

ABA Composition Plan Form

Teacher: Mark Sevilla

Class/Course: General Music

Grade Level: 8

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

Creating,
Anchor Standard #2,
Organize and develop artistic ideas and work.

Include one or more Core Standards that the lesson focus include:

- [Core Music Standards \(PK-8 General Music\)](#)
- MU:Cr1.1.6aGenerate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent

New Hampshire

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<https://ti-me.org/index.php/home/tapsu.html>

Computer Music Notation

Teacher should be able to guide students to musical learning through the following:

- Entering and editing musical data using a variety of methods
- Storing, sharing, and distributing properly formatted notated scores
- Connecting music notation software with other kinds of music and productivity software

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Objective 1. Write a melody in the Key of C Major
2. Objective 2. Write a harmonic bass line to accompany the melody
3. Objective 3. Be able to use Noteflight Learn composition application.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

Students will know how to create a melody by using Repetition, Sequence, and Inversion.

Students will know how to read and write in Treble and Bass Clef.

Students will know how to use eighth, quarter, half, whole note rhythms and rests.

Students will know how to use Noteflight Learn application

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

Chrome books with internet access

Noteflight Learn Subscription

Headphones, dual 1/8 inch adapters

Virtual or real piano

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

Students that need more support may complete 8 measures instead of 16, AB sections only.

Students may write Treble Clef only

Students may work with a partner if needed

H. Assignments:

What must the students do after the class in preparation for the next class?

Students must be able to save their work and continue working on the project for the next class.

Other prep may include listening to various other compositions from other previous students on the General Music Website.

Intentionally Blank

I. Evaluation

(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)

Music Composition	1	2	3	4
4/4 Time Signature	Number of beats per measure not recognizable	Some measures have the correct number of beats	Most measures have the correct number of best	All measures have 4 beats
Treble Clef pitch Bass Clef pitch	Pitches do not correspond to keys on the piano	Some pitches do not correspond to keys of the piano	Most pitches correspond to the keys of the piano	All pitches correspond to the keys of the piano
Bass Harmonization	Bass notes do not support the melody	Some bass notes support the melody	Most bass notes support melody	All bass notes support melody
Melody- Repetition, Sequence, or Inversion	No use of Repetition, Sequence, or Inversion	Some use of Repetition, Sequence, or Inversion	Mostly using Repetition, Sequence, or Inversion	Definite use of Repetition, Sequence, or Inversion
ABA Form	No recognizable ABA form	Partial use of ABA form	Mostly using ABA form	Definite use of ABA form

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: Day 1. Show example of ABA

<https://www.youtube.com/watch?v=T5wTqFteQVY>

The image is a screenshot of a YouTube video player. At the top, the YouTube logo and a search bar are visible. The video title is "FORM IN MUSIC" in large, bold, blue and red letters. Below the title, there is a video player interface with a progress bar showing 0:04 / 11:33. The video has 75,591 views and 452 likes. The channel name "Scott Watson" is visible at the bottom left, and a "SUBSCRIBE" button is at the bottom right.

Present Composition Checklist(Attached below)

Discuss ABA Form

Review Elements of Melody

<https://musicterms.artopium.com/m/Melody.htm>

The screenshot shows the Artopium website's definition for 'Melody'. The page has a dark header with 'Artopium' and navigation links for 'Art', 'Music', 'Fashion', 'Video', and 'Books'. Below the header, the breadcrumb trail reads 'Artopium.com -> Library Index -> Music Terms -> Melody'. A blue bar contains the text 'Music Term: Melody'. On the left, a vertical list of terms is visible, with 'Melody' highlighted. The main content area features an alphabetical index 'ABCDEFGHIJKLMNOPQRSTUVWXYZ1-9' and the word 'Melody' in a large font. Underneath, it provides a 'Definition and background:' section with a detailed paragraph: 'A tune; a succession of tones comprised of mode, rhythm, and pitches so arranged as to achieve musical shape, being perceived as a unity by the mind. In a piece of music where there is more than one voice, or where harmony is present, the melody is the dominant tune of the composition. An arrangement of single tones in a meaningful sequence. An organized succession of pitches, the horizontal dimension of music, referring to the organization of pitches (and in later centuries, particular rhythms) into a line, a succession of notes of varying pitch, which form a recognizable musical shape'. Below this, it offers two related definitions: 'A parade of notes, one following the other meaningfully.' and 'An organized succession of pitches'.

Brainstorm on piano

Choose instrument sound

Activity 2: Day 2-5

Set up and save Noteflight Composition file

<https://support.noteflight.com/hc/en-us/articles/360021511631-Creating-Your-First-Score-video->

The screenshot shows the Noteflight Help Center page for the article 'Creating Your First Score (video)'. The page has a light blue header with 'Help Center' and a search bar. Below the header, there are navigation links for 'NOTEFLIGHT SUPPORT', 'USING NOTEFLIGHT', and 'GETTING STARTED'. The article title 'Creating Your First Score (video)' is prominently displayed, along with the date '4 months ago - Updated'. A short paragraph of text reads: 'Watch the short video below for some tips on how to get started creating your very first score on Noteflight.' Below the text is a video player with a thumbnail image that says 'Getting Started with Noteflight: Creating Your First S...' and 'Creating Your First Score' in large white text. The Noteflight logo is visible at the bottom of the video player. At the bottom of the page, there are social media sharing icons for Facebook, Twitter, and LinkedIn.

Continue Brainstorm on Piano

Begin Composing melody for A and B section

Input notes into Noteflight Learn

Activity 3: Day 6-8

Add Bass notes

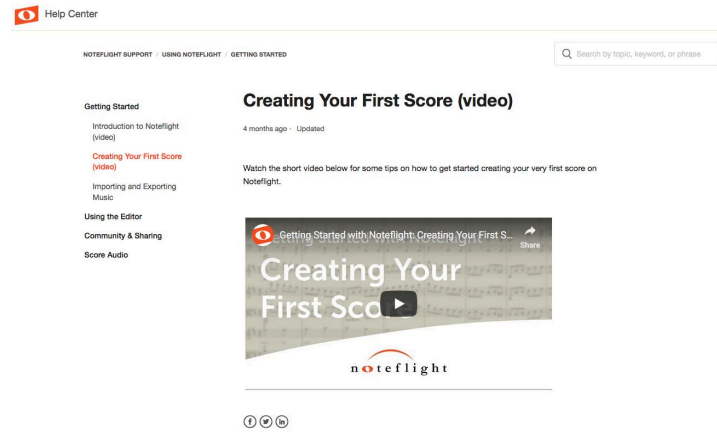
Edit Composition

Use Checklist to see if any further additions need to be made

Extension:

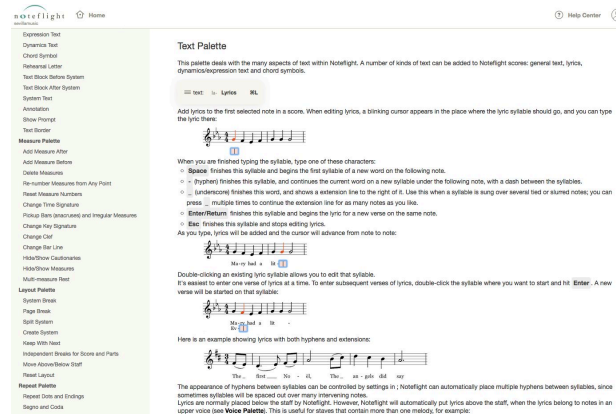
Add dynamics

<https://sevillamusic.sites.noteflight.com/guide#action-expressionText>



Add lyrics

<https://sevillamusic.sites.noteflight.com/guide#action-lyrics>



Add another instrument

Print Composition and Practice piece for classroom performance

ABA Composition Checklist

1. ___ Melody uses Repetition, Sequence, or Inversion
2. ___ Melody has ABA Form
3. ___ Melody is in C Major
4. ___ Composition is written in 4/4 time, 4 beats per measure
5. ___ Bass notes support melody
6. ___ Notation is written with correct stem up or stem down
7. ___ Title for Composition
8. ___ ABA Form are related in idea and sound
9. ___ Composition sounds complete

Composition Notes:
