

**Composition**  
Class Composition Activity

Name:  Daniel Behler

Date:  Friday, March 12<sup>th</sup>, 2021

Grade:  7<sup>th</sup> Grade

Class:  General Music

**1. State and National Standards:**

i. State Standards

1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

ii. National Standards

1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**2. Essential questions:**

- i. How can we use the elements of music to compose unique pieces of music?
- ii. How can the elements of music influence the mood and emotion of music?

**3. Student learning outcomes (SLO):**

- i. Students will work collaboratively to create a “class composition” in Soundtrap.

**4. Prior knowledge:**

- i. Students should understand the elements of music: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
- ii. Students should have limited experience in both Chrome Music Lab & Soundtrap.

**5. Materials needed:**

- i. Individual student devices to access Soundtrap.
- ii. TV with AirPlay capabilities to project & share class creation in the moment.

**6. Organization:**

- i. This lesson will be almost entirely full group instruction; if there is time at the end of class, students may begin to work in pairs on their first personal composition.

**TEACHING PROCEDURES**

**A. Introduction:** Students will enter while Scott Joplin’s “Maple Leaf Rag” is playing.

**B. Groundwork:** “Today we’re going to put together a class composition!”

- i. Students should open their computers, log into Soundtrap, and click “enter studio”
  1. They will need a blank studio to listen to loops and come up with ideas

**C. Engagement:** “To start, what genre do we want to compose in?”

- i. Take opinions from the class until a consensus is formed. Genre options should be derived from the loop options in Soundtrap.
- ii. “Now that we know what genre we want, let’s try to find a couple melody loops.”
  1. Students should listen through loops on their own until they find a loop or two that would work for a main melody.
- iii. Mr. Behler will then search for and listen to these loops with the class.
  1. Students will select two primary melodic loops for an A and B section.
- iv. “Now let’s listen for a harmony loop! How about the other melody options?”
  1. Repeat this process to find a harmony for the A section.
- v. “Let’s listen to what we have so far.”
  1. Listen to melody/harmony combination
- vi. “What emotions does this evoke so far?”
  1. Students should respond subjectively about the piece’s emotional content.
- vii. “How can we further this emotion in the A section?”
  1. Add different harmonies/textures, a beat loop, and dynamics.
- viii. “Now, onto the B section. Do we want to make this the final section (binary) or should the A section return (ternary)?” Review vocabulary with students.
  1. Once form is chosen, dig deeper into the B section as outlined below
- ix. “How should the B section sound – similar or different to the A section?”
  1. Ultimately go with student feedback but try to encourage a contrasting section to heighten the emotional effectiveness of the A section.
  2. If need be, change the melody loop for the B section to show options
- x. If students selected ternary form, repeat for the return of the A section.
  1. Start by copying and pasting the A section, then ask if there should be any modifications or adjustments to this section.

**D. Assessment:**

- i. Student participation will be gauged throughout the lesson.
- ii. Students may be prompted to contribute musical ideas based on guided questions.

**E. Closure and summarizing strategy:**

- i. Lay groundwork for first independent composition next lesson.

**F. Assignments or practice requirements:**

- i. No assignments or practice requirements for this lesson.

**Differentiation**

*Early finishers:* Students will progress through this lesson at a uniform pace.

*Remediation:* Students will be prompted to contribute more basic musical choices, such as “faster vs. slower tempo” or “what genre should we compose in.” These questions can be directed toward students who seem less confident in their ability to participate.

*Enrichment:* Students will be free to contribute more specific musical ideas to the composition.

*Special Accommodations:* Students on CARES will be able to participate synchronously in class.

**Reflections on the lessons:**

**Composition**  
Partner Composition Project

Name:     Daniel Behler    

Date:     Monday, March 15<sup>th</sup>, 2021    

Grade:     7<sup>th</sup> Grade    

Class:     General Music    

**1. State and National Standards:**

i. State Standards

1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

ii. National Standards

1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**2. Essential questions:**

- i. How can we use the elements of music to compose unique pieces of music?
- ii. How can the elements of music influence the mood and emotion of music?

**3. Student learning outcomes (SLO):**

- i. Students will work collaboratively to create a “class composition” in Soundtrap.

**4. Prior knowledge:**

- i. Students should understand the elements of music: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
- ii. Students should be familiar with the functions and interface of Soundtrap.

