



*Revisiting the importance of imitation and exploration in secondary music.*

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**Discover...**  
**...then Compose**

*Listen*

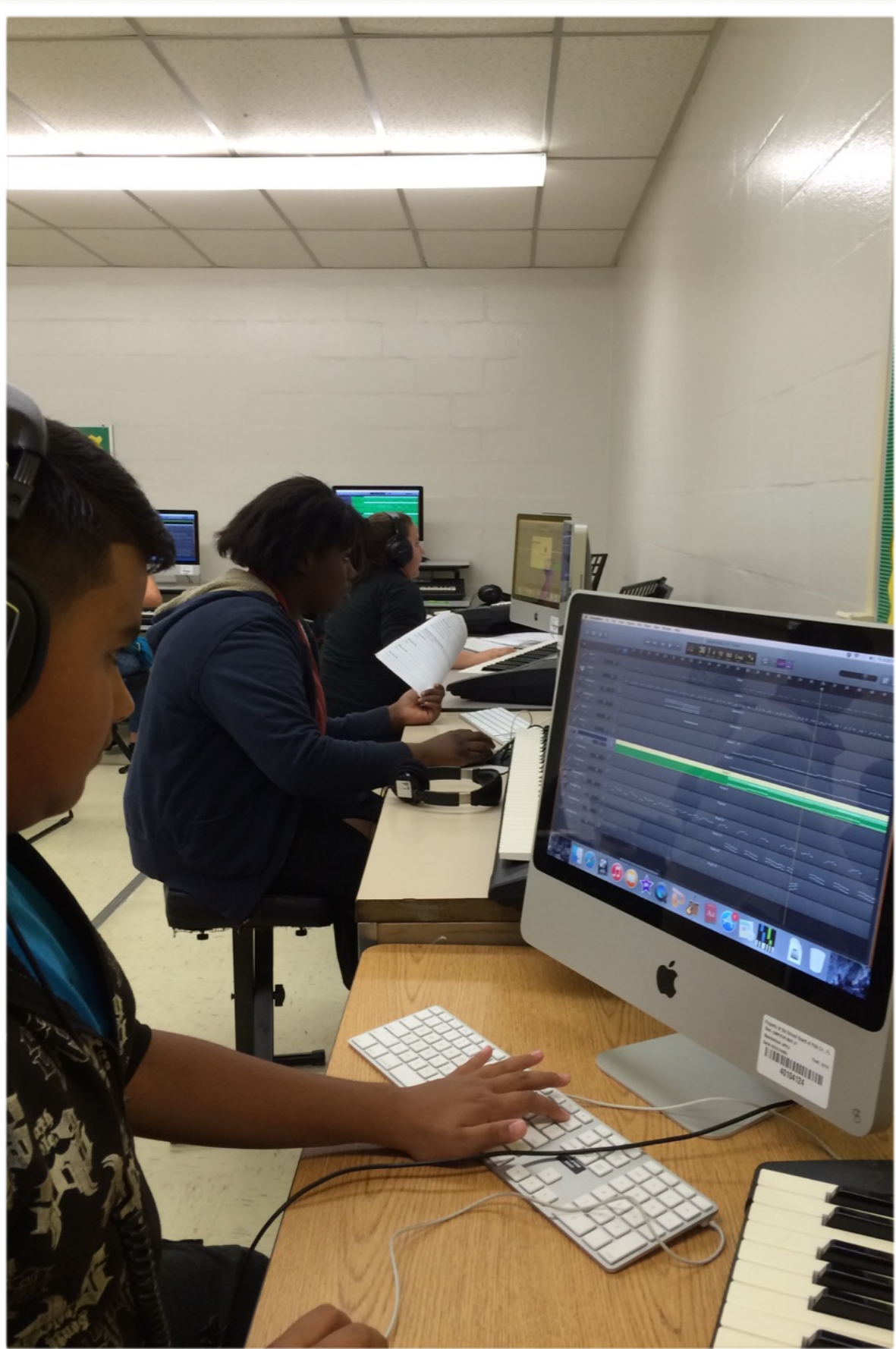
*Imitate*

*Explore*

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I teach...

“Music Composition”  
(with Technology)



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# Listen - Imitate - Explore

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**Listen and Imitate**



**Exploration**



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# How quickly we forget...

