

Sight Singing/Composing Lesson

Objective: Students will compose a 4 measure sight singing exercise to be shared and performed by the rest of the class.

Purpose - Demonstrate independent knowledge of music literacy and music performance.

Prior Knowledge: Students will have learned to sing and recognized do-sol in C Major. Students will have learned to recognize Quarter Notes, Half Notes, 8th Notes, and whole notes.

Materials/Resource: Ipads, Noteflight.com

Music National Standard 4. Composing and arranging music within specified guidelines.

Mozilla Web Literacy Strands: Composing for the Web

Essential Questions: How is melody created?

Procedure:

- 1) Students will partner up with another student and one student will log on to noteflight.
- 3) Students should view [screencast](#) on how to get started or read through the steps on the [Moran Music website](#).

Play:

- 1) Students will have 5-10 minutes to compose/play whatever they want.

Rules: Stay within the basics tab.

Keep it 8 measures or less (if you go over 8 measure figure out how to erase those extra measures)

Make sure you figure out, and be comfortable with erasing notes/measures and learning how to play back your piece.

- 2) Reconvene class and show/play any piece that is interesting/unique.
- 3) See if any group figured out how to write lyrics in their composition.
If so - Have students demonstrate to class/each other
If not - Teacher does so

Composition:

- 1) Students will start on C4 and compose a 4 measure phrase using the notes CDEFG with Whole, Half, Quarter and 8th Notes. Review Notes and Rhythms values.
- 2) Student will use at least 3 different notes and 2 different rhythms.
- 3) Students will then input the correct solfege (do,re,mi,fa,sol) under the corresponding note.

4) Students will become master (practice) of their composition-knowing what it sounds like, being able to sing it correctly etc.

Composing Rubric:

	Excellent 4 points	Good 3 points	Fair 2 points	Poor 1 pt
