Title: Growing Composers (Part 1)

Courses: AMU1O and AMU2O

Connection to a Culminating Activity:
This lesson will help students understand compositional techniques and allow them the opportunity to explore utilizing them themselves.

Overall Expectation:
A3 → Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music.

Specific Expectation:
A3.2 → Apply compositional techniques when composing and/or arranging simple pieces of music.

Learning Objectives:
Students will be able to compose simple melodic lines.

Success Criteria:
I know I've got it when I can combine instrumentation, meter, key, melodic contour, and rhythm to create a melody I enjoy.

Prior Student Knowledge Required
- Rhythmic subdivision
- Transposition
- All musical elements (except harmony)

Required Materials:
- Pencil, eraser and manuscript paper (or notation software)
- Instruments (and/or notation software for playback)
- Composition handout

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Pre-Lesson Instruction →Listening Logs

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Before this lesson takes place, invite students to select one piece of their choice and one piece of your choice to listen to. Using the listening log provided, have students examine and describe the musical elements in the piece of music.

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Instruction #1 →What is composition? (~8 min.)

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Before showing slide #2, ask the class "what does it mean to "compose" something?"
Potential answers:

- To collect multiple things (such as composing your thoughts)
- To create something
- To write music

After having a class discussion, go over slides #3-4 as a way to focus our attention to musical composition.

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Instruction #3 →Workshop (~40 min.)

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This section will take up the majority of the lesson as students will begin creating their own compositions step by step.

As you go through slides #5-13, give time for students to experiment and explore each new concept in order to create their own composition.

Step 1: Select the instrument you are writing for
Step 2: Select the time signature you are writing in
Step 3: Select the key signature you are writing in
Step 4: Know the range of the instrument you are writing for
Step 5: Choose a starting note and ending note for your composition. Add notes in between and create a melody. These will create anchor notes for the next step
Step 6: Add rhythms to your chosen notes (extra notes will need to be added as students select shorter rhythms between anchor notes)

Note: Provide students with the composition handout here. Make sure students have manuscript paper in front of them with a pencil. Free manuscript paper: **blanksheetmusic.net** and **http://www.musictheory.org.uk/manuscript_paper.php**. Alternatively, if your department has access to notation software, teach students the software and continue onto the lesson.

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Instruction #5 → Playing the melody - slide #15 (~27 min.)

If your department has notation software available, invite students to put in headphones or to space out so every student can hear their own work.

If your department does not have notation software available, have students play their own works on their own instrument, the keyboard, or have their peers play their line for them.

Invite students to make changes throughout this process based on what they liked or disliked. IF they make changes, tell the students to make a note of where they made changes and WHY they decided to make the changes.

- Ended on an unpleasant note → what makes that note unpleasant?
- It seems boring → why and how can we change this?
- There is too much going on → how can we simplify this melody?
- The last note was too long/short