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# Spiral Curriculum

Introduction to Composition

Form

Timbre

Texture

Melody (Part I)

Harmony

Melody (Part II)

Melody and Harmony

Orchestration

Theme

## FORM

- Lesson Concept
- Listen
- Imitate/Explore
- Composition
- Assessment

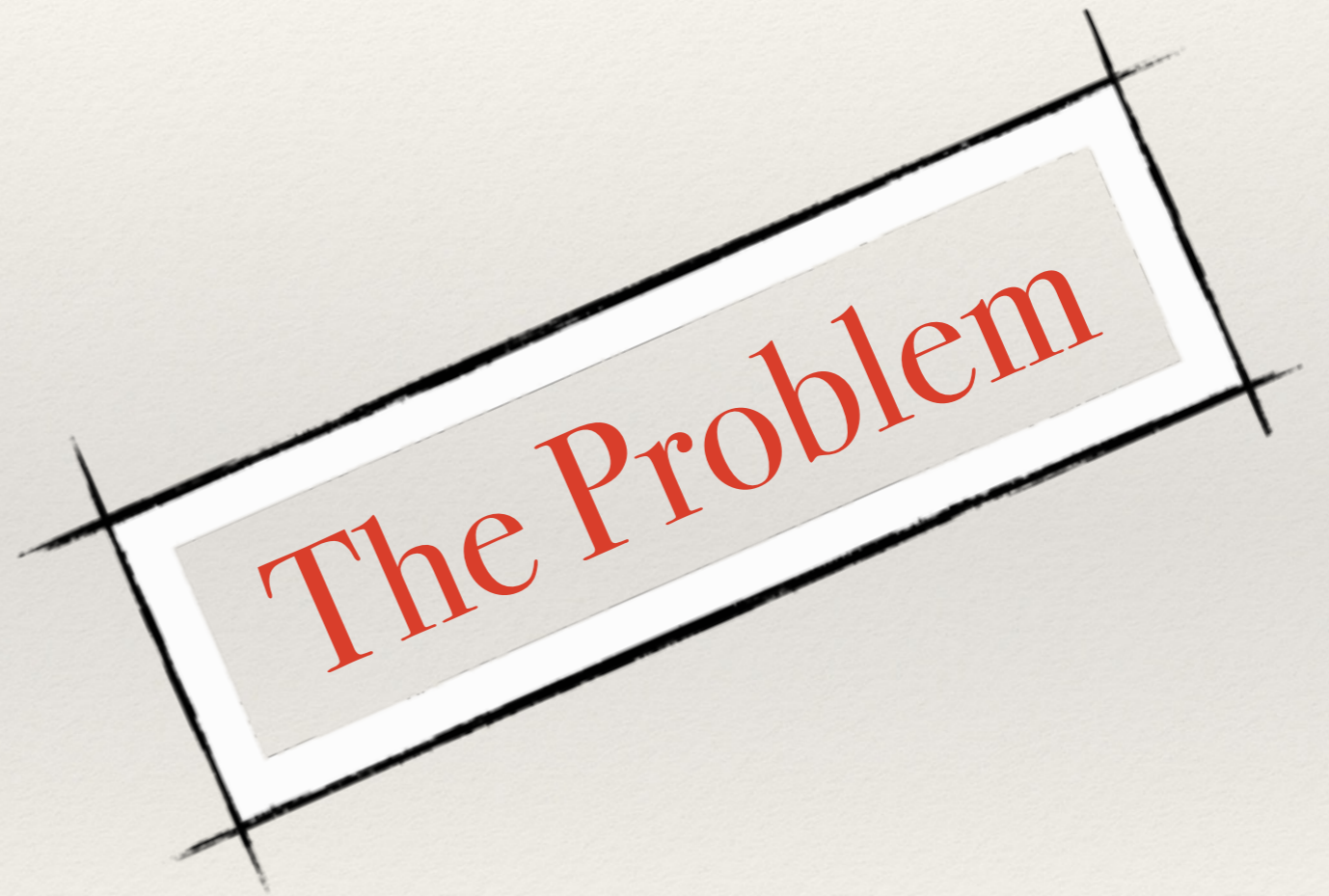
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# FORM

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## FORM

- Lesson Concept
- Listen
- Composition
- Assessment



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# FORM: *Listen / Imitate*

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What is the role of each section?

How do I compose an effective beginning, middle and end?

How do I create a unified composition?

## Composing an Effective Beginning

- Listening Example: *Mars, The Bringer of War (Holst)*
- Observations:
  - ❖ Sensuous Plane
  - ❖ Expressive Plane
  - ❖ Sheerly Musical Plane
- Student Imitates what they hear.



