

Creating Artistic Ideas: Music

Refining Compositions – Grade 7



Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the learning experience indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the Music – Creating Artistic Ideas [Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this creating learning experience, that color is **blue surrounded by a dash-lined box**.



Overview of Learning Experience:

Students will use technology to design, create and refine their own compositions. Students will begin by using art supplies to color in a grid creating their initial composition design. Next, students will transfer their grid design to the online platform *Song Maker* from Chrome Music Lab to create their own musical composition using specific criteria. With the help of peer feedback, students will rationalize revisions to their composition. Students will then participate in a “listening party” to experience a variety of original compositions, musical choices and artistic ideas.



Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked throughout this document, including the accompanying Music – Creating Artistic Ideas [Implementation PowerPoint](#), to prepare adequate copies and materials.
- Review the following resources to gain additional understanding prior to sharing with students:
 - [Chrome Music Lab: Song Maker Grid](#) – Graphic Organizer
 - [Composition Feedback](#) – Graphic Organizer

Teacher Preparation Continued:

- Sections of this learning experience encourage the use of specific materials:
 - Color pencils or other general art supplies.
 - Familiarize yourself with the chosen technology and software/websites before introducing them to the class. Suggestions include, but are not limited to:
 - Chromebooks and [Chrome Music Lab: Song Maker](#)



KAS for Visual and Performing Arts Alignment:

The [KAS for Visual and Performing Arts](#) is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do after instruction. (KAS for Visual and Performing Arts, page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (KAS for Visual and Performing Arts, pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. (KAS for Visual and Performing Arts, page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 3: Refine and complete artistic work.

Process Component: Refine

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on creating, which involves conceiving and developing new artistic ideas and work. (KAS for Visual and Performing Arts, pages 8-9).

Standards or Performance Standards are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (KAS for Visual and Performing Arts, page 7).

The standard addressed for this lesson is included below:

Standard:

MU:Cr3.1.7) Evaluate and rationalize revisions to their own work by applying selected criteria.

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Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

***Essential Questions** are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently.*

Essential Question:

How do musicians improve the quality of their creative work?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

Learning Goal:

I can **evaluate** and **rationalize** revisions to my own work by **applying** selected criteria.

Success Criteria:

1. I can **apply** selected criteria to my own work.
2. I can **rationalize** revisions to my own work by **applying** selected criteria.

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in a green solid-line box.



Designing a Song:

Students will create a song by first coloring in a grid with their design. The [Song Maker Grid](#) provided mirrors the digital platform they will use for future steps.

Chrome Music Lab: [Song Maker – Grid](#)

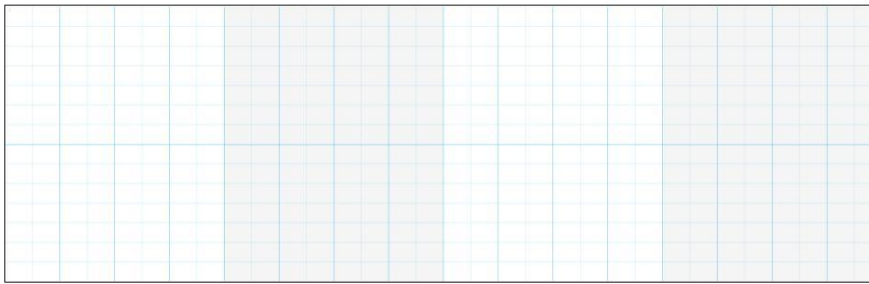
Use color pencils or other general art supplies to create your own design:

Name: _____

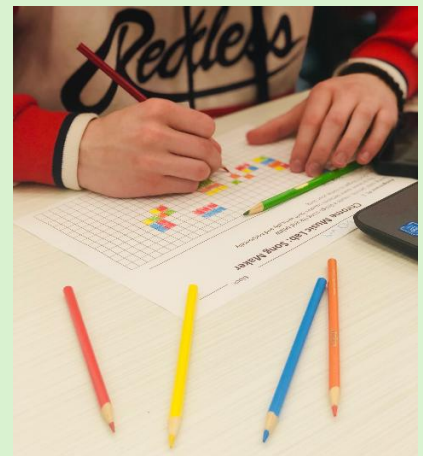
Song Title: _____

Chrome Music Lab: Song Maker Grid

- Use color pencils or other art supplies to create your own design on the grid below
 - Try to leave space between squares both vertically and horizontally
 - Don't forget to name your song

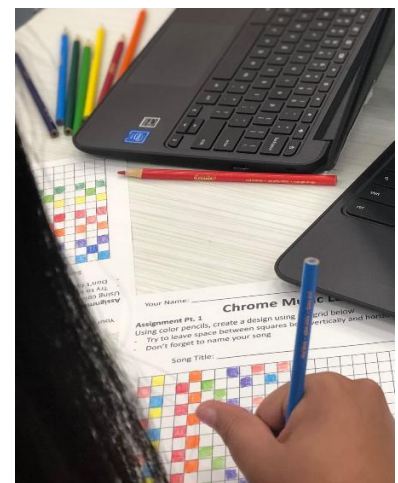
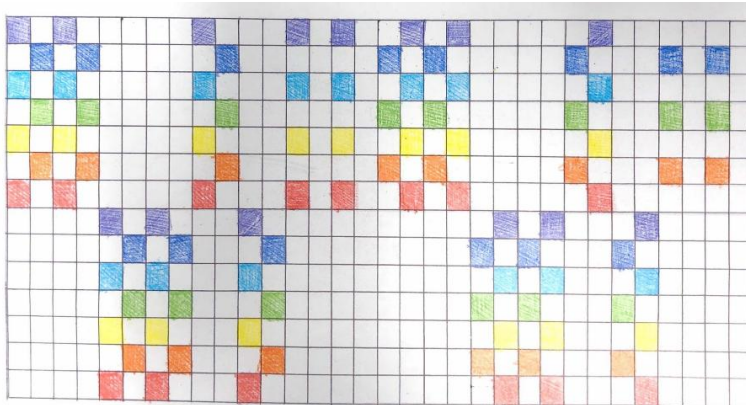


Student Activity: Slide 2



A teacher exemplar of a completed grid design is included below:

Chrome Music Lab: Song Maker – Grid Example



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 Applying Criteria to Create a Song:

After students have completed their grid design, introduce the learning goal and first success criteria to students:

Student Activity: Slide 3

Learning Goal:

I can evaluate and rationalize revisions to my own work by applying selected criteria.

Success Criteria One:

I can **apply** selected criteria to my own work.

Students will create their own composition by first transferring their grid design to *Song Maker*, a tool within Chrome Music Lab.

Using students' prior experience with creating musical phrases, introduce them to the following key vocabulary:

Student Activity: Slide 4

Composition: Original piece of music that can be repeated, typically developed over time and preserved either in notation or in a sound recording.

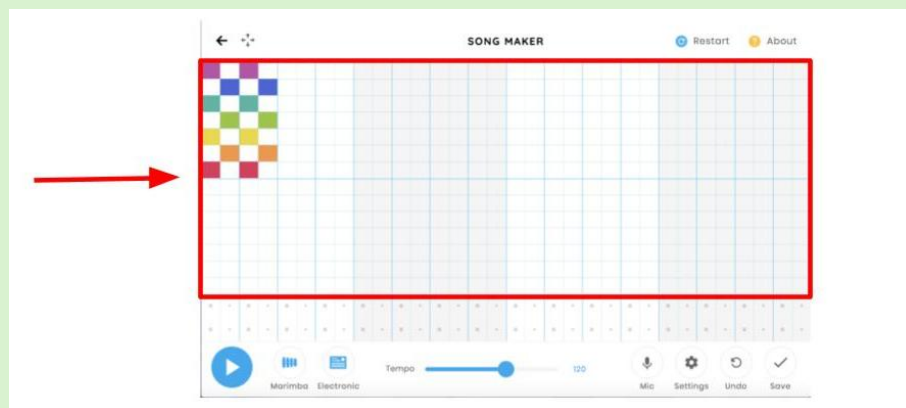
Composer: One who creates music compositions.

Although this part of the learning experience can be done with classroom instruments, this example uses the online platform *Song Maker* from Chrome Music Lab via Chromebooks.

Introduce students to this technology and online platform by allowing them to enter their grid design into the program. Follow the directions below:

Song Maker: Chrome Music Lab – Step One

Step One - Transfer your grid design to the Chrome Music Lab Song Maker. Click the boxes to assign the sound



Student Activity: Slide 5



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Once students have entered their grid design into *Song Maker*, they will adjust their song by exploring the instrument sounds. Encourage students to try all *Song Maker* instrumentation options (marimba, piano, strings, woodwind and synth) before choosing the instrumentation for their composition:

Student Activity: Slide 6

[Song Maker: Chrome Music Lab](#) – Step Two

Step Two - Choose your final instrument: marimba, piano, strings, woodwind or synth.

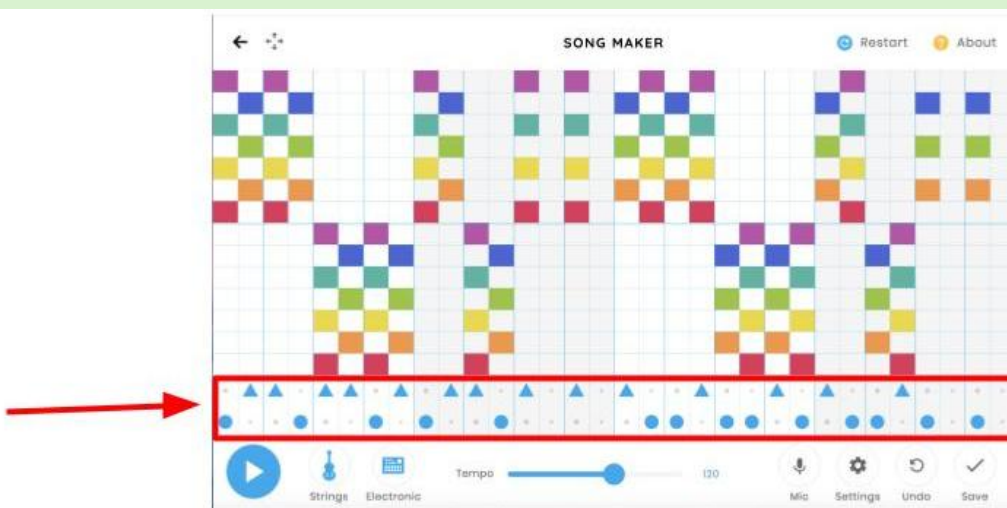


Next, students will add rhythm to their composition by filling in the bottom two lines of the grid with circles and triangles to represent strong and weak beats:

Student Activity: Slide 7

[Song Maker: Chrome Music Lab](#) – Step Three

Step Three - Create a rhythm by filling in the bottom two lines of the grid with circles and triangles to represent strong and weak beats. Click the boxes to assign the sound.



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After students have added their rhythm, they will adjust their song by exploring the percussion options. Encourage students to try all *Song Maker* percussion options (electronic, blocks, (drum) kit and conga) before choosing the percussion for their composition:

Student Activity: Slide 8

[Song Maker: Chrome Music Lab](#)– Step Four

Step Four - Choose your final rhythm sound: electronic, blocks, (drum) kit or conga.

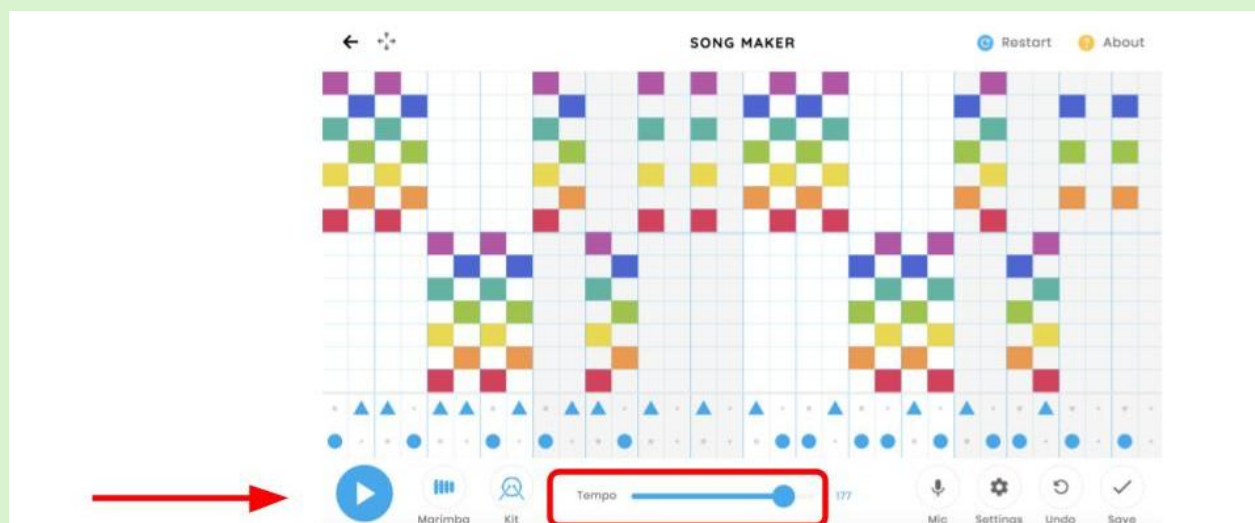


In step five, students will adjust their tempo using the sliding tempo bar. Encourage students to explore different tempos before choosing the tempo for their composition.

Student Activity: Slide 9

[Song Maker: Chrome Music Lab](#) – Step Five

Step Five - Adjust your tempo by sliding the tempo bar.



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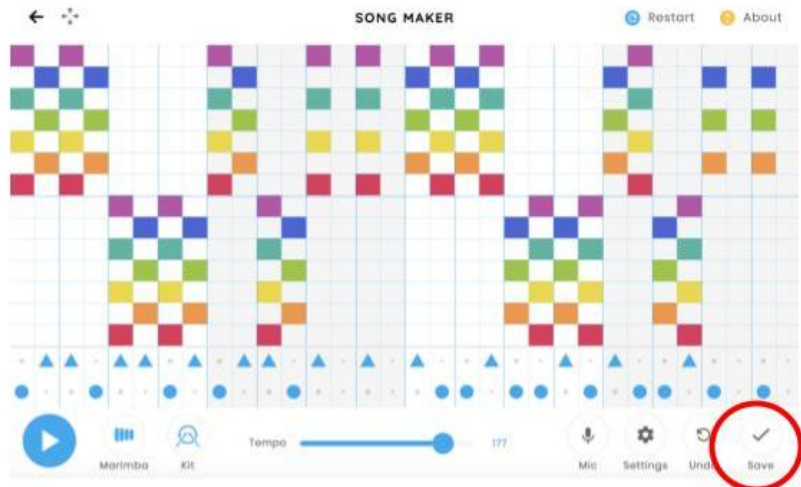
Before moving on to the next section, students need to save their composition draft:

Student Activity: Slide 10

Song Maker: Chrome Music Lab – Step Six

Step Six – Save your song.

- Save Your Song



- Copy the Link

Your song is saved at this link:

<https://goo.gl/HbNYyc>

Copy Link

Facebook Twitter

EMBED CODE

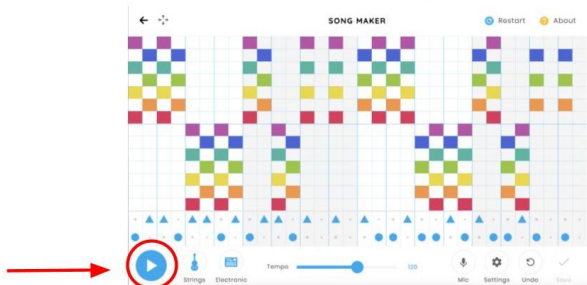
A teacher exemplar and student example of composition drafts are included below:

Student Activity: Slide 11

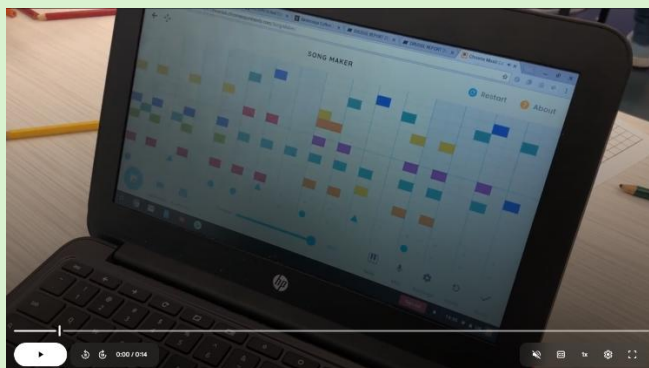
Song Maker: Chrome Music Lab – Teacher Exemplar

Example: Rainbow Connection

- Click the image to hear an example by Mrs. Greene



Song Maker: Chrome Music Lab – Student Example



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 Refining Compositions:

Review the learning goal before introducing the second success criteria to students:

Student Activity: Slide 12

Learning Goal:

I can **evaluate** and **rationalize** revisions to my own work by applying selected criteria.

Success Criteria Two:

I can **rationalize** revisions to my own work by applying selected criteria.

Students will work in pairs to review the first draft of their compositions. After students have listened to each other's composition, they will work together to explore possible revisions. Using the [Composition Feedback](#) rubric, the "Listener" will complete portions of the rubric and reflection questions that are labeled "Listener Completes" (yellow):

Student Activity: Slide 13

Composition Feedback – Listener (yellow)

Composition Feedback

Name: _____

Directions:

1. Pair up with another student and listen to each other's draft compositions.
2. **Listener:** Complete portions of the rubric and reflection questions that are labeled "Listener Completes" (yellow). Support your responses with details.
3. Return feedback to the composer to explore possible revisions.
4. **Composer:** Once revisions have been made, complete the portion of the rubric and the reflection question labeled "Composer Completes" (blue). Support your responses with details.

Feedback Criteria	What I Hear (Listener Completes)	What I'd Like to Hear (Listener Completes)	Rationale (Composer Completes)
Instrumentation: Marimba, Piano, Strings, Woodwind, or Synth			
Rhythm: Electronic, Blocks, Drum Kit, and Conga			
Tempo: 40-240 BPM			
Feedback Reflection	What did you like about the composition? Why? (Listener Completes)	What would you change? Why? (Listener Completes)	How did the Peer Feedback change your composition? (Composer Completes)

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After students have received feedback from their partner, they will use it to explore possible revisions for their final composition.

Once revisions have been made, students will use the [Composition Feedback](#) rubric to provide rationale for any revision they choose to apply. The “Composer” will complete the portion of the rubric and reflection question labeled “Composer Completes” (blue):

Student Activity: Slide 14

Composition Feedback – Composer (blue)

Composition Feedback

Name: _____

Directions:

1. Pair up with another student and listen to each other’s draft compositions.
2. **Listener:** Complete portions of the rubric and reflection questions that are labeled “*Listener Completes*” (yellow). Support your responses with details.
3. Return feedback to the composer to explore possible revisions.
4. **Composer:** Once revisions have been made, complete the portion of the rubric and the reflection question labeled “*Composer Completes*” (blue). Support your responses with details.

Feedback Criteria	What I Hear (Listener Completes)	What I'd Like to Hear (Listener Completes)	Rationale (Composer Completes)
Instrumentation: Marimba, Piano, Strings, Woodwind, or Synth			
Rhythm: Electronic, Blocks, Drum Kit, and Conga			
Tempo: 40-240 BPM			
Feedback Reflection	What did you like about the composition? Why? (Listener Completes)	What would you change? Why? (Listener Completes)	How did the Peer Feedback change your composition? (Composer Completes)

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Listening Party:

Students will now participate as audience members in a Listening Party to respond to their classmates' work.

Before introducing compositions, remind students of basic audience etiquette, such as focusing on the piece and remaining quiet. Encourage students to applaud after each piece to show their appreciation.

1. Have a student share their composition with the class as part of the Listening Party.
2. Instruct students to identify their “two stars and a wish” (outlined below) for each composition:

Student Activity: Slide 15

Audience Feedback: Two Stars and a Wish

What are one to two things, or “stars” (elements that worked well) in the composition? Why?

What is one “wish” (an element you would recommend changing) about the composition? Why?

3. After hearing the composition, invite students to share one piece of feedback by asking “who has a star or a wish for this composition?” Ask students to give examples from the composition to support their feedback.

Repeat the steps outlined above for each composition in the Listening Party.



Student Reflection:

After each group has responded to the questions about their compositions, remind students of the learning goal and success criteria:

Student Activity: Slide 16

Learning Goal:

I can **evaluate** and **rationalize** revisions to my own work by applying selected criteria.

Success Criteria:

1. I can **apply** selected criteria to my own work.
2. I can **rationalize** revisions to my own work by **applying** selected criteria.

Invite students to verbally answer the following reflection questions with their group:

Student Activity: Slide 17

Student Reflection Questions:

- What was the most exciting part of this learning experience? What was most challenging?
- How did exploring different rhythms, tempos and timbres help you understand the elements of music?
- What advice would you give future students working on the same project?
- How did you improve the quality of your composition?

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Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically in this learning experience?
- What are some of the challenges they faced? How can these challenges be addressed?
- What are the comfort levels of the students in composing creative work?
- How will you continue to support student learning? What additional support do you need?



Wrap Up:

You can revisit this learning experience using the other elements of music. Continue to provide your students with opportunities to create and revise their own original compositions.

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Scaffolding Connection to Support the Enduring Understanding

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for music.

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Elementary School – MU:Cr3.1.3 (Grade 3)

Exploring Compositions: Creating Musical Ideas

Students will use technology to create and refine their own musical ideas. Students will begin by exploring the online platform *Rhythm* from Chrome Music Lab to create their own rhythmic phrase using teacher-provided criteria. With the help of peer feedback, students will rationalize revisions to their rhythmic phrase. Students will then participate in a “listening party” to experience a variety of musical and artistic ideas.

High School – MU:C.Cr3.2.Acc.a (Accomplished)

Rationalizing Compositions: Notating Musical Phrases

Students will use technology and notation to share a composition. Students will begin by exploring the online platform *Kadinsky* from Chrome Music Lab to create their own musical phrase. Students will then notate their musical phrase and use compositional techniques to expand the phrase into an original composition. With the help of peer feedback, students will rationalize revisions to their composition. Students will then participate in a “listening party” to explore how the notation of their original musical phrase created the expressive intent of their composition.

Find additional interactive resources in the [Visual and Performing Arts Interactive Student Assignment Library](#).