

Teach Your Students to Compose Themselves!

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1) Where to begin?

- ♪ What does the composer want to say?
- ♪ What sounds can best accomplish the portrayal of the composer's message?
- ♪ Group lessons
- ♪ Individual lessons

2) Group lessons

- ♪ Planning to write a piece of music
- ♪ Developing the message, mood and form of the piece
- ♪ Aleatoric music using non-traditional instruments
- ♪ Transposition chart
- ♪ Orchestrating a chorale

3) Individual lessons

- ♪ Five finger melodies
- ♪ Five note clusters X 3
 - ♪ *Develop list of moods (resolute, apprehensive, bored, angry, etc.)*
 - ♪ *Create the melodies and clusters to represent the moods*
 - ♪ *Match the melody/cluster to the mood*

4) How to begin less experienced students with little or no theory background

- ♪ Omit notes/measures to melody; have students decide which notes to use
- ♪ Repeat interesting rhythms or melodic fragments for interest and strength
- ♪ Improvise melodies trading measures with another teacher or student
- ♪ Use antecedent & consequent phrases to promote musical conversation
- ♪ Write a short melody, bass line and countermelody or accompaniment
- ♪ Experiment with changing textures and thematic variations
- ♪ After the "A" theme is complete, write a contrasting "B" theme and create a piece in A-B-A form, or create a variation of the "A" theme for an A-A'-B-A piece

5) **Keep it relevant**

- ♪ Write the piece so it can be played immediately (piano or small ensemble)
- ♪ Keep it short – at this stage it needs to be played with no rehearsal required
- ♪ Procedure
 - ♪ *Plan the piece as if it was a vacation*
 - ♪ *Where are you going? How long will you be gone? Who is going with you? What do you plan to see? Are you returning home or is it a one-way trip?*

6) **Sharing and Caring**

- ♪ Make it playable – key, rhythm, range, technique
- ♪ Using pencil & paper or computer
- ♪ Beware the allure of “cut and paste”

7) **Helping the composer with craftsmanship**

- ♪ Is the tempo indicated? Is there a style or expression marking?
- ♪ Are dynamics, articulation markings clear, consistent and appropriate?
- ♪ Color is created by using interesting instrument combinations and RESTS
- ♪ Do instruments have enough rests to avoid fatigue?
- ♪ Are percussion instrumentation and personnel requirements reasonable?
- ♪ Are passing tones interfering with harmony?
- ♪ Are technical issues easily resolved?
- ♪ Is the key signature correct?
- ♪ Are rehearsal numbers in appropriate places?
- ♪ Cause and effect is a great way to ensure logic and a musical conversation
- ♪ Examination of published scores (extracting parts)

8) **The final product**

- ♪ Deadlines are important
- ♪ Playing the piece in class
- ♪ Performance of the piece in concert or recital