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# FORM: *Listen / Imitate*

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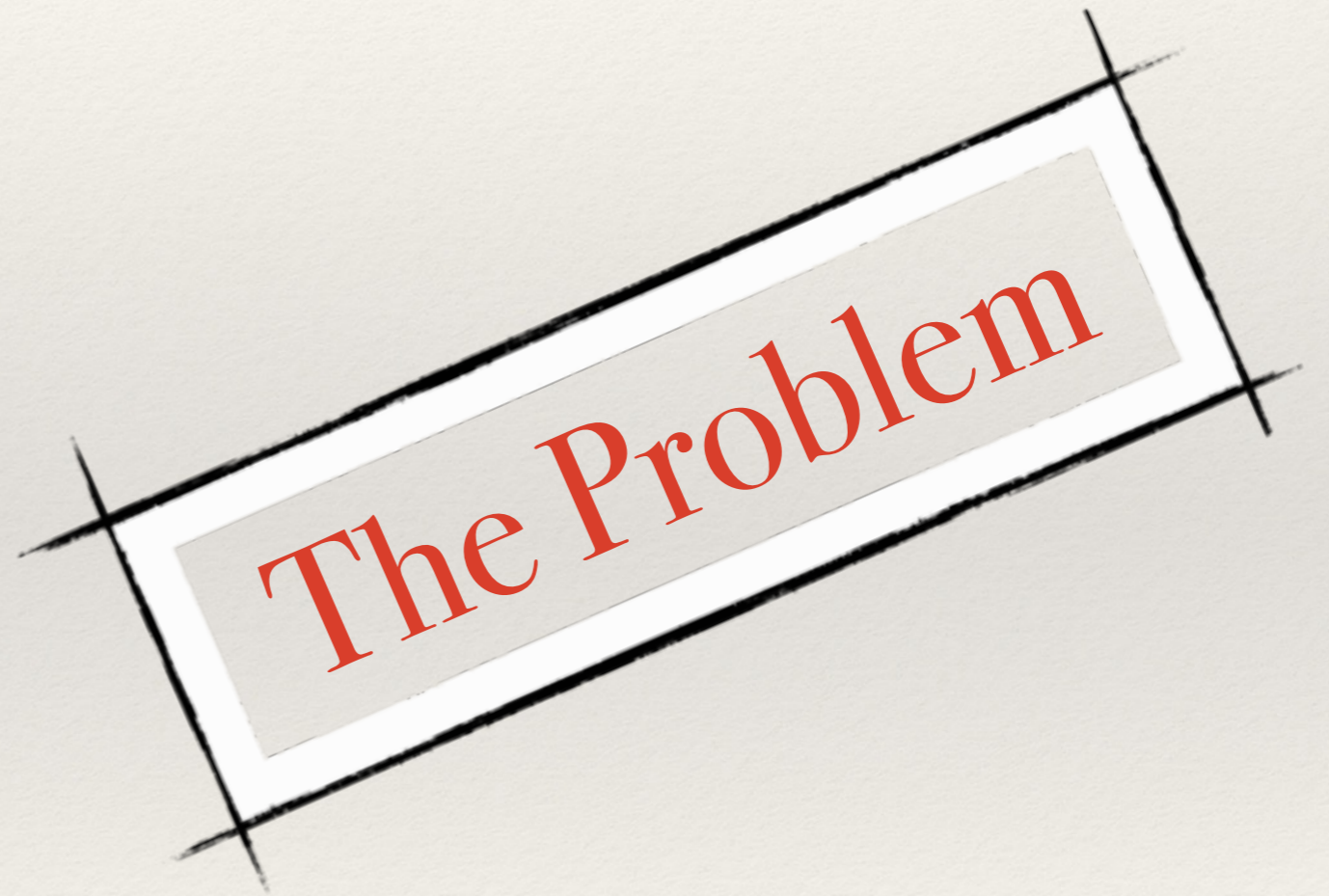
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# Melody

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## Melody

- Lesson Concept
- Listen
- Composition
- Assessment



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# MELODY: *Listen / Copy / Imitate*

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## Teaching this Concept

- Learn several melodies by ear (Ear or Notation).
- What makes them effective melodies? (Group).
  - \* *Use guiding questions to help steer observations.*
- Derive melodic guidelines from observations.
- Compose and record several melodies in imitation of the melodies they observed.

# You Are a Tourist

(Lyricist)

Death Cab For Cutie



# You Are a Tourist

(Lyricist)

Death Cab For Cutie

Begin and end on "home" tone

The image displays a musical score for the song "You Are a Tourist" by Death Cab For Cutie. The score is written in D major (two sharps) and 4/4 time. It consists of four staves of music. The first staff begins with a red arrow pointing to the first note, D4. The fourth staff ends with a red arrow pointing to the final note, D4. The music is a simple, melodic line consisting of eighth and quarter notes. The notes are: D4, E4, F#4, G4, A4, B4, C#5, D5, C#5, B4, A4, G4, F#4, E4, D4.

# You Are a Tourist

(Lyricist)

Death Cab For Cutie



**Even number of measures... typically eight**



# You Are a Tourist

(Lyricist)

Death Cab For Cutie

The image displays a musical score for the song "You Are a Tourist" by Death Cab For Cutie. It consists of four staves of music, each beginning with a treble clef, a key signature of two sharps (F# and C#), and a 4/4 time signature. A red dashed rectangular box highlights a specific melodic phrase that appears in the first measure of every staff. This phrase consists of a quarter note on G4, followed by an eighth note on A4, a beamed eighth note on B4, and a quarter note on C5. The text "Recurring melodic motive" is written in red in the center of the score, pointing to this highlighted phrase.

