

Title: The Expanding Composers (Part 2)

Courses: AMU10 and AMU20

Connection to a Culminating Activity:

This lesson will help students expand their compositional techniques and provide an opportunity to utilize these new concepts 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 expand simple melodic lines and reflect on how the technique has altered their original theme.

Success Criteria:

I know I've got it when I can expand a simple melodic line using inversion, reversion, retrogradation, diminution, and augmentation.

Prior Student Knowledge Required

- How to create a simple melody (Composition Part 1)
- All musical elements

Required Materials:

- Pencil, eraser and manuscript paper (or notation software)
- Instruments (and/or notation software for playback)
- Composition handout
- Sticky notes
- Legos connected in an L shape (to match slides #11-15)

Pre-Lesson Instruction →Listening Logs

Similar to [Composition Part One](#), invite students to select one piece of their choice and one piece of your choice to listen to before this lesson. Using the listening log provided, have students examine and describe the musical elements in the piece of music.

Instruction #1 →Potential Show and Tell (*Optional*)

If you have students who are really keen on sharing their original works from the Composition Part One lesson, invite students to share their simple melodies. They might perform their own pieces or a peers' piece.

Alternatively, have students share their findings from when they made changes (final step from the last lesson)

Instruction #2 Entrance Activity(~8 min.) Assessment OF/FOR Learning

Hand out two sticky notes to each student and have them write down one thing they KNOW and one thing they WANT to know about composition. On a wall/board, have the students stick their "KNOWS" in one spot and their "WANTS" in another. Have a discussion with the class based off the findings.

Assessment OF → As students come to put their sticky notes up, read them to formatively check what they learned from the Composition Part One lesson.

Assessment FOR → As students come to put their sticky notes up, read them to see what students are interested in learning and try to implement their wants into the lesson if possible.

Instruction #2 Exploration/Workshop (~45 min.)

This section will take up the majority of the lesson as students will begin expanding their original compositions from the previous lesson.

Slide #4-5 is a recap of the terms explored in the last lesson and displays what students will explore in this lesson

As you go through slides #6-17, give time for students to experiment and explore each new concept in order to expand their composition.

Concept 1: Call and Response (Slide #6-8)

- Invite students to take their original melodies created from the previous lesson (the call) and compose a response

Concept 2: Theme and Variation (Slide #9-15)

- **Slide #9-10** → Introduces the theme and variation concept.
- **Slide #11-15** → Demonstrates five different ways students can create a variation of their original theme (Invert, Reverse, Retrograde, Diminution, Augmentation). Invite students to apply each technique to their original theme

Universal Design for Learning is built into this lesson as slides 11-15 has contents that enables students from multiple intelligences, including:

- The name of the technique with the written instructions/definitions (to help students with strong **linguistic** intelligence skills)
- A musical example (to help students with strong **musical** intelligence skills)
- Cubes to show the changes in a visual manner (to help students with strong **spatial** intelligence skills)
- Cubes that can be counted, especially for diminution and augmentation (to help students with strong **logical-mathematical** intelligence skills)
- Provide L shaped Legos (to help students with strong **bodily-kinesthetic** intelligence)

Instruction #3 → Playing the melody - slide #16 (~15 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 variations on their instrument, the keyboard, or have their peers play their variations for them.

Instruction #4 → Assessment OF/AS Learning - slide #16 (~7 min.)

As the students hear/play all five variations, have them write a reflection beside each variation based on what they liked or disliked about each one (assessment AS learning). Then have students rank their variations from their favourite (#1) to their least favourite (#5) and why they made these choices.

Example:

19 Augmentation



23



I did not enjoy the use of Augmentation because the lengthening of the notes took away from the melodic lines' upbeat feel.

This reflection should be handed in for the teacher to do an assessment OF their learning.

Instruction #5 → Lesson Extension - slide #17

If your class is really invested in the compositional stream and/or you feel your class would benefit from hearing real composers share their advice and experiences, then show the students Bandology's YouTube series called What's Your Forte. The three videos on the slides are linked to the videos and the video will begin at the part of the interview where composers are giving their best insights for composition. Simply click on the image of the interview you want to show and it will open in a new browser.