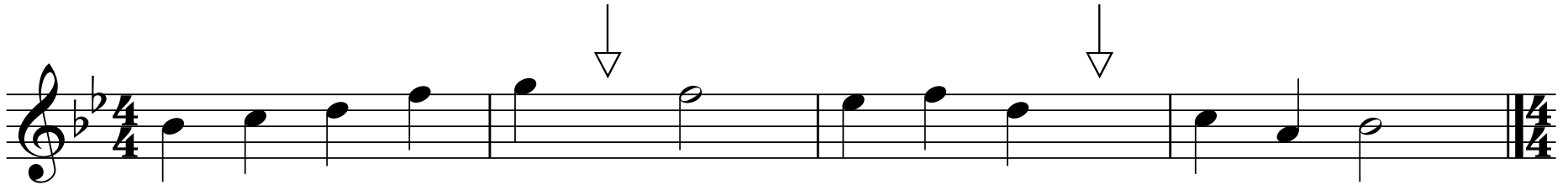


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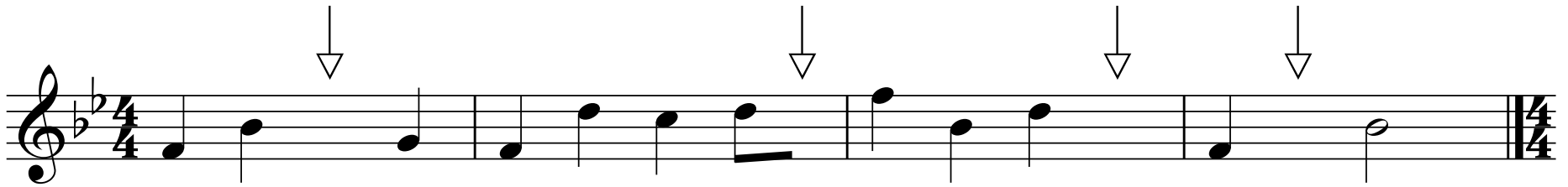
Beginning the Composition Process

Making Decisions About "Right" Notes

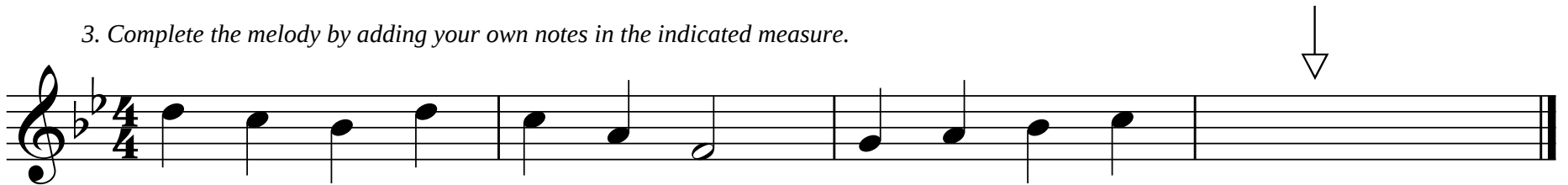
1. Complete the melody by adding your own notes in the indicated places.



2. Complete the melody by adding your own notes in the indicated places.



3. Complete the melody by adding your own notes in the indicated measure.



Intermediate Level

Note Selection Exercises

4. Add your own notes in the indicated places to complete the melody and counter melody.

A musical score for exercise 4, written in 3/4 time and the key of B-flat major (two flats). The score consists of two staves, treble and bass, joined by a brace on the left. The melody is in the treble staff, and the counter melody is in the bass staff. The score is divided into four measures. In the first measure, the treble staff has a quarter note B-flat, and the bass staff has a quarter note B-flat. In the second measure, the treble staff has a quarter note D, and the bass staff has a quarter note D. In the third measure, the treble staff has a quarter note E, and the bass staff has a quarter note E. In the fourth measure, the treble staff has a quarter note F, and the bass staff has a quarter note F. There are two downward-pointing arrows indicating where to add notes: one in the treble staff at the beginning of the second measure, and one in the bass staff at the beginning of the third measure. The time signature 3/4 is shown at the beginning and end of the piece.

5. Add your own notes in the indicated places to complete the melody and counter melody.

A musical score for exercise 5, written in 4/4 time and the key of B-flat major (two flats). The score consists of two staves, treble and bass, joined by a brace on the left. The melody is in the treble staff, and the counter melody is in the bass staff. The score is divided into four measures. In the first measure, the treble staff has a quarter note B-flat, and the bass staff has a quarter note B-flat. In the second measure, the treble staff has a quarter note D, and the bass staff has a quarter note D. In the third measure, the treble staff has a quarter note E, and the bass staff has a quarter note E. In the fourth measure, the treble staff has a quarter note F, and the bass staff has a quarter note F. There are five downward-pointing arrows indicating where to add notes: one in the treble staff at the beginning of the first measure, one in the treble staff at the beginning of the second measure, one in the treble staff at the beginning of the third measure, one in the bass staff at the beginning of the second measure, and one in the bass staff at the beginning of the third measure. The time signature 4/4 is shown at the beginning and end of the piece.

Writing Melody and Bass Lines

6. Writing a strong melody often involves outlining chordal structures, repeating interesting melodic or rhythmic ideas and ending on the tonic note.

