



Lesson: Creating a Sound Painting

OVERVIEW

Students will use expressive musical components to enhance lyrics in original compositions. This lesson correlates with the lesson “Listening and Responding to a Sound Painting” found in the “Lessons for Listing and Responding” folder of this curriculum.

LEARNING GOAL

Students will be able to create mood and tell a story through music and lyrics.

RESOURCES & MATERIALS

- Available instruments, pitched and non-pitched (keyboards would be very helpful)
- Music software as available (Finale, Sibelius, GarageBand, etc)

Student copies of:

- [Song Composition Assignment Sheet](#)
- [Song Composition Graphic Organizer](#)
- [Notation Planning Chart](#)
- Staff paper
- (Optional) [Vocal and Piano Song Worksheet](#) for students who want to go one step further
- [Song Composition Rubric](#)
- [Song Composition Reflection](#)

PROCESS

1. Students may work alone or in a group. Students who are more knowledgeable in music may be paired with students who need more support to increase their comfort level.
2. Students may either start with a poem or start with a melody line, whichever they feel most comfortable using as a beginning. If starting with the lyrics they may use the haiku written from the Creating a Haiku lesson (found in the “Lessons with Interdisciplinary Connections” folder of this curriculum), a published poem, or another student produced literary piece.
3. Have students use the Song Composition Worksheets to organize their thoughts for how they intend to create meaning and expression in their song.
4. Once they have their ideas formulated, students can begin to notate and figure out the details of the melody. If students are more advanced they can also add harmony/accompaniment.

5. When songs are complete and rehearsed, have each group pair up with another group to share their songs. Use the Poem/Song Composition Rubric for students to give feedback to each other.
6. Then have the groups separate and revise their compositions as needed, based on the feedback, before sharing with the entire class.

EXTENSIONS

- Student or teacher chosen compositions may be performed in a concert
- Students may create longer compositions with multiple verses or sections
- Students may create multiple instrument accompaniments
- Students could create music using available technology such as GarageBand or Finale incorporating video to accompany the composition
- Students could use computerized visualizers or slide shows for a multi-media project
<http://www.youtube.com/watch?v=mkrv2rmL7N4>

LINKS

Website for staff paper:

http://www.blanksheetmusic.net/staff_paper.html

<http://people.virginia.edu/~pdr4h/musicpaper/>

Interactive Websites to create music:

<http://creatingmusic.com/new/sketch/>

<http://www.nyphilkids.org/composition/main.phtml?>

Song Composition Assignment



Names: _____

The composition assignment will be assessed on the following:

1. Choose your group/poem
 - 3-4 people in your group
 - Choose one haiku, published poem or student poem with 4-8 lines of text
2. Organize ideas
 - Using the Poem Composition Organization Chart, each write down your ideas about the poem and what the music might sound like to support the text
 - Share your ideas and choose or mix ideas for each line or phrase to create multiple melodic phrases that can be pieced together
3. Create your composition
 - Notate or use melodic contour lines to indicate what the melody will sound like using the Notation Organization Chart.
 - Once your group has completed this step, you may use a piece of staff paper or an electronic program (example: Finale [Notepad], Sibelius...) to notate your complete composition
 - Add expressive elements such as dynamics, articulation, other instruments, harmony/accompaniment, etc.
 - Reference the Poem Composition Rubric for requirements
4. Practice and perform your composition. Due Date: _____
 - Practice your composition
 - Turn in a copy of your composition attached to this sheet prior to performing
 - Present/perform your composition to the class at your assigned time
5. Reflection and assessment
 - Write up a personal critique of your composition and performance using the Poem/Song Composition Rubric

