

## Composition Activity

Teacher: Natalie Kruger

Class/Course: Elementary Orchestra

Grade Level: 5th Grade

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

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

#### 1. Creating

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

- [Core Music Standards \(Music Technology\)](#)
  - MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools
  - MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

### B. Optional: List your state standards that are addressed in this lesson

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

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

1. Music Instruction Software
2. Computer Music Notation
3. Electronic Music Production
4. Live Sound Reinforcement

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

1. Objective 1: Demonstrate knowledge on the difference between steps and skips
2. Objective 2: Generate music composition ideas within given parameters
3. Objective 3 : Combine music composition ideas into a short melody

### E. Required Prior Knowledge and Skills:

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

\*Students will have over 1-year of experience on their orchestra instrument

\*Students will know their D-major scale notes, and the placement of the notes on the music staff

\*Students will know the difference between a step and a skip

- \*Students will know corresponding note and rest values
- \*Basic knowledge of Noteflight Learn and how to input notes, color notes, and copy/paste measures

**F. Materials, Repertoire, Equipment needed:**

*What materials do you need to accomplish this lesson?*

- \*Computer or other device that supports Noteflight Learn
- \*Noteflight Learn accounts for all students
- \*Whiteboard/marker
- \*Instrument (if students want to play their musical ideas)

**G. Modifications/ Accommodations:**

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

**H. Assignments:**

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

- \*Students can work on this assignment at home, if they have a computer or other device that supports Noteflight Learn, but it not required.

**I. Evaluation**

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

	4	3	2	1
Part One: Skips vs Steps	Student accurately wrote measures that followed the skip/step prompts	Student followed prompts on most of the measures	Student followed prompts on only a couple measures	Student did not follow prompts
Part One: Variety of Notes	Student used a variety of notes in each measure			Student only used 1 or 2 notes (not following prompts of skips/steps)
Part Two: Melody Measures	Student uses measures created in Part One			Student does not complete, or uses same measure for entire melody
Part Two: String Color Coding	Student accurately color-coded all of the notes	Student accurately color-coded most of the notes	Student accurately color-coded a few of the notes	Student did not color-code the notes

## 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: (5 minutes)

Before logging into Noteflight Learn, we will review the difference between steps and skips. We will do a couple of practice measures on the board as a group and have the steps/skips go both higher and lower.



### Activity 2: (10 min)

Students will log into Noteflight Learn and access their Activity Template. Students will complete Part One of the activity (creating different measures using prompts given)

Link to Activity Template:

<https://kruger-orchestra.sites.noteflight.com/scores/view/0dc1c78754874a19d7c19bbf4571b99c63552b3d>

### Activity 3: (15 min)

We will review how to use the copy/paste function in Noteflight Learn so that students can move their measures from Part One of the activity into Part Two. Students will log into Noteflight Learn and experiment with positioning some of their different measures into their melody line in Part Two. Students are free to try different options until they are satisfied with their melody.