Ending on tonic for cohesion

Repetition of Interval and Rhythm

The musical notation for exercise 6 is in 3/4 time with a key signature of one flat (Bb). The melody is written on a single staff. It begins with a half note C4, followed by a quarter note D4, and a quarter note E4. This is followed by a half note F4, a quarter note G4, and a quarter note A4. The next measure contains a half note Bb4, a quarter note C5, and a quarter note D5. The melody then repeats the interval of a second (C4-Bb4, D4-C4, E4-D4) and the rhythm (half note, quarter note, quarter note). The final measure contains a half note C5, a quarter note Bb4, and a quarter note A4, ending on the tonic note C5. Annotations include three downward-pointing arrows: one above the first measure, one above the fifth measure, and one above the final measure. The text 'Repetition of Interval and Rhythm' is placed above the fifth measure, and 'Ending on tonic for cohesion' is placed above the final measure.

7. Writing a good bass line often involves finding notes that enhance the melody while satisfying the harmonic structure in an interesting way..

Placement of notes defines expectation of beat

The musical notation for exercise 7 is in 3/4 time with a key signature of one flat (Bb). The bass line is written on a single staff. It begins with a half note C3, followed by a quarter note D3, and a quarter note E3. This is followed by a half note F3, a quarter note G3, and a quarter note A3. The next measure contains a half note Bb3, a quarter note C4, and a quarter note D4. The final measure contains a half note E4, a quarter note F4, and a quarter note G4. Annotations include four downward-pointing arrows: one above the second measure, one above the third measure, one above the fourth measure, and one above the fifth measure. The text 'Placement of notes defines expectation of beat' is placed below the second measure.

Imitation strengthens the line

Ending on tonic for satisfaction

The musical notation for exercise 8 is in 3/4 time with a key signature of one flat (Bb). The melody and bass line are written on two staves. The melody begins with a half note C4, followed by a quarter note D4, and a quarter note E4. This is followed by a half note F4, a quarter note G4, and a quarter note A4. The next measure contains a half note Bb4, a quarter note C5, and a quarter note D5. The final measure contains a half note C5, a quarter note Bb4, and a quarter note A4. The bass line begins with a half note C3, followed by a quarter note D3, and a quarter note E3. This is followed by a half note F3, a quarter note G3, and a quarter note A3. The next measure contains a half note Bb3, a quarter note C4, and a quarter note D4. The final measure contains a half note E4, a quarter note F4, and a quarter note G4. Annotations include two downward-pointing arrows: one above the second measure of the bass line and one above the final measure of the melody. The text 'Imitation strengthens the line' is placed below the second measure of the bass line, and 'Ending on tonic for satisfaction' is placed below the final measure of the melody.

Adding Accompaniment Parts

8. Adding accompaniment brings interest and added texture..

The first system of the musical score is in 3/4 time and B-flat major. The melody in the treble clef consists of four measures: a quarter note B-flat, a dotted quarter note C, a quarter note D, and a quarter note E. The accompaniment in the bass clef is shown in four measures with annotations below: 'Rhythmic interest' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), 'Repetition' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), 'Repetition' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), and 'Enhanced harmony and counterpoint' (a quarter note B-flat, a dotted quarter note C, and a quarter note D). Arrows point from the annotations to the corresponding notes in the accompaniment.

Rhythmic interest *Repetition* *Repetition* *Enhanced harmony and counterpoint*

The second system of the musical score is in 3/4 time and B-flat major. The melody in the treble clef consists of four measures: a quarter note B-flat, a dotted quarter note C, a quarter note D, and a quarter note E. The accompaniment in the bass clef is shown in four measures with annotations below: 'Completing chords but getting out of the way of the melody' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), 'Recall earlier rhythm' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), 'Completing chords but getting out of the way of the melody' (a quarter note B-flat, a dotted quarter note C, and a quarter note D), and 'Completing chords but getting out of the way of the melody' (a quarter note B-flat, a dotted quarter note C, and a quarter note D). Arrows point from the annotations to the corresponding notes in the accompaniment.

Completing chords but getting out of the way of the melody *Recall earlier rhythm* *Completing chords but getting out of the way of the melody* *Completing chords but getting out of the way of the melody*

Putting It All Together!

