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NEWS

EducationWatch: Bandier Program Dedicated To Music

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Syracuse University's recently launched program to focus on careers in music and entertainment

GRAMMY.com
Laurel Fishman

One of the nation's first undergraduate multidisciplinary programs dedicated to careers in music and entertainment, the recently launched **Bandier Program for Music and the Entertainment Industries** at Syracuse University blends music, communications, business and entrepreneurship curricula. Funded by Syracuse alumnus Martin Bandier, the newly appointed chairman and CEO of Sony/ATV Music Publishing, the Bandier program includes experiential learning options, such as opportunities to learn from and collaborate with industry leaders; internships in entertainment booking, promotions, public relations, radio and television studios, and record label development; along with on-campus supervised extracurricular activities for academic credit. In addition to Bandier, Syracuse alumni who helped develop the program and who are now serving as advisors and lecturers include Rick Dobbis, global business representative for the Rolling Stones; Phil Quartararo, formerly executive VP at EMI Recorded Music North America; and John Sykes, president of network development for MTV Networks, among others. Funding from EMI Music Publishing will also establish Syracuse's EMI Center for Internship, Mentoring and Career Development.

The **Blue Hill Boys & Girls Clubs** in Dorchester, Mass., is home to an expanding music program, co-founded by Berklee College of Music student Rick Aggeler and Berklee alumnus Paul Vitolins. Originated to give kids the opportunity to learn to play an instrument, the free program evolved into a six-week after-camp course. Now it is fully operational, modeled after Berklee and offering instruction in recording, engineering and music production. The students also learn harmony, ear training and ensemble playing, and they will do a year-end concert to showcase their progress. Aggeler hopes to get its best students admitted into Berklee's City Music program, a scholarship and mentoring initiative that gives underserved inner-city teens access to free music education.

In related news, **Berklee** recently announced the expansion of its **City Music** program. Having formed partnerships with community groups to provide music education free of charge to young students nationwide, pilot programs are launching in Boston, Los Angeles, Seattle, Philadelphia and Washington, D.C. Over the next three to five years, the program will encompass 50 U.S. partner sites. So far, more than 1,300 inner-city middle and high school students in the Boston area have received instruction from Berklee City Music and have been awarded more than \$5 million in scholarships. The program incorporates Web-based learning and real-time teaching technologies, including an online curriculum and educational tools and live instruction with Berklee alumni teachers. Webcasting and videoconferencing provide face-to-face interaction among City Music Network students at partner sites, as well as with faculty and students at Berklee's Boston campus. Students who complete the coursework qualify to audition for scholarships to Berklee's Boston campus for summer programs and undergraduate study.

Now in its eighth year, the "[Best 100 Communities for Music Education in America](#)" survey has announced this year's results. Each year, the Web-based study is

sponsored by a partnership of leading national associations working to promote the benefits of active participation in music and music education. The survey determines the best places in the country for young people to get a quality start in music, and yields an understanding of the current state of music education in elementary and secondary schools by assessing student-teacher ratios, budget, staffing, variety of programs, instructor certification, availability of private instruction and other criteria. The results are measured proportionally, so communities of various sizes are compared on an equal footing. Although primarily for information-gathering, the project has had positive effects. In several communities, "Best 100" educators have reported that their list-status increased enrollment in, funding for and preservation of school music programs; fostered additional partnerships with local businesses and colleges; motivated teachers to augment the programs; and raised community and school pride. Thousands of teachers, school and district administrators, school board members, parents and community leaders from all 50 states participated in the recent survey. Among the communities across the United States making the list were 25 total in New York and New Jersey, as well as seven each from Michigan, Pennsylvania and Virginia.

During his imaginative **Jazz-A-Ma-Tazz** educational workshops for kids, saxophonist Hayes Greenfield is introducing jazz as a hands-on experience. Youngsters at his shows create jazz in fun, interactive, improvisational musical explorations, through clapping, call-and-response, scatting, singing, conducting, interpretive sound, assisting in demonstrations and dancing. In removing boundaries between performers and audience, Greenfield's presentations allow all of the kids to learn active listening and get involved with the creative process. Via Jazz-A-Ma-Tazz, Hayes works with kids across a spectrum of abilities and social strata, from upscale, interactive jazz brunches in New York City clubs to school performances for special-needs kids. Jazz-A-Ma-Tazz has won praise from the press and from jazz greats, with composer Philip Glass calling Greenfield "the real Pied Piper of jazz." The program is an outgrowth of Greenfield's award-winning children's CD, also titled *Jazz-A-Ma-Tazz*, featuring vocalists Richie Havens and Miles Griffith.

(Laurel Fishman is a writer and editor specializing in entertainment media. She reports regularly for GRAMMY.com and is an advocate for the benefits of music making, music listening, music education, music therapy and music-and-the-brain research.)

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