**5. Materials needed:**

- i. Individual student devices to access Soundtrap.
- ii. Headphones for individual students (provided if needed)

**6. Organization:**

- i. This lesson will be almost entirely partner work or independent work, depending on what students choose for the main assignment.

**TEACHING PROCEDURES**

**A. Introduction:** Students will enter while Wynton Marsalis’ “Linus & Lucy” is playing.

**B. Groundwork:** Introduce partner composition project

- i. Students should open up their computers, log into their Google accounts, and follow the directions listed in the daily schedule and below:

1. Only ONE student in the pair should follow the link to the studio!!!
  1. Link to blank Soundtrap studio embedded in Google Doc
2. Once you have this studio made, share it with your partner by opening the collaborators tab, selecting "invite," searching your partner's name, then sending them the invitation.
3. At this point, check that your project is shared with Mr. Behler!!
4. The partner that did not follow the link should refresh Soundtrap and accept the invitation to the studio when it appears.
5. Check the collaborators tab to make sure Mr. Behler and both partners are included in the studio.
6. Once you've done this, follow the steps below to compose!

**C. Engagement:** Students should follow the directions as listed below and in the Google Document to work with their partner on their composition project:

- i. First, as we did as a class, you should decide on a ***genre*** for your piece.
- ii. Next, decide on the ***form*** of your piece. It can be more extensive than binary or ternary if you want, but those two options are also okay.
- iii. Use the other elements of music to work through your composition:
  1. Decide on loops for your ***melody***, then your ***harmony***
  2. Set the ***tempo*** faster/slower if you prefer!
  3. Add drum or beat loops
  4. Add dynamics
- iv. Continue adding elements until you feel your piece is complete!

**D. Assessment:** Submitting the partner composition

- i. Students should comment that they are done with the assignment, including the name of both students.

**E. Closure and summarizing strategy:**

- i. "Tomorrow we'll be starting our individual compositions, so please finish anything you'd like to do with this composition by class tomorrow!"

**F. Assignments or practice requirements:**

- i. Students should complete their partner composition by the start of class Tuesday.

### **Differentiation**

*Early finishers:* Students will be given the chance to continually add to their composition, so they should have something to work on the entire class period.

*Remediation:* Students will be paired up, so they can assist each other in areas in which their partner feels insecure.

*Enrichment:* Students may add as many musical elements and aspects to their piece as desired.

*Special Accommodations:* Students on CARES will be able to participate synchronously in class. Their partner, if in person, should join the Zoom in order to more effectively communicate.

**Reflections on the lessons:**

**Composition**  
Personal Composition Assignment – Part I

Name:       Daniel Behler      

Date:       Tuesday, March 16<sup>th</sup>, 2021      

Grade:       7<sup>th</sup> Grade      

Class:       General Music      

**1. State and National Standards:**

i. State Standards

1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

ii. National Standards

1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**2. Essential questions:**

- i. How can we use the elements of music to compose unique pieces of music?
- ii. How can the elements of music influence the mood and emotion of music?

**3. Student learning outcomes (SLO):**

- i. Students will spend two class periods creating a personal composition in Soundtrap while considering the elements of music.

**4. Prior knowledge:**

- i. Students should understand the elements of music: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
- ii. Students should have experience working and composing in Soundtrap.

**5. Materials needed:**

- i. Individual student devices to access Soundtrap.
- ii. Precreated assignment studio for the “Elements of Music composition
- iii. Instructional Google Document with steps for compositional process.
  1. Embedded flipped classroom explanation videos for different compositional techniques and strategies using Soundtrap.
- iv. Schoology assignment with rubric for the composition assignment.

**6. Organization:**

- i. This lesson will be almost entirely individual instruction, using only a few minutes at the beginning of class for task clarification.