9. Adding articulation, dynamics, tempo and style indications completes the piece.

Andante

The first system of the musical score is in 3/4 time, key of B-flat major. The tempo is marked **Andante**. The melody in the treble clef begins with a half note B-flat, followed by a dotted quarter note A, and then eighth notes G and F. The bass line consists of a steady eighth-note accompaniment. The first measure is marked with a mezzo-piano (*mp*) dynamic. The system concludes with a crescendo hairpin and a final half note B-flat in the treble.

The second system continues the piece. The melody in the treble clef features a half note B-flat, followed by eighth notes A and G, and then a half note F. The bass line continues with eighth-note accompaniment. The first measure is marked with a forte (*f*) dynamic. The system concludes with a decrescendo hairpin and a final half note B-flat in the treble, marked with a mezzo-forte (*mf*) dynamic.

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ORIGINS OF THE STAFF AND CLEF

You have learned to read music on a staff in either treble or bass clef. The staff developed from its origins as a larger set of lines and spaces.

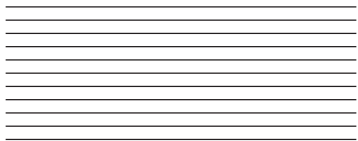


Fig. 1 11-line staff

This eventually led to the creation of treble and bass clef signs.

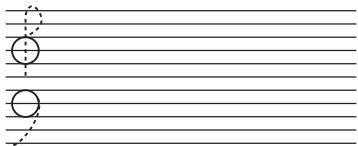


Fig. 3 Line staff with circles and dotted lines showing the formation of treble and bass clef

Since this large staff made it difficult to locate specific notes, two circles were added to help musicians find correct pitches. The upper circle centered on the G line while the lower circle centered on the F line.

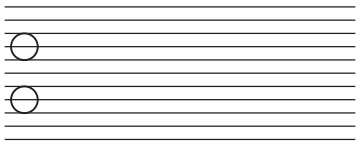


Fig. 2 Line staff with circles added

When the middle line (C) was removed, this became the Grand Staff.

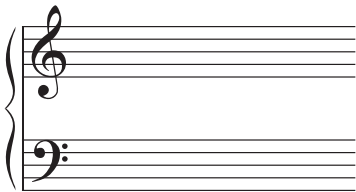


Fig. 4 Grand Staff

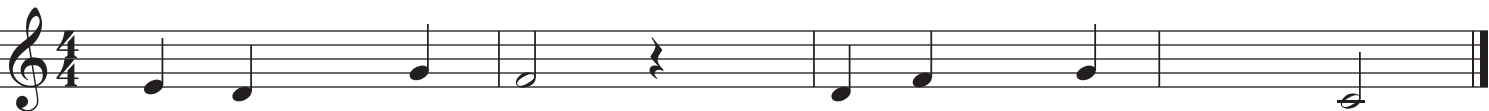
The Grand Staff is used primarily by harp and keyboard instruments such as piano and organ. Band instruments generally play in just one clef. Which clef does your instrument use?

MATCH THE SYMBOLS AND TERMS WITH THEIR DEFINITION

- | | |
|-----------------|---|
| 1. Staff | ___ # |
| 2. Clef | ___  |
| 3. Meter | ___  |
| 4. Bar Line | ___  |
| 5. Sharp | ___  |
| 6. Flat | ___  |
| 7. Whole Note | ___  |
| 8. Quarter Note | ___  |
| 9. Half Rest | ___  |
| 10. Fermata | ___  |

COMPOSITION

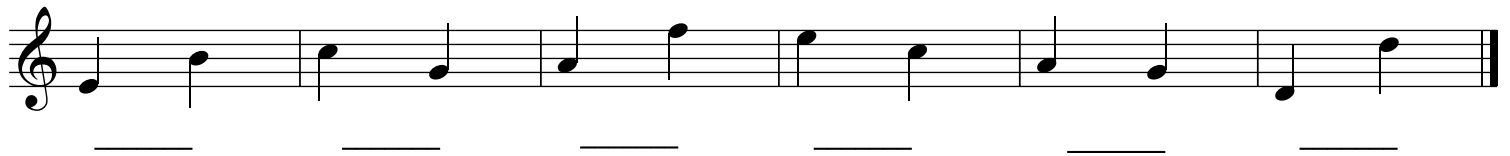
Complete the following melody by writing in the quarter notes of your choice from the notes you have learned. Once you have finalized your piece, play it and give it a title.



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INTERVALS

1. Write the name of each interval in the space provided.
2. Play the notes in each interval, then sing it.
3. Take turns with another band member playing different intervals while the player identifies the interval just by listening to it.

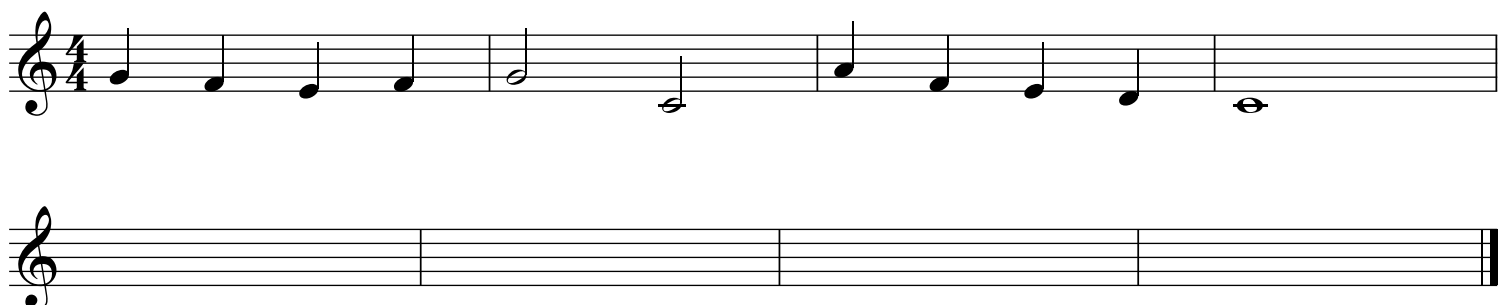


MATCH THE SYMBOLS AND TERMS WITH THEIR DEFINITION

- | | |
|------------------|---|
| 1. $\frac{2}{4}$ | ___ Notes that receive half a count in $\frac{4}{4}$ time |
| 2. Divisi | ___ A curved line connecting notes that indicate they are to be played with separation |
| 3. Unison | ___ The interval of an 8 th |
| 4. Key Signature | ___ A bar line that ends a section of music |
| 5. Eighth Notes | ___ A meter in which there are two beats per measure and the quarter note receives one beat |
| 6. Dynamics | ___ The distance between the pitches of two different notes |
| 7. Interval | ___ When two notes appear at the same time |
| 8. Octave | ___ Indicates note affected by sharps or flats |
| 9. Slur | ___ When two parts play the same note |
| 10. Double Bar | ___ Change in volume |

COMPOSITION

Write a variation on this four-measure theme by changing some of the rhythms. When you are finished, clap and count the variation, then play it and give it a title.



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KEY SIGNATURES – FLAT KEYS

Major keys are identifiable by the number of flats or sharps in the key signature. Flats are always added in the same order. The first flat to be added is always B $\flat$, then E $\flat$, A $\flat$, D $\flat$, G $\flat$, C $\flat$ and finally F $\flat$. Memorize the order of the flats: B E A D G C F.

To find the name of the key, refer to the letter to left of the last flat added. If there are two flats in the key signature, they will be B $\flat$ and E $\flat$. The key is B $\flat$ major.

If there are three flats, what will they be? What is the name of the major key?

Four flats? Five flats? Six flats? Seven flats?

MATCH THE SYMBOLS AND TERMS WITH THEIR DEFINITION

- | | |
|--|---|
| 1. Fine | _____ An articulation that emphasizes a note |
| 2.  | _____ Repeat from the beginning |
| 3.  | _____ Resting for more than one measure |
| 4.  | _____ Eighth note |
| 5.  | _____ Right-facing repeat |
| 6. > | _____ Repeat from the sign |
| 7.  | _____ Dotted quarter note |
| 8. D.C. | _____ Eighth rest |
| 9. D.S. | _____ The end |
| 10. Articulation | _____ A symbol indicating the way a note should be played |

COMPOSITION

Complete the empty measures on your own using notes, rhythms, dynamics and articulations you have learned. Add a tempo or style marking and when you are finished, clap and count your piece, then play it and give it a title.



