

CSO Docent Presentation
Be A Composer
Grade 6
Sarah Good, Zoe Quan
Feb 2004

Concepts:

Review Elements of Music: Meter, Rhythm, Tempo, Theme and Variation,
Dynamics, Timbre

Composers: what do they do, why do they do it, how do they do it

Materials:

Docent Name Plate

Music Element Definitions

Choose a story that the class has read and is familiar with (ask the teacher)

1. Augusta Read Thomas –

- LISTEN First
- As the students their impression of the music.
- Why do they think the composer wrote the music?
- Discuss who she is and what she does
- Review Elements of Music
 - How did the composer use the elements of music?

1. Duke Ellington – “Ko-Ko” - 1940

1. **Show Music Score – blueprint that conductors & musicians use**
2. Discuss 4/4 meter sign
3. Listen for instruments used and elements of music used. Discuss.
 - Discuss why he wrote the music – dedicated to African Congo Square Drum Ceremony.
 - Also wrote his music for specific musicians (note on score the name of musicians by each instrument). Would often change an arrangement if a musician changed.
 - Descriptive word: Frenzied

4. Aaron Copland – “Fanfare for the Common Man” -- 1942

4. **Show Music Score – composer’s instruction to the conductor & musicians. This is how it should be played.**
5. Listen for instruments used and elements of music used. Discuss.
 - Discuss why he wrote the music. – commissioned work to honor WWII soldiers.
 - Descriptive word: Fanfare – discuss it’s meaning.

6. Let’s Be Composers

- Commission a Piece of Work Based on the Story....
- Hand out the “Be A Composer” Manuscript Paper
- Discuss the following as a class – have the kids write on the back of the paper
 - Characters – who? Description? What are they doing in the story?
 - Scenery - where? Season? Weather?
 - Mood/Feeling of the story?
- Ask the kids to list each character on the manuscript paper
 - Pick an instrument to represent each character
 - Pick a Tempo & a Dynamic for each character

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- Pick an instrument or instruments to represent the Scenery
 - Pick a Tempo & Dynamic for the scenery
 - Pick an instrument or instruments to represent the general mood/feeling of the story
 - Pick a Tempo & Dynamic for the general mood/feeling of the story
 - Ask some of the kids to share the instruments, etc. they chose and why.
- 6. Conclusion of “Be A Composer”**
- All music is composed for different reasons.
 1. Commissioned
 2. Based on Story or Poem
 3. Sake of Music itself
- 4. Wrap-Up**
4. Use Poster for review of 4 sessions
 - a. **Jazz**
 - b. **Instrument Families**
 - c. **Elements of Music/Music Tells A Story**
 - d. **Be A Composer**
 5. Hand-out Web sites
 6. THANK YOU!!!!