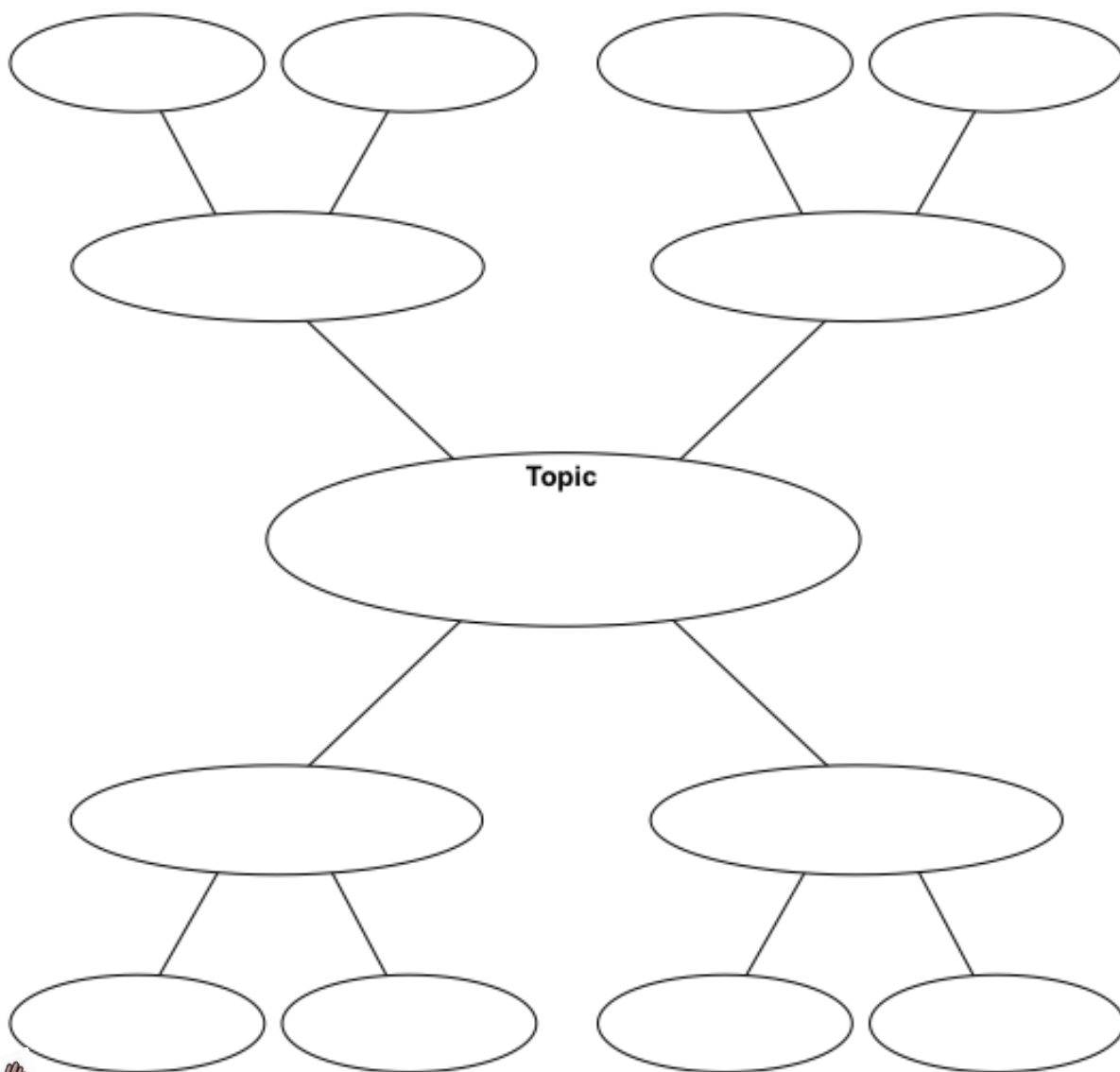
Things to remember:

- Use notes and rests symbols as determined by your teacher.
- Use barlines and time signatures correctly.
- Add expressive markings in your music.
- Repeat rhythm sequences or ostinati for repetition and then add variety with other rhythm patterns.
- Keep it simple if this is your first composition. Simple yet correct in format is better than a complicated mess.