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KEY SIGNATURES – SHARP KEYS

Major keys are identifiable by the number of flats or sharps in the key signature. Sharps are always added in the same order which happens to be the reverse order of flats. The sharp added is always F#, then C#, G#, D#, A#, E# and B#. If you have memorized the order of the flats (B E A D G C F) you can easily figure out the order of sharps by reversing it (F C G D A E B).

To find the name of the key refer to the last sharp added on the staff and go up a half step. If the only sharp on the staff is an F#, go up a half step and you are on the note G. That is the name of the key—G major. If there are two sharps (F# and C#) the last sharp added is C#. Go up a half step and you are on the note D, which is the name of the key—D major.

If there are three sharps, what will they be? What is the name of the major key?
Four sharps? Five sharps? Six sharps? Seven sharps?

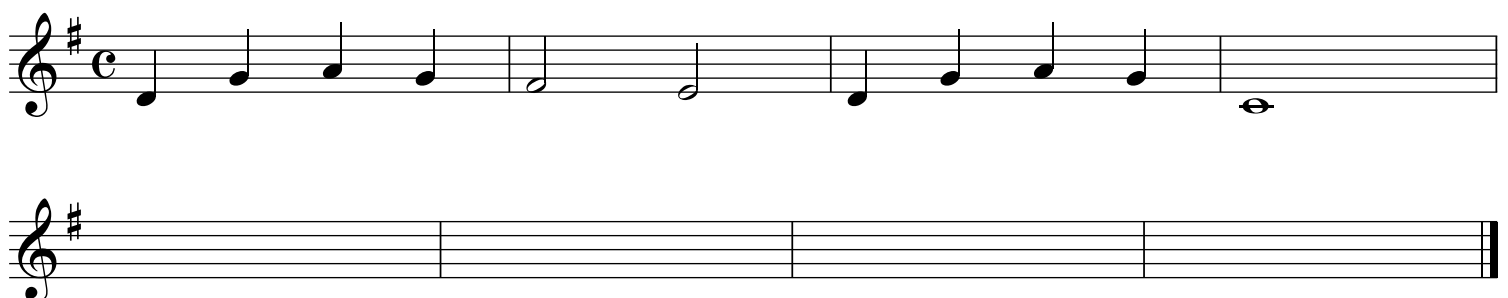
You may have noticed that there is one key that has no sharps or flats. That is the key of C major.

MATCH THE SYMBOLS AND TERMS WITH THEIR DEFINITION

- | | |
|--------------|--|
| 1. Scale | _____ An articulation or style of playing that is light and separated |
| 2. Waltz | _____ A series of notes moving in half steps |
| 3. Legato | _____ Play in a heavy style |
| 4. Staccato | _____ A series of notes that ascend or descend stepwise within a key |
| 5. Chromatic | _____ A popular dance in $\frac{3}{4}$ |
| 6. Pesante | _____ An articulation or style of playing that is smooth and connected |
| 7. Swing | _____ Big-band jazz style of playing |
| 8. Minuet | _____ A key that can sound sad or solemn |
| 9. Major | _____ A French country dance |
| 10. Minor | _____ A key that can sound cheerful or heroic |

COMPOSITION

Complete the empty measures on your own using notes, rhythms, dynamics and articulations you have learned. Add a tempo or style marking and when you are finished, clap and count your piece, then play it and give it a title.



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KEY SIGNATURES – COMPARE SHARP AND FLAT KEYS

One way to remember how many flats or sharps are in any major key signature is to use the number SEVEN. Each musical letter has a sharp key and a flat key. For example, the key of E $\flat$ is a flat key since it has a B $\flat$, E $\flat$ and A $\flat$ (THREE flats) in the key signature. The number of flats in any “letter’s” flat key signature added to the number of sharps in the “letter’s” sharp key signature always equals seven.