## TEACHING PROCEDURES

- A. Introduction:** Students will enter while music is playing.
- i. We will listen to partner compositions from Wednesday on a volunteer basis.
  - ii. Students should open the daily schedule for the class.
- B. Groundwork:** Introduce personal composition assignment
- i. Students should refer to the instructional google doc embedded in the schedule for the processes they should follow while creating their project.
  - ii. Students may refer to the Schoology assignment and rubric as they compose.
  - iii. This assignment will be due by the start of class on Thursday, March 18<sup>th</sup>.
- C. Engagement:** Students will follow the processes outlined in the instructional document.
- i. Step 1: Compose your ABA melody
    1. You will create a melody in the Ternary (ABA) form.
    2. Watch this video for a demo to compose your melody!
      1. A flipped classroom demo will be embedded in the Google Doc
    3. After watching the video, follow the steps to compose your melody.
      1. Decide on a genre to help you eliminate some loop choices.
      2. Decide what instrument you want your melody to play.
      3. Pick a loop that you enjoy and place it in the Melody Line A track.
      4. The loop should be at least 8 measures. The first 8 measures of your piece is the A section.
      5. Pick a new loop for your B section. Place the loop in the Melody line B track starting at measure 9.
      6. Click on your Section A melody to select it. Click Edit -> Copy
      7. Move the playhead (vertical purple line) to measure M. 17. Paste the A melody.
      8. You now have a melody in ABA form!!
  - ii. Step 2: Compose your ABA harmony
    1. You will add harmony to your ABA melody completed in step 2.
    2. Watch this video for a demo to compose your harmony!
      1. A flipped classroom demo will be embedded in the Google Doc
    3. After watching the video, follow the steps to compose your harmony:
      1. Open your loops library.
      2. Decide on your genre and instrument and click those categories on the loops library.
      3. Put your Cycle tool on. This will repeat the melody you already have and you will be able to audition loops to harmonize with it.
      4. Place the loop under your A section melody.
      5. Repeat A - D for your B section harmony.
  - iii. Step 3: Compose/Record your own drum rhythm
    1. You will compose your own drum rhythm!
    2. Watch this video for a demo to compose your rhythm!
      1. A flipped classroom demo will be embedded in the Google Doc
    3. After watching the video, follow the steps to compose your drum rhythm:
      1. Open your Drum Rhythm Track
      2. Click "Patterns" at the top, center of the drum track screen.

3. Click on the "Machines: Vanilla" rectangle to the left of the screen. This is your drum kit library.
  4. Audition the drum sets by clicking the play button. Click on the drum set you choose.
  5. Click the squares within the measures and beats to create your rhythm. Each line is a different instrument within the drumset.
  6. Put your cycle on to hear your drum beat with the melody and harmony.
  7. You can change which drum within the set you write your rhythm for. Click on the instruments on the left and pick from the drop down menu.
  8. Once you have a rhythm that you like, loop it throughout the entire A section. Copy and paste into the second A section.
  9. Follow the same steps to compose your B section rhythm.
- iv. Step 4: Add expression - tempo, dynamics and a title to your composition!
1. Watch this video for a demo to adjust tempo and dynamics of your piece!
    1. A flipped classroom demo will be embedded in the Google Doc
  2. After watching the video, follow the steps to adjust tempo and dynamics:
    1. Decide what tempo (speed) you want your piece to be.
    2. The tempo is located at the bottom of your window. The higher the number, the faster it will go. The lower the number, the slower.
    3. To adjust dynamics:
      1. To adjust an entire track, turn the volume knob up or down depending on how soft or loud you want the track to be. The volume knob is located on the instrument track (left side of your window).
      2. To fade in or fade out a loop, hover your mouse over the top left or right corner of the loop. You can adjust the volume to gradually get louder and softer.
  3. Title your piece!!! Click at the top where it says "Elements of Music" and replace it with a title of your choice!
  4. SAVE!!

**D. Assessment:** Students will submit their assignment to Schoology following the directions below, which are also outlined in the instructional document.

- i. Step 5: Submit your project on Schoology!
  1. Double check that your composition is shared with Mr. Behler. Then triple check!!
  2. See the rubric listed on the "Elements of Music Composition" assignment.
  3. Did you hit all the points on your project? You can still revise if needed!
  4. When submitting, hit the "create" tab, and write something to tell me you're done!
- ii. This piece will be assessed on a 5-category rubric, each category being graded on a scale of 1-4. Four of the categories will be based directly on the composition; the fifth will grade participation in class discussion about the compositions during class on Thursday, March 18<sup>th</sup>. The categories and rubric levels are as follows:

1. Form: Students will identify the form of their piece when sharing it with the class. It can be binary, ternary, or something else, but they must be able to express what form they composed.
  1. (4) Excellent: Student accurately identified and explained the form of their composition.
  2. (3) Good: Student identified the form of their piece, but could not explain why this form was accurate.
  3. (2) Satisfactory: Student composed in a definitive form, but could neither explain nor identify it.
  4. (1) Needs Improvement: Student did not compose in a distinct form.
2. Melody: Students will choose at least one distinct loop to stand out as the melody for each section.
  1. (4) Excellent: Composition included a distinct melodic loop in every section.
  2. (3) Good: At least one section had a distinct melodic loop.
  3. (2) Satisfactory: Sections contained what could be melodic content, but it was not distinct.
  4. (1) Needs Improvement: Sections of the composition did not have any melody.
3. Harmony: Students will choose appropriate harmonies which complement their melodies.
  1. (4) Excellent: Every melodic loop was paired with at least one matching harmony loop.
  2. (3) Good: Harmony loops were included periodically, but some melody loops were left without harmony.
  3. (2) Satisfactory: Harmony was scarcely present in the composition, but it was in fact included.
  4. (1) Needs Improvement: Harmony was absent from the composition.
4. Drum Rhythm: Students will include a drum rhythm in their composition. This rhythm should be unique to their composition, and should include more than just preset loops.
  1. (4) Excellent: Student included original drum rhythms throughout the piece.
  2. (3) Good: Students included some original drum rhythms.
  3. (2) Satisfactory: Students included drum rhythms using exclusively loops.
  4. (1) Needs Improvement: Composition did not include a drum rhythm.
5. Participation in Discussion: Students will participate in discussions about the elements of music while listening to their peers' compositions.
  1. (4) Excellent: Student voluntarily participated in discussion and demonstrated an understanding of the elements of music.
  2. (3) Good: Student participated in discussion only when called upon and demonstrated an understanding of the elements of music.

3. (2) Satisfactory: Student participated in discussion but did not demonstrate an understanding of the elements of music.
4. (1) Needs Improvement: Student did not participate in discussion.

**E. Closure and summarizing strategy:**

- i. “You’ll have all of class tomorrow to continue your compositions!”

**F. Assignments or practice requirements:**

- i. Students may continue work on their composition projects after school.

**Differentiation**

*Early finishers:* Students will be able to continually develop their project. If they desire, they can begin a second composition project.

*Remediation:* Flipped classroom videos will be provided for students who need assistance navigating the different stages of the project.

*Enrichment:* Students will be free to refine their compositions as much as they desire.

*Special Accommodations:* Students on CARES will be able to participate synchronously in class.

**Reflections on the lessons:**

**Composition**  
Personal Composition Assignment – Part II

Name:       Daniel Behler      

Date:       Wednesday March 17<sup>th</sup>, 2021      

Grade:       7<sup>th</sup> Grade      

Class:       General Music      

**1. State and National Standards:**

i. State Standards

1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

ii. National Standards

1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**2. Essential questions:**

- i. How can we use the elements of music to compose unique pieces of music?
- ii. How can the elements of music influence the mood and emotion of music?

**3. Student learning outcomes (SLO):**

- i. Students will spend two class periods creating a personal composition in Soundtrap while considering the elements of music.

**4. Prior knowledge:**

- i. Students should understand the elements of music: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
- ii. Students should have experience working and composing in Soundtrap.

**5. Materials needed:**

- i. Individual student devices to access Soundtrap.
- ii. Precreated assignment studio for the “Elements of Music composition
- iii. Instructional Google Document with steps for compositional process.
  1. Embedded flipped classroom explanation videos for different compositional techniques and strategies using Soundtrap.
- iv. Schoology assignment with rubric for the composition assignment.

**6. Organization:**

- i. This lesson will be almost entirely individual instruction, using only a few minutes at the beginning of class for task clarification.

