



Music Technology Lessons

Students enjoy composing their own music. We will use "The Composer's Workshop" Resource Master from "Share the Music" (McGraw-Hill) to complete this composition.

Lesson 010

DATES _____

The 2nd through 5th Grade students receive one 40 minute lesson per week.

Lessons © www.musictechteacher.com

Objectives:

- *Students will read the resource masters and compose a song based upon the instructions.
- *To complete pp. 20-32 in the Alfred Basic Piano Library Level 1A (varies based on student level).
- *To complete one Lesson in Music Ace 1.
- *To begin / continue learning procedures for operating Sibelius notation software.

Materials:

Alfred 1A Piano Books, keyboards and related equipment, computers, printer, Music Time Deluxe or Sibelius (+Teacher's Tools), Music Ace 1 software and teacher's manual, Grade 6 (p. 224) Share the Music (McGraw-Hill) Resource Master 5.7 'The Composer's Workshop', handouts by the teacher.

Procedures:

Students should have prior knowledge of the procedures in Music Time Deluxe or Sibelius for creating a score with 2 or more staves, changing General MIDI sounds, and changing channels of sounds, along with tempo, and creating a title (text). Most of the students are familiar with creating a score and instruments, as well as entering eighth and quarter notes in Sibelius.

(Follow this link) to view the handout for students to complete as they read Resource Master 5.7. Students should read the Composer's Workshop handout as a group. The Composer's Workshop compares using 'tools' such as a hammer, nails, screwdriver, etc., from a workshop to tempo, melody, harmony, and other devices used to create a composition. The worksheet uses a poem to set to music.

The worksheet teaches the students to try to understand or think like a composer. Students also find that a composer has to make a lot of decisions or choices when writing a composition. Students will list their choices on the handouts before creating the composition on the computer.

Tempo - students will read the tempo page of the resource master and choose a tempo from adagio (slow), moderato (moderate), allegro (fast), and presto (very fast).

Instrumentation - students will choose 2 or more instruments for their sounds based upon the tone of the poem.

Dynamics - students will choose a dynamic that seems appropriate for the poem. Choose from pianissimo (very soft), piano (soft), forte (loud), and fortissimo (very loud). Students may choose more than one dynamic if they feel it is needed based on the poem. They might also specify how loud or soft to make the accompaniment for their composition, which may be different than the dynamics of the melody. Students may need help changing dynamics in the notation program.

Melody - students will use 5 notes, specified on the resource master, for creating their melody C, D, E, G, and A. They might sing the melody to the words of the poem, or play it on the keyboard. Let them experiment with different combinations until they like the result.

Record (write on paper) the melody by writing the poem and using a different note written above each syllable.

Harmony - students will write chords as specified on the resource master. Use only CEG and ACE chords for the harmony. Play this on the keyboard to decide which chord sounds best with each syllable listed on the page. There will be a total of 8 chords played in the song, based upon the poem.

Rhythm - students may choose to use the rhythms listed on the resource master, or write their own rhythms for their composition. Three patterns are listed on the resource master (quarter / eighth note patterns):



Coming together - Students may also add a title to their composition. Students should take all of their choices for the composition and write them on the staff provided with the resource master. Use the notation software (Music Time Deluxe or Sibelius) to create the song on the computer. Save and print the music. Perform the music with the keyboard and the computer. Try to play along with the computer as the accompaniment. Eventually, we will use Sibelius to create a Scorch file of the student compositions to be placed on our web site.

Sibelius - (This portion of the lesson was from 2004. We use Sibelius notation software at the beginning of each school year now.) If time is available, students will demonstrate knowledge that they have started learning procedures to operate Sibelius notation software using the program and the Teacher's Tools student books. (Example: Open the program, start a new score, add instruments, enter quarter and eighth notes using the electronic keyboard and using the computer keyboard, playback of songs, open a song and play the file.)

Ask students to notice.....

- How do you decide on specific instrument sounds to complete your composition?

- What types of instruments sound better when paired together? _____

- Does the instrument, tempo, accompaniment and other patterns that you choose really 'fit' the poem that you are creating a composition for?

- What types of patterns do you hear in the melody of your compositions? (Steps, skips, repeats, leaps, etc.) _____

- Will your composition be something 'that you can sing to and remember' like a song (does it have a melody that you can identify and remember)? _____

Ask students to notice:

- Would you make any changes to your composition if your fellow keyboard students did not enjoy your song or would you keep the composition as you had written the first time?

- Did you use all of the 'tools' listed in our resource handouts? _____
- Can you use this resource handout to complete other compositions that you will be writing? _____
- Are there any other 'tools' used in creating compositions that we haven't used? (i.e. form, texture, etc.)
- Can you play back the melody (and harmony for some students) with the computer?

Music Ace 1 - Students will continue to progress at their own pace through the lessons on the computer. Teacher will assist with students and their questions. Some students will have completed Lesson 6 or higher by this time.

Alfred Basic Piano Book 1A - If time allows, students will work individually on pages 20-32, with assistance and demonstration of notes and technique by the teacher.

Extra Activities:

Students should begin studying the Sibelius Teaching Tools books and become familiar with commands and procedures as we switch to our new notation program (from 2004). Work on musical skills through some of the quizzes and games on the Music Tech Teacher Quizzes and Games pages. Choose games according to the skill level of the students. There are several quizzes available for studying lines and spaces, rhythms, and skips, steps, repeats. If students complete the Music Ace Lessons successfully, they might work in the Doodle Pad section, learning to 'compose' their own melodies. These melodies can be saved but not printed. Post student compositions on the Student Work pages of this site.



More lessons for students from Share the Music (McGraw-Hill)

Evaluation:

- *Students will be able to successfully perform all of the exercises on pp. 20-32 of the Piano Level 1A Lesson Book.
- *Students will be able read and comprehend the Composer's Workshop Resource Master and successfully complete a composition using the guide (toolbox) established in the worksheets.
- *Students will complete one or more Lessons (5-19, depending on student level) in Music Ace 1, and will print a Progress Report of their work to give to the teacher and to their parents.
- *If time is available, students will demonstrate knowledge that they have started learning procedures to operate Sibelius notation software. (Example: Open the program, start a new score, add instruments, enter quarter and eighth notes using the electronic keyboard and using the computer keyboard, playback of songs, open a song and play the file.)

Notes: _____