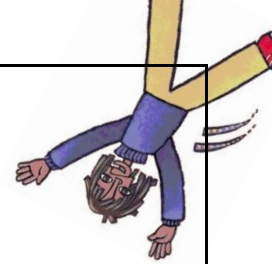
SONG COMPOSITION GRAPHIC ORGANIZER

Name: _____ Class: _____

- In the center Topic oval, describe the main theme or idea of the poem you are using for your composition.
- Divide the poem into phrases or ideas and write each phrase in the medium sized ovals.
- Then using the information in the small ovals, write musical ideas that will support the phrase, ie, “flowing water” = stepwise notes, smoothly (legato).
- Use two charts if you have more than 4 phrases.



NOTATION PLANNING CHART



Names: _____

Use as many phrases lines as lines in your text. Remember to write in the clef, bar lines, tempo markings and key signatures.

Text Phrase 1: _____

Melodic contour or notation:

Text Phrase 2: _____

Melodic contour or notation:

Text Phrase 3: _____

Melodic contour or notation:

Text Phrase 4: _____

Melodic contour or notation:

Phrase 5: _____

Melodic contour or notation:

Phrase 6: _____

Melodic contour or notation:

Phrase 7: _____

Melodic contour or notation:

Phrase 8: _____

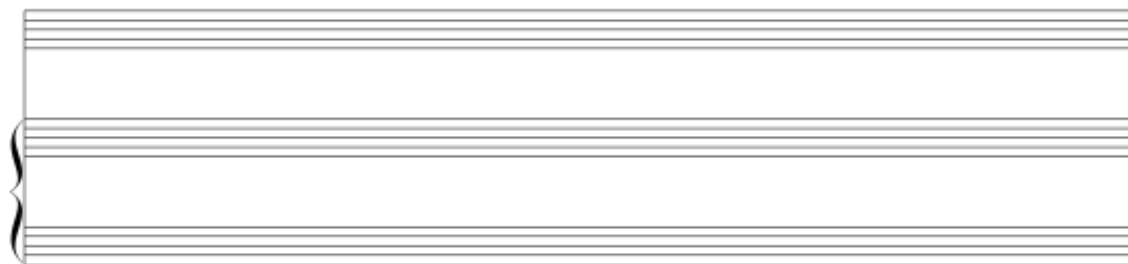
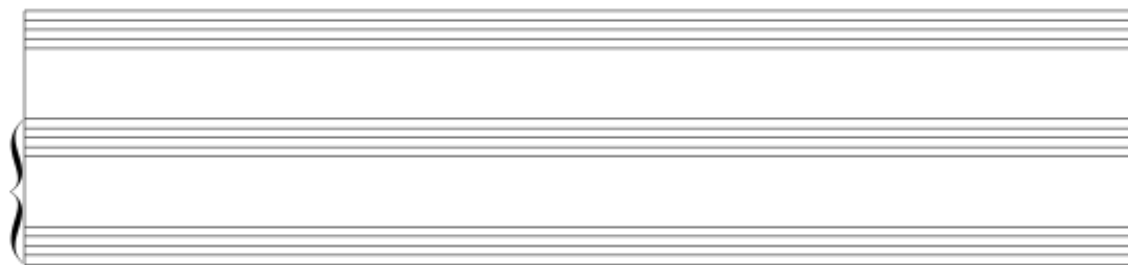
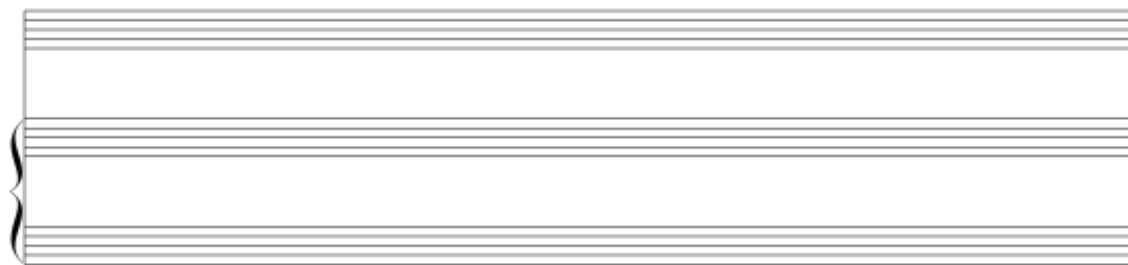
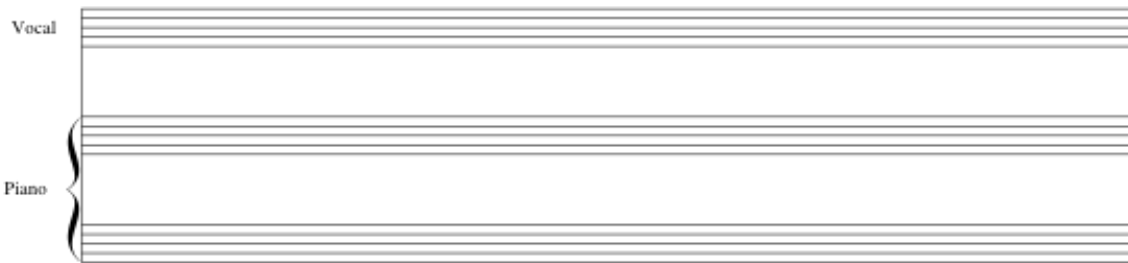
Melodic contour or notation:

Notes/Comments:



VOCAL & PIANO SONG WORKSHEET

Names: _____

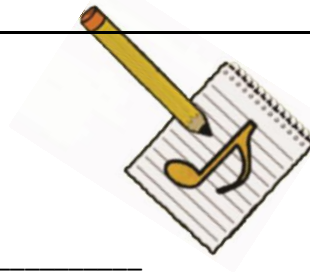


SONG COMPOSITION RUBRIC

	EXEMPLARY	PROFICIENT	EMERGING	BEGINNING
COMPOSITION				
NOTATION: RHYTHM PATTERNS	All measures are complete with correct notation and barlines utilizing more notes and rests than indicated by the teacher	All measures are complete with correct notation and barlines as outlined by the teacher	Most measures are complete with correct notation and barlines as outlined by the teacher	Some measures are complete with correct notation and barlines as outlined by the teacher
NOTATION: EXPRESSIVE COMPONENTS	Contains more than four expressive components such as dynamics, tempo changes, or articulations	Contains four expressive components such as dynamics, tempo changes, or articulations	Contains 2-3 expressive components such as dynamics, tempo changes, or articulations	Contains at least one expressive components such as dynamics, tempo changes, or articulations
LYRICS	Musical choices enhance the meaning of the lyrics/poem	Musical choices align with the meaning of the lyrics/poem	Musical choices show consideration for the meaning of the lyrics/poem	Musical choices show little connection with the meaning of the lyrics/poem
PRACTICE				
PRACTICE ETIQUETTE	Students practiced with consistent etiquette in class and at home	Students practiced with consistent etiquette in class	Students practiced with proper etiquette most of the time in class	Students practiced with proper etiquette some of the time in class
PERFORMANCE				
PERFORMANCE: RHYTHM	Performs composition smoothly and with accurate rhythm 100% of the time	Performs composition smoothly and with accurate rhythm 80% of the time	Performs composition smoothly and with accurate rhythm 60% of the time	Performs composition smoothly and with accurate rhythm 50% or less of the time
PERFORMANCE: EXPRESSIVE COMPONENTS	Performs four or more expressive markings with 100% accuracy	Performs all four expressive markings with 80% accuracy	Performs all 2-3 expressive markings with 60% accuracy	Performs at least one expressive marking with 50% accuracy



SONG COMPOSITION REFLECTION



Name: _____ Class: _____

1. What new information did you learn in order to complete your poem composition?
2. What challenges did your group have along the way? How did you resolve them? If you did not resolve them, how might you resolve them in future assignments?
3. What would you like to learn more about?
4. How would you rate your group's composition/performance based on the rubric provided by your teacher? Explain.