## TEACHING PROCEDURES

- A. Introduction:** Students will enter while music is playing.
- i. Students should open the daily schedule for the class.
- B. Groundwork:** Students should open their Soundtrap studios for this project.
- i. Students should refer to the instructional google doc embedded in the schedule for the processes they should follow while creating their project.
  - ii. Students may refer to the Schoology assignment and rubric as they compose.
  - iii. This assignment will be due by the start of class on Thursday, March 18<sup>th</sup>.
- C. Engagement:** Students will follow the processes outlined in the instructional document.
- i. Step 1: Compose your ABA melody
    1. You will create a melody in the Ternary (ABA) form.
    2. Watch this video for a demo to compose your melody!
      1. A flipped classroom demo will be embedded in the Google Doc
    3. After watching the video, follow the steps to compose your melody.
      1. Decide on a genre to help you eliminate some loop choices.
      2. Decide what instrument you want your melody to play.
      3. Pick a loop that you enjoy and place it in the Melody Line A track.
      4. The loop should be at least 8 measures. The first 8 measures of your piece is the A section.
      5. Pick a new loop for your B section. Place the loop in the Melody line B track starting at measure 9.
      6. Click on your Section A melody to select it. Click Edit -> Copy
      7. Move the playhead (vertical purple line) to measure M. 17. Paste the A melody.
      8. You now have a melody in ABA form!!
  - ii. Step 2: Compose your ABA harmony
    1. You will add harmony to your ABA melody completed in step 2.
    2. Watch this video for a demo to compose your harmony!
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    3. After watching the video, follow the steps to compose your harmony:
      1. Open your loops library.
      2. Decide on your genre and instrument and click those categories on the loops library.
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    1. You will compose your own drum rhythm!
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      1. Open your Drum Rhythm Track
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3. Click on the "Machines: Vanilla" rectangle to the left of the screen. This is your drum kit library.
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  5. Click the squares within the measures and beats to create your rhythm. Each line is a different instrument within the drumset.
  6. Put your cycle on to hear your drum beat with the melody and harmony.
  7. You can change which drum within the set you write your rhythm for. Click on the instruments on the left and pick from the drop down menu.
  8. Once you have a rhythm that you like, loop it throughout the entire A section. Copy and paste into the second A section.
  9. Follow the same steps to compose your B section rhythm.
- iv. Step 4: Add expression - tempo, dynamics and a title to your composition!
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    1. Decide what tempo (speed) you want your piece to be.
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    3. To adjust dynamics:
      1. To adjust an entire track, turn the volume knob up or down depending on how soft or loud you want the track to be. The volume knob is located on the instrument track (left side of your window).
      2. To fade in or fade out a loop, hover your mouse over the top left or right corner of the loop. You can adjust the volume to gradually get louder and softer.
  3. Title your piece!!! Click at the top where it says "Elements of Music" and replace it with a title of your choice!
  4. SAVE!!

**D. Assessment:** Students will submit their assignment to Schoology following the directions below, which are also outlined in the instructional document.

- i. Step 5: Submit your project on Schoology!
  1. Double check that your composition is shared with Mr. Behler. Then triple check!!
  2. See the rubric listed on the "Elements of Music Composition" assignment.
  3. Did you hit all the points on your project? You can still revise if needed!
  4. When submitting, hit the "create" tab, and write something to tell me you're done!
- ii. This piece will be assessed on a 5-category rubric, each category being graded on a scale of 1-4. Four of the categories will be based directly on the composition; the fifth will grade participation in class discussion about the compositions during class on Thursday, March 18<sup>th</sup>. The categories and rubric levels are as follows:

1. Form: Students will identify the form of their piece when sharing it with the class. It can be binary, ternary, or something else, but they must be able to express what form they composed.
  1. (4) Excellent: Student accurately identified and explained the form of their composition.
  2. (3) Good: Student identified the form of their piece, but could not explain why this form was accurate.
  3. (2) Satisfactory: Student composed in a definitive form, but could neither explain nor identify it.
  4. (1) Needs Improvement: Student did not compose in a distinct form.
2. Melody: Students will choose at least one distinct loop to stand out as the melody for each section.
  1. (4) Excellent: Composition included a distinct melodic loop in every section.
  2. (3) Good: At least one section had a distinct melodic loop.
  3. (2) Satisfactory: Sections contained what could be melodic content, but it was not distinct.
  4. (1) Needs Improvement: Sections of the composition did not have any melody.
3. Harmony: Students will choose appropriate harmonies which complement their melodies.
  1. (4) Excellent: Every melodic loop was paired with at least one matching harmony loop.
  2. (3) Good: Harmony loops were included periodically, but some melody loops were left without harmony.
  3. (2) Satisfactory: Harmony was scarcely present in the composition, but it was in fact included.
  4. (1) Needs Improvement: Harmony was absent from the composition.
4. Drum Rhythm: Students will include a drum rhythm in their composition. This rhythm should be unique to their composition, and should include more than just preset loops.
  1. (4) Excellent: Student included original drum rhythms throughout the piece.
  2. (3) Good: Students included some original drum rhythms.
  3. (2) Satisfactory: Students included drum rhythms using exclusively loops.
  4. (1) Needs Improvement: Composition did not include a drum rhythm.
5. Participation in Discussion: Students will participate in discussions about the elements of music while listening to their peers' compositions.
  1. (4) Excellent: Student voluntarily participated in discussion and demonstrated an understanding of the elements of music.
  2. (3) Good: Student participated in discussion only when called upon and demonstrated an understanding of the elements of music.

