronics Engineering, Arduino Music Coding/Development.

Because our programming is varied and diverse, and seeks to adapt to any given group of learners, the outcomes of our programming are just as diverse. For example, for young learners in our neighborhood classes - in which we teach a combination of music production, digital arts and industries, and social studies topics - outcomes may be a mixture of tangible results such as individual and/or collaborative music creations produced by the students, physical or digital artworks, etc, as well as less tangible qualitative measurements such as the feedback from group conversations and lesson content.

And to offer another example; in situations such as our Sample Here: LAM Archive course, held in collaboration with Louisville Academy of Music(LAM), our content and outcomes are multi-faceted. This course was an intergenerational class open to teens and adults in which RSS instructed on content including: vinyl record sampling, the history of sampling and remixing, music production software, and engaging with the history and meaning of a local music institution(LAM) through interacting with their extensive archive of classical music vinyl. Part of the outcomes of this project were built into the design of the course; through the act of learning about vinyl record sampling and music making software, the students were making audio recordings and creative samples of the classical music archive. The audio products of this course were then used to create a sharable digital package of music making tools for other musicians to utilize in their own creations. In designing programming this way, outcomes are both anchored to the participants' increased knowledge and engagement with the content and local place and community, and at the same time extended past the program duration by creating unique generative assets as programmatic outcomes.

Educational Content of Programming

Our cultural studies and sciences (social and natural) programming revolve around music history, anthropology, media literacy, linguistics, music-related arts and industries studies(fashion, videography, visual art, etc), as well as engineering, physical and bio-social sciences. It is this range of disciplines that we draw on when collaborating with partners to offer programming.

In partnering with Bluegrass Community and Technical College(BCTC) to facilitate part of the annual Latinx Leadership and College Experience Camp(LLCEC), RSS designs a unique curriculum to engage young Latinx and other diasporic learners(college bound seniors) in college level education topics such as: Ethnomusicology, Migration and Music, Latinx music history, etc. We have been an integral part of the LLCEC's leadership and design team since 2014, and have co-written and been awarded grants from Kentucky Foundation for Women, receiving their Art meets Activism and Bridging Divides grants. For this partnership, annual outcome/feedback data is collected post-program by LLCEC staff and shared with RSS educators. Even more impactful than any quantitative metrics, are the results and outcomes we see manifested as past students return to fulfill leadership and education roles themselves, sustaining and strengthening the program into the future.

In partnering with organizations such as Kentucky Refugee Ministries, RSS provides a music+media enhanced English Language Learning curriculum designed to engage young ELL learners in conversation

practice and language acquisition via class content reflecting the global music+media culture in which they are already participants. In these situations, evaluating certain types of outcomes may be severely limited due to both the limited English comfortability of the participants and the sensitivities involved in questioning people who have undergone institutional/bureaucratic trauma(refugees, forced migrants, etc). In situations such as these, our outcomes may be limited to what we can glean from our interactions with the learners during classroom settings, and communication and evaluation with partner staff/volunteers.

Process for hiring, training, and evaluating performance/effectiveness.

RSS programming is developed and facilitated by its two co-founders Jared and Scz Zarantonello. At the core of our teaching pedagogy is participant-led-design and adaptability. This means that our curriculum was and continues to be developed in collaboration with the community. As artists/educators we approach every engagement collaboratively, creating goals and many points of programmatic process and structure as a group. This approach creates a continual feedback loop of evaluation and modification/adaptation as needed during the programming itself. After a given offering of programming concludes, RSS artist/educators not only reflect and evaluate amongst our team, but we seek out and welcome processes of debrief, reflection and evaluation from any and all stakeholders from our partner communities/organizations; which may include a variety of evaluation methods of our performance as educators such as: surveys, questionnaires, informal interviews, etc.

How are participants of all backgrounds and abilities included in programming?

With our decade plus of teaching experience we have taught, and been taught by youth and community members who: have experienced complex traumas, hold various neuro-diversities and identities, and have varying levels of English language capacity. These diverse education spaces have taught us to be flexible, adaptive and observant. We constantly refine our teaching styles and pedagogies so that they speak to the needs of individuals and groups we work with. We recognize that there is no one formulaic response to community-based education but that education must meet learners where they are. Each space, place, and individual/community has unique strengths and skills and we work to uplift the expertise and knowledge that often already exists at these sites. Often we also engage in on the spot participant evaluation by asking simple questions such as; What did you learn? What did you enjoy? What content/info will you take beyond this class? How should we change this program to make it better in future sessions? This continual participant feedback during the programming allows whatever group of students we are working with to have agency and ownership over the direction and success of the programming.

How do I engage teachers and community center staff before, during, and after programming?

Many of our partnerships stem from long-time relationship building, we believe that the more consistent and sustainable collaborations can give participants and staff a greater sense of connection to projects. We are communicative with our partners and allow them to give input and feedback during all parts of the process. We include them in the ideation for a project, encourage them to participate during and follow up with them after completion. We also often find ourselves in the position of supporting organizations in various ways even outside the duration of our programming such as: consulting with organizations and staff to purchase their own music production equipment for continued music+tech learning, helping provide content, narrative and information for their own grant reporting and future funding applications, etc. Many of our collaborations providing arts/media based programming have been sustained over multiple years and therefore we have seen those relationships deepen and expand over time. Our sustained relationships with a myriad of organizations continues to offer RSS educators valuable insight and perspective into the strengths, needs and aspirations of our partners and community.

How do I engage participants in the creative and learning process?

We feel that both learning and creation benefit from a combination of both collaboratively and individually driven work. In our programming we strive to create opportunities for all of these arenas of learning and creativity. Whenever possible we try to make group learning, conversation and relationship building a primary part of our educational process. Sharing in a collective experience through receiving instruction or content, and then debriefing, conversing and unpacking as a group. This collective learning is then followed by an opportunity to choose further individualized or collaborative experimentation/creation/research/etc. We also try to send learners home with accessible tools and resources which allow them to continue their learning and creatively beyond the duration of our programming.