F major has ONE flat (B $\flat$)
 F $\sharp$ major has SIX sharps (F $\sharp$, C $\sharp$, G $\sharp$, D $\sharp$, A $\sharp$, E $\sharp$)
 1 flat + 6 sharps = SEVEN

B $\flat$ major has TWO flat (B $\flat$, E $\flat$)
 B major has FIVE sharps (F $\sharp$, C $\sharp$, G $\sharp$, D $\sharp$, A $\sharp$)
 2 flats + 5 sharps = SEVEN

E $\flat$ major has how many flats? _____ What are they? _____
 E major has how many sharps? _____ What are they? _____
 _____ flats + _____ sharps = 7

A $\flat$ major has how many flats? _____ What are they? _____
 A major has how many sharps? _____ What are they? _____
 _____ flats + _____ sharps = 7

D $\flat$ major has how many flats? _____ What are they? _____
 D major has how many sharps? _____ What are they? _____
 _____ flats + _____ sharps = 7

G $\flat$ major has how many flats? _____ What are they? _____
 G major has how many sharps? _____ What are they? _____
 _____ flats + _____ sharps = 7

C $\flat$ major has how many flats? _____ What are they? _____
 C $\sharp$ major has how many sharps? _____ What are they? _____
 What is the key signature for C major? _____

COMPOSITION

Create four two-measure melodies in the following moods: excited, sad, angry, and content.

Be sure to include a tempo and/or style indication. Play them for your friends and family to see if they can guess which mood goes with each of your melodies.

1. Excited

2. Sad



3. Angry

4. Content



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THE CIRCLE OF FIFTHS

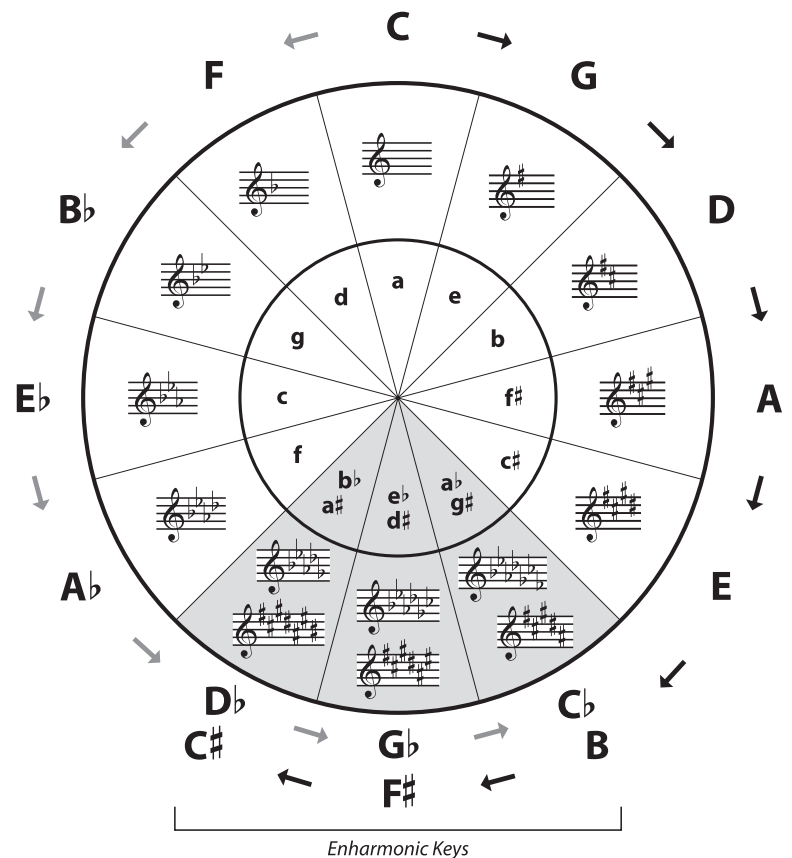
All of the information you have learned about key signatures and major keys are easily found on a diagram referred to as the CIRCLE OF FIFTHS.

Find the following information on the circle:

1. The order of flats
2. The order of sharps
3. The names of the flats in any given flat key
4. The names of the sharps in any given sharp key

The names of the minor keys are in the center of the circle. These are called relative minor keys because they “relate” to the major keys in that they share the same key signature.

Find A minor. It is the relative minor to C major
What is the relative MINOR to F major?
What is the relative MAJOR to G minor?



