

# **COMPOSING/ ARRANGING**

**ASSIGNMENT**



# TASK

**Compose/arrange a 1-3 minute piece of music that you could...**

- teach to your students and that they might perform
- use as an exemplar for a composition assignment that you might design for your students.

# WHY???

- **Composing/arranging is a REALLY valuable skill!!!**
  - Music classes come in all shapes, sizes and instrumentations ...*there may be very few published scores available that suit your class*
  - You may need to create or adapt scores yourself
- **Students will benefit from thinking of you as a composer**
  - It will help them believe that composing is something that real people do—that *they* can do, too
  - It will help you know how to support them in their own composing
- **It's fun (for you AND your students)**
  - a powerful and gratifying means of self-expression

# PARAMETERS

- **1-3 minutes in length**
- **ready for performance (*with a beginning, end, intro—not an excerpt*)**
- **target a specific age group (*e.g., middle school, gr. 9-10, senior*)**
  - match musical/technical requirements to age group
  - (e.g. appropriate ranges for insts/voices, level of complexity, etc.)
- **Recording**
  - You must submit a recording along with your notation, e.g., email me an mp3 of a MIDI realization OR you and/or friends playing/singing all the parts
- **Scope**
  - Ideally 4 parts/staves (e.g. SA and piano, SATB, sax or string quartet). You may use more if you really wish (e.g. concert/jazz band, string ensemble, etc.).
  - **OR**
  - Leadsheet (melody, lyrics and chords) and a demo recording.

# PRESENTATION

## Use notation software

- e.g. Finale, Sibelius, MuseScore
- If necessary to do it *by hand* (e.g., you use a graphic notation system) make sure the score is extremely tidy.

## Your score must look as professional as possible

- (use a model piece of music to *check details* and make sure your piece matches up)

# USE A MODEL!!!

Find a published piece of music similar to your own piece.  
Use it to help you...

- **Follow notation conventions appropriately**
  - Beaming, rhythms, placement of *dynamics*, *articulations*, bowing, etc.
- **Ensure the ranges you are using are appropriate**
  - What voices and instruments CAN do, vs.
  - *what will help young performers sound good*
- **Get ideas for accompaniment patterns, orchestration, etc.**

# FINDING MODELS

[link to download many xml lead sheets](#)

BB exemplar SATB & piano composition -- [captain of my soul](#)

BB exemplar SA & piano choral composition -- [Fern Hill](#)

BB exemplar SSAA choral arrangement -- [oranges and lemons](#)

BB exemplar SA lead sheet arrangement -- [Carol of the Bells](#)

BB exemplar SA lead sheet arrangement -- [Hallelujah](#)

BB sax quartet arrangement -- [Swingin' Shepherd](#)

BB exemplar violin and cello duet -- [ocean](#)

BB exemplar wind ensemble -- [Overture: St. John's, 1828](#)

Tucker exemplar wind ensemble -- [Adrift](#)

BB exemplar guitar ensemble -- [A-minor guitar vamp](#)

D.S. Lowe bucket drum -- [Uptown Bucket](#)