3. (2) Satisfactory: Student participated in discussion but did not demonstrate an understanding of the elements of music.
4. (1) Needs Improvement: Student did not participate in discussion.

**E. Closure and summarizing strategy:**

- i. “Don’t forget to hit save! You should submit this by the start of class tomorrow!”

**F. Assignments or practice requirements:**

- i. Students should complete their personal compositions by the start of class on Thursday, March 18<sup>th</sup>.

**Differentiation**

*Early finishers:* Students will be able to continually develop their project. If they desire, they can begin a second composition project.

*Remediation:* Flipped classroom videos will be provided for students who need assistance navigating the different stages of the project.

*Enrichment:* Students will be free to refine their compositions as much as they desire.

*Special Accommodations:* Students on CARES will be able to participate synchronously in class.

**Reflections on the lessons:**

**Composition**  
Personal Composition Sharing

Name:       Daniel Behler      

Date:       Thursday, March 18<sup>th</sup>, 2021      

Grade:       7<sup>th</sup> Grade      

Class:       General Music      

**1. State and National Standards:**

i. State Standards

1. 9.1.8.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
2. 9.1.8.C. – Identify and use comprehensive vocabulary within each of the arts forms.
3. 9.3.8.D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

ii. National Standards

1. MU:Re7.2.7a – Classify and explain how the elements of music an expressive qualities relate to the structure of contrasting pieces.
2. MU:Cr2.1.7a – Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**2. Essential questions:**

- i. How can we use the elements of music to compose unique pieces of music?
- ii. How can the elements of music influence the mood and emotion of music?

**3. Student learning outcomes (SLO):**

- i. Students will spend two class periods creating a personal composition in Soundtrap while considering the elements of music.

**4. Prior knowledge:**

- i. Students should understand the elements of music: Rhythm/Tempo, Melody, Harmony/Texture, Tone Color, Style/Genre, Form/Structure
- ii. Students should have experience working and composing in Soundtrap.

**5. Materials needed:**

- i. Completed personal compositions by each student (16)
- ii. Projector & speaker capabilities via Apple Airplay

**6. Organization:**

- i. This lesson will begin with individual work before proceeding to full group organization for the remainder of the class period.

**TEACHING PROCEDURES**

**A. Introduction:** Students will enter while music is playing.

- i. Unlike normal, students do not need to get out their laptops

- B. Groundwork:** “Today, we’ll be listening as a class to everyone’s personal compositions.”
- i. Students will have until 10:10 to complete their compositions if needed.
- C. Engagement:** “Let’s practice clapping before we listen!” Then start listening.
- i. On a volunteer basis, students will present their compositions to the class.
  - ii. All students will eventually present their work; if they do not volunteer, then theirs will be selected at random to be played for the class.
  - iii. Students will be given the chance to speak about their composition afterwards.
- D. Assessment:** Discussion on student compositions.
- i. All students will participate in class discussion on their peers’ compositions.
  - ii. Students should consider the following in their contributions to discussions:
    1. All comments should be kept positive and constructive.
    2. Discussion should primarily be kept objective, using the elements of music as the foundation of comments.
  - iii. A component of the grade for this composition project will be discussion participation, as defined by the rubric
  - iv. Assessing discussion participation:
    1. Notes will be made on students’ contributions to discussion.
    2. If needed, pointed questions will be asked of specific students regarding the elements of music, to assess student understanding.
- E. Closure and summarizing strategy:**
- i. “We will finish listening to any leftover compositions tomorrow!”
- F. Assignments or practice requirements:**
- i. Students should make sure to submit on Schoology if they have yet to do so.

### **Differentiation**

*Early finishers:* Students will be able to continually develop their project. After 10:10, we will be listening as a class so there will not be any early finishers.

*Remediation:* Flipped classroom videos will be provided for students who need assistance navigating the different stages of the project. During discussions, students can be guided with questions to participate and earn points.

*Enrichment:* Students will be free to refine their compositions as much as they desire. They may also contribute as much as they so choose to discussions.

*Special Accommodations:* Students on CARES will be able to participate synchronously in class.

### **Reflections on the lessons:**