COMPOSITION

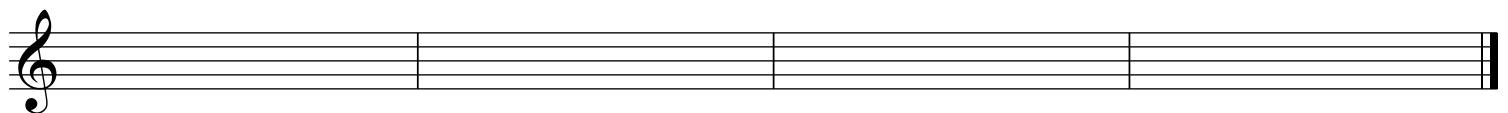
Some composers create music using a mathematical device called a series or tone row to create a serial composition. Select a note from the 12-note chromatic scale you have learned; continue to select different notes until all 12 notes are used. The notes can be in any order and can be in whatever rhythm you like. On the staff below write a tone row then play it. Be sure to include a tempo or style markings and articulations.

Tone Row



Serial composers write variations of their tone row by writing it in reverse order. This is called retrograde. Write the retrograde version of your tone row on the staff below using any rhythms you like, then play it.

Retrograde



Now you can perform your piece as a duet with a friend with one performer playing the original tone row while the other player performs the retrograde version at the same time.

Student Composer Band Instrument Transposition Chart

Small notes are possible - some players can exceed this range

Large notes are safe for most players

Staying in the middle of the range provides the best sound and best results

Consider the experience level of the ensemble when scoring

The chart displays the transposition of a single melodic line for various instruments in a student composer band. The score is organized into two systems, each containing six measures. The instruments are listed on the left, and their corresponding staves are shown on the right. The notation includes various note values, rests, and accidentals, illustrating the transposition of a single melodic line for each instrument.

System 1:

- Piccolo:** Treble clef, key of C. Notes: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter).
- Flute:** Treble clef, key of C. Notes: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter).
- Oboe:** Treble clef, key of C. Notes: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter).
- Bassoon:** Bass clef, key of C. Notes: C3 (quarter), D3 (quarter), E3 (quarter), F3 (quarter), G3 (quarter), A3 (quarter), B3 (quarter), C4 (quarter).
- Clarinet in Bb:** Treble clef, key of Bb. Notes: Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter), G4 (quarter), Ab4 (quarter), Bb4 (quarter).
- Alto Saxophone:** Treble clef, key of Bb. Notes: Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter), G4 (quarter), Ab4 (quarter), Bb4 (quarter).
- Tenor Saxophone:** Treble clef, key of Bb. Notes: Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter), G4 (quarter), Ab4 (quarter), Bb4 (quarter).
- Baritone Saxophone:** Treble clef, key of Bb. Notes: Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter), G4 (quarter), Ab4 (quarter), Bb4 (quarter).

System 2:

- Trumpet in Bb 1:** Treble clef, key of Bb. Notes: Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter), G4 (quarter), Ab4 (quarter), Bb4 (quarter).
- Horn in F:** Treble clef, key of F. Notes: F3 (quarter), G3 (quarter), A3 (quarter), Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter).
- Trombone:** Bass clef, key of F. Notes: F3 (quarter), G3 (quarter), A3 (quarter), Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter).
- Baritone:** Bass clef, key of F. Notes: F3 (quarter), G3 (quarter), A3 (quarter), Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter).
- Tuba:** Bass clef, key of F. Notes: F3 (quarter), G3 (quarter), A3 (quarter), Bb3 (quarter), C4 (quarter), D4 (quarter), Eb4 (quarter), F4 (quarter).

Percussion Map and Notation Guide

Snare Drum	Bass Drum	Sus. Cym.	Cr. Cyms.	Tamb.	Tri.

3 slashes for whole, half, quarter notes
2 slashes for 8ths, 1 slash for 16ths

Rolls - tie to release note

Slur Flams/Ruffs

Mark Tree (Wind Chimes)

Cym. Rolls - tie to release

Toms

Temple Blocks

Other instruments placed wherever empty place available.

Cymbals, Triangle, Bass Drum, Timpani, Bells, Chimes & Vibraphone damp on rests; use let ring tie to sustain

Try not to use more than one instrument per line or space.