Recurring melodic motive

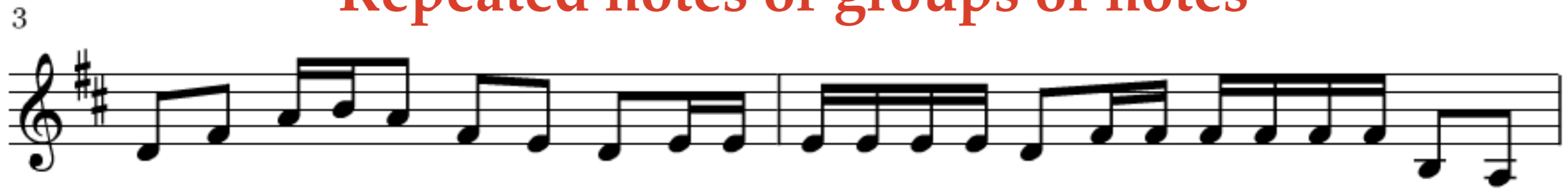
# You Are a Tourist

(Lyricist)

Death Cab For Cutie



**Repeated notes or groups of notes**





# You Are a Tourist

(Lyricist)

Death Cab For Cutie

3

5

7

Sequences - ish

The image displays a musical score for the song "You Are a Tourist" by Death Cab For Cutie. The score is written in G major (one sharp) and 4/4 time. It consists of four staves of music. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is composed of eighth and quarter notes. The second staff has a measure number "3" at the beginning. Two red arrows point to specific notes in the second staff: one points to the eighth note of the third measure, and the other points to the eighth note of the seventh measure. The text "Sequences - ish" is written in red below the second staff. The third and fourth staves continue the melody, with measure numbers "5" and "7" at the beginning of the first and second measures respectively. The score ends with a double bar line at the end of the fourth staff.

# Jason's Imitation | Melody

(Lyricist)

(Composer)

♩ = 120



5



# Jason's Imitation | Melody

(Lyricist)

(Composer)

♩ = 120

**Begin and end on "home" tone**



5



# Jason's Imitation | Melody

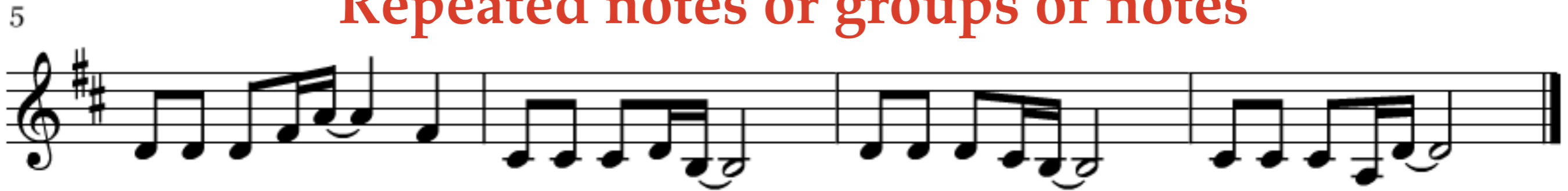
(Lyricist)

(Composer)

♩ = 120



**Repeated notes or groups of notes**



# Jason's Imitation | Melody

(Lyricist)

(Composer)

♩ = 120

The image displays a musical score for 'Jason's Imitation | Melody'. It consists of two staves of music in treble clef, with a key signature of two sharps (F# and C#) and a 4/4 time signature. The tempo is marked as ♩ = 120. A red dashed box highlights a specific melodic motif that appears in both staves. The motif is a sequence of notes: a quarter note G4, a quarter note A4, an eighth note B4, an eighth note C5, a quarter note B4, a quarter note A4, and a quarter note G4. This motif is repeated in both staves, with the second staff starting at measure 5. The text 'Recurring melodic motive' is written in red across the middle of the score, pointing to the highlighted section.

**Recurring melodic motive**

# Jason's Imitation | Melody

(Lyricist)

(Composer)

♩ = 120



**Melodic Sequence**



5



# Jason's Imitation | Melody

(Lyricist)

(Composer)

♩ = 120



5



**Form - It has structure.**

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# Harmony

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## Harmony

- Lesson Concept
- Listen
- Composition
- Assessment





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# Large Project

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How did these ideas play out in the context of a larger project?

# A Balanced Approach

*Listen - Imitate - Explore...*  
*...in each unit.*

# A Balanced Approach

*Differentiate / Learning Style*

# A Balanced Approach

*Sparking curiosity and interest*

# A Balanced Approach

*Sparking curiosity and interest*