

Vocabulary

Riff/hook – Catchy idea to ‘hook’ you

Melody – A tune, one note at a time

Chord progression – The chords and the order they are played in

Rhythmic pattern – Based on a rhythm

Sound palette – The instruments used

Texture – How many parts and how they relate to each other

Monophonic – 1 melody at a time

Homophonic – chords and melody

Polyphonic – 2+ melodies at once

Unison – Same thing at the same time

Octaves – Played/sung 8 notes apart

Repetition - Repeating the same material

Sequence – Played at a different pitch

Variation – Vary the pitches/rhythm

Modulation – Changing key

Decoration – Adding extra notes

Key Information

You need to compose 4 short musical ideas in response to a brief. You then need to select 2 of them to extend and then make one of them into a full song. You must create sheet music for them.

What you should already**know**

Musical Starting Points

Techniques to extend pieces

Song structures

UNIT 4 – INTRODUCING MUSIC COMPOSITION**Information**

In this unit you will:

A - Explore creative stimuli to meet a brief.

B - Develop, extend and shape music for performances.

C - Present compositions appropriately.

Learning aim A requires learners to develop musical ideas using a range of stimuli and sources of inspiration. Learners should prepare a portfolio of ideas relating to the musical starting points of which at least four are required to gain a pass.

Learning aim B requires learners to apply the skills they have explored and acquired in order to develop two of the musical ideas from learning aim A. These more lengthy draft compositions should show how ideas are developed, extended and shaped to fit the brief. One of these should then be developed into a complete composition.

Learning aim C requires learners to present their musical ideas in an appropriate format with accuracy and clarity. This could be by using notation packages such as *Sibelius* or *Garageband*, or *Logic Pro*, although other formats such as graphic notation, or tab or handwritten scores are acceptable.

Want to know more

Use the display in the classroom for a range of Pass, Merit and Distinction example coursework for an idea of what is required for each of the different grades.

Distinction Criteria**LEARNING AIM A**

Create four detailed and contrasting musical ideas in response to a compositional brief that could form the basis for a composition, showing the imaginative and appropriate application of least two different starting points.

LEARNING AIM B

-Demonstrate skilful selection - and effective use of melodic and harmonic techniques to develop two contrasting musical ideas into more extended compositional drafts, showing imagination and flair.

-Demonstrate skilful selection and use of appropriate structures to effectively develop one compositional draft into a completed composition, showing imagination, style and flair as appropriate given the brief.

LEARNING AIM C

Present musical ideas in an appropriate format with clarity, accuracy and attention to detail.

Links to other subjects

-*Business Studies – Product planning*

-*English – Presentation of work*

-*Maths – Note durations, rhythms, timing and tempo*