

TEACHER START GUIDE

In my studio, I start the students in the summer with choosing 1 form to write from the site www.wamusicexams.com.

Supplies:

Blank Manuscript spiraled book. Amazon- <https://a.co/d/gqf3Cz5>

Print the worksheet (or use your own blank manuscript notebook) and judges guide for the form they choose from www.wamusicexams.com .I have attached an example of some forms.

Book (optional)- **Music Composition 1 by Jonathan Peters** on Amazon.

Teaching Timeline-

Creating the 8 bar phrase Question/Answer (Antecedent/Consequent).

The first week the student will spend 10-15 min on ruling 16 measures by hand in 4 measures per system. Also adding treble and bass clef signs, brace. Skip one staff (for changes) between each grand staff. Add a time signature and key signature. They will also choose a form from the site www.wamusicexams.com with the judge's guide.

The second week- (teacher) will write a progression in the left hand. They can be open chords like intervals or triads. A simple 8 bar harmony is I-I-IV-V-I-I-V-I. Write the chord name above the measure. Explain that they will write a rhythm above each measure in simple values such as quarters, halves, dotted halves. Have the student choose a chord tone in treble clef of the fourth measure of the dominant chord's 1, 3 or 5 tone. Have the student choose an ending tone in the treble clef in the 8th measure of the tonic chord 1, 3, or 5.

The third week have the student choose only chord tones for their melody (passing tones next week). They will write in the treble staff chord tones based on the rhythm they wrote. Remember that the pattern in measures 1-2 will be exactly the same for measures 5-6. Measures 7-8 can be different. I suggest for beginners start in C or G position. Play what they have so far, or have them play it.

The fourth week have the student add passing tones and neighbor tones. Passing tones are any tones not in the chord. Neighbor tones step up or down from the chord tone then back to the same chord tone. Remember that measures 1-2 and 5-6 will be the same. Play the work so far or have the student try to play it.

The fifth week complete 8 more bars. The student can choose from a variety of changes to the original melody such as moving the treble notes an octave up or keeping the same melody with substitution chords in the left hand while always returning to the tonic of the original key. Or they can create a completely different melody in the same key. You can refer to the theme and variations judge sheet for ideas from www.wamusicexams.com

The sixth week the student will continue writing according to the form chosen in small chunks like this. The student can change melody or harmony in the extra staves in between. If they have decided on 16 measures only, they can start writing their final draft with no extra staff between grand staff systems using a ruler.

I hope that helps! I look forward to hearing your student entries!