

Composing in the Classroom

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Philosophy of Music Education – Dr. Woodford

November 5, 2018

What does composing with students in the music classroom look like to you?





The sounds of the Night

hoo hoo
hoo hoo
hoo hoo
hoo hoo
hoo hoo
hoo hoo
hoo hoo

Snore, Snore, Snore,

Whizz!

Whoosh
Whoosh
Whoosh
Whoosh
Whoosh
Whoosh

ZZZZ

TIC

whisper
whisper
whisper
whisper
whisper

rustling

TIZZI P!

stomp stomp stomp
whimper!

~ Jessica & Ashley



NAME AND PHONE NUMBER: _____

DATE: _____

Name	Age	Gender	Instrument
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This project is for all students who are interested in playing the ukulele. It is a fun and easy way to learn a new instrument and make friends. We will be playing at the school assembly on Friday, April 12th at 10:00 AM. We will be playing in the gymnasium. We will be playing with the other students who are interested in playing the ukulele. We will be playing with the other students who are interested in playing the ukulele. We will be playing with the other students who are interested in playing the ukulele.

THE PROJECT INFORMATION:

- 1. We will be playing at the school assembly on Friday, April 12th at 10:00 AM.
- 2. We will be playing in the gymnasium.
- 3. We will be playing with the other students who are interested in playing the ukulele.
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Why incorporate composition?

What is your philosophy of music education (what is the purpose)?

Does composition fit? Why or why not?

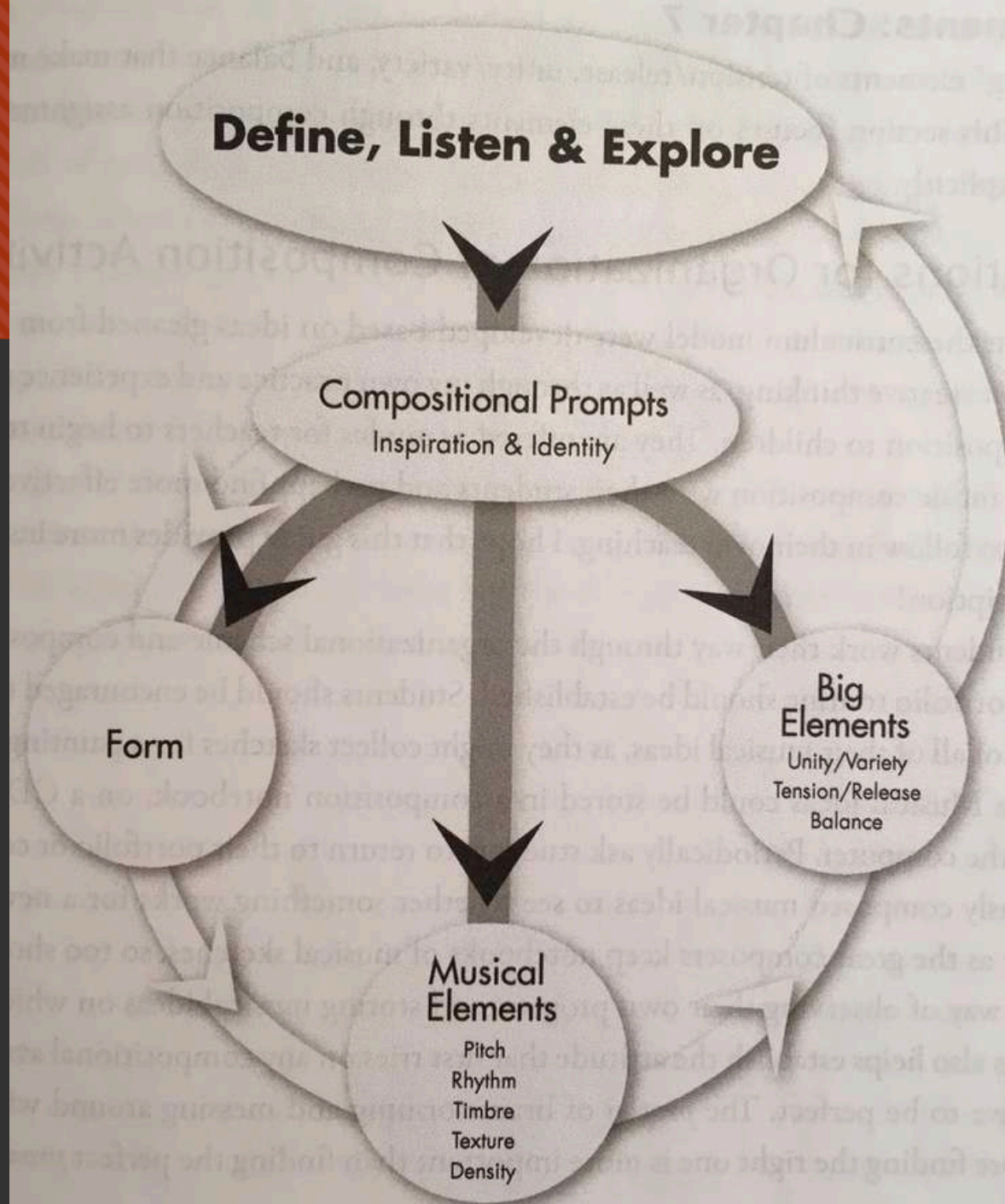
“Every time a choice is made, a belief is implied”

-Bennett Reimer

“If we want children to be musicians, they should be musicians from the start”

Upitis, 1991

“If we want children to be composers, they should be composers from the start”



Hickey, 2012

What might
composition
look like....

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graph TD; A[What might composition look like....] --- B[In an elementary classroom?]; A --- C[In a performing ensemble?]; A --- D[In a specialized course?]
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In an
elementary
classroom?

In a
performing
ensemble?

In a
specialized
course?

1. Choose a “section” of the curriculum
2. Read through the sample lesson plans
 1. What do you like?
 2. What do you find problematic?
3. Write your own lesson plan that fits within this “section” of the curriculum
 1. Don’t forget to pick a specific context!

I like composing because I have control. The decisions are mine to make, the music does what I want it to do. There's no right answer. My opinion matters...It's not, like, school...it's just me making things.

-Evan

We had a breakthrough when we were exploring because we stopped thinking about the music from band. We stopped thinking about quarter notes and stuff and we decided to just be like whatever, the sky is the limit, you know? We actually TALKED to each other...and then, it really felt like that was when we became composers and now I think about all the music we sing and play like a composer, not just like a performer.

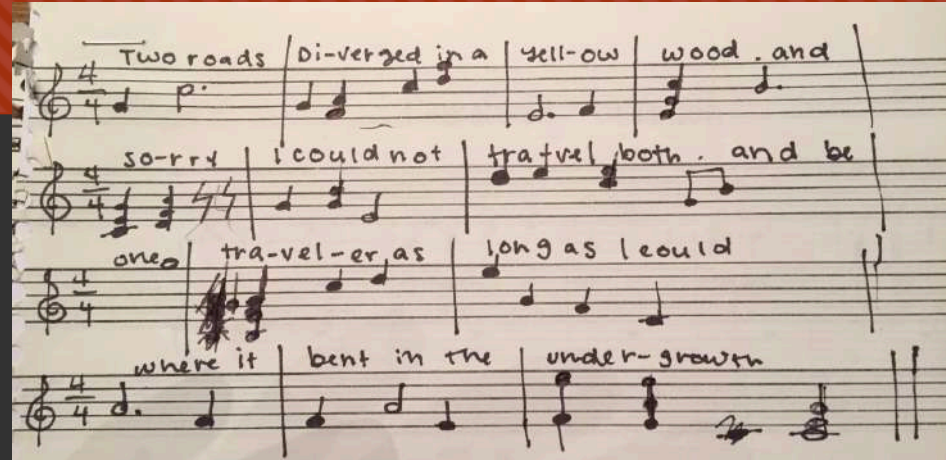
-Jana

I know lots of people in choir didn't think we'd choose the lullabye, but, like, I have a little brother and I sing him to sleep...and it's not like I sing Kanye when I want him to go to bed, but the lullabyes I know are boring, so I thought I could compose one and then my brother could see that I could write music and that's cool....it's not just a song I learned at school...it's one I made...it's one I'm proud of.

-Jonathan

Interwoven with Repertoire

- Challenge Warmups
- New Variations
- New Phrase Endings
- Rhythmic compositions
- Original harmonies for existing melodies
- Original compositions based on the mood, form, or melody of an existing piece



Interdisciplinary

- Greatest American Spoken Word Project
- Holocaust Poetry Compositions
- Composing to Artwork



Hopper, *Nighthawks*,
1942

Stand Alone Compositions

- Soundscapes
- Commercial Jingles
- Silent Film Scores
- Alternative Notation

