

Technology Ensemble

Scores and Systems

MUSI 6004**Fall 2026**

Course Hours: Mon/Wed 11:00 am -12:15 pm
Location(s): West Village 175, Rich Computer Center 133B
Credits: 3 credit hours
CRN: 94036

Instructor(s): Henrik von Coler
Email: hvc@gatech.edu
Office(s): Couch 209, Rich 133A
Office Hours: by appointment

1 General Course Information

1.1) Course Description

The Technology Ensemble deals with creative live applications in music technology and electronic music. In *Scores and Systems*, the focus lies on compositions and concepts for experimental music ensembles. A key goal is the combination of performance concepts with technological systems and novel instruments to create non-conventional music. The course is both a laboratory for experimental approaches to composition and performance, as well as a test-bed for novel instruments and facilitating technologies. In groups, students will rehearse and perform selected scores, and create their own experimental compositions.

1.2) Prerequisites

The course does not require prior coursework. A general understanding of electronic music and electronic music instruments is helpful. Students are required to bring a musical instrument of their choice to class whenever required. This instrument can be of any kind, but needs to be applicable in a classroom context.

1.3) Learning Outcomes

After successful completion of the class, the students will

1. demonstrate proficiency/confidence in reading and interpreting non-traditional scores.
2. be able to perform with their instrument in an experimental context.
3. have experience in composing for experimental ensembles.

4. be able to record and mix electroacoustic ensembles.

1.4) Attendance Policy

This course is organized in irregular class sessions group sessions, scheduled during the regular class hours. Attendance is mandatory at class sessions and part of the grading for group sessions.

1.5) Course Materials

Relevant materials will be provided or linked in the official Canvas course.

2 Schedule

INTERPRETATION – PHASE I

DATE	CONTENT	LOCATION
<i>August</i>		
24	INTRO I – Logistics, introduction to TIMBRES	WV
26	INTRO II – Group signup, introduction to Ensonification	WV
31	GROUP SESSION: Studio	Rich
<i>September</i>		
02	GROUP SESSION: Studio	Rich
07	NO CLASS (LABOR DAY)	
09	CLASS SESSION: Ensonification	WV
14	GROUP SESSION: Studio	Rich
16	GROUP SESSION: Studio	Rich
21	CLASS SESSION: Ensonification	WV
23	GROUP SESSION: Studio	WV
28	GROUP SESSION: Studio	Rich
30	GROUP SESSION: Studio	Rich
<i>October</i>		
03	PERFORMANCE AT SITE FESTIVAL	Goat Farm

COMPOSITION – PHASE II

DATE	CONTENT	LOCATION
05	NO CLASS (FALL BREAK)	
07	INTRO III – Second half logistics, new groups	WV
12	GROUP SESSION: Studio	Rich
14	GROUP SESSION: Studio	Rich
19	CONTENT I – Sight-read Cage?	WV

21	GROUP SESSION: Studio	Rich
26	CLASS SESSION: Ensonification	WV
28	GROUP SESSION: Studio	Rich

November

02	CONTENT II	WV
04	GROUP SESSION: Studio	Rich
09	GROUP SESSION: Studio	Rich
11	GROUP SESSION: Studio	Rich
14	CONCERT	TBD

WRITING PERIOD - PHASE III

DATE	CONTENT	LOCATION
16	READING/DISCUSSION	WV
18	Guest Talk	WV
23	Guest Talk	WV
25	READING/DISCUSSION	WV
26–27	NO CLASS (THANKSGIVING)	
30	CONCLUSION	WV

December

02	FINAL PRESENTATIONS	WV
07	FINAL PRESENTATIONS	WV

This schedule is tentative and may be subject to change. Communication through Teams will be used to announce these changes.

3 Grading**3.1) Weights**

Component	Weight
Studio Recording	22%
Public Performance	22%
Artistic Research Paper	22%
Student Composition Concert	22%
Student Composition Documentation	12%

3.2) Graded Components

Studio Recording

Each group creates an audio recording from the graphic score TIMBRES. The recording is delivered as a mix (Stereo or Ambisonics) and in stems (individual tracks for each instrument). The submission is graded based on completeness and artistic intent.

Public Performance

Groups perform their version of TIMBRES and an improvisation based on Ensonification at the SITE festival at The Goat Farm. This component is graded based pass/fail on a successful delivery of the performance.

Artistic Research Paper

Each group reports on their interpretation of TIMBRES in an artistic research paper. The paper documents the group's aesthetic decisions and choices made when preparing the piece and performing it. It is graded based on the thoroughness in documenting the process.

Student Composition Concert

Groups perform their compositions at a public concert. This component is graded based pass/fail on a successful delivery of the performance.

Student Composition Documentation

Groups document their composition and the derived performances. The documentation is graded based on the thoroughness in documenting the process.

4 Course Policies and General Information**4.1) Communication**

All relevant deadlines for submissions and assignments will be published in the course's Canvas page. All additional communication happens in a dedicated Microsoft Teams channel for the course.

4.2) Use of Tools, Code, and Media

In courses involving software, hardware, audio systems, or creative tools, students are expected to use institutional resources responsibly, back up their work, and document external materials clearly. When generative or assistive tools are used, students should be prepared to explain their process and indicate where such tools materially shaped the submitted work.

4.3) Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the student [Code of Conduct](#) and the [Academic Honor Code](#). Students are expected to perform research in an ethical and responsible manner.

4.4) Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

4.5) Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

4.6) Campus Resources for Students

Undergraduate academic success. A list of resources for undergraduate academic success and advising is available at [Success at Tech](#). For one-on-one help, Georgia Tech partners with [Knack](#) to connect students with verified peer tutors who have previously completed the relevant course.

Graduate academic and professional success. Resources for graduate students are collected by the [Office of Graduate and Postdoctoral Education](#), including [academic resources](#), [student resources](#), and [professional development](#).

Student well-being. Georgia Tech maintains a [comprehensive list](#) of wellness-related resources through the Office of the Vice President for Student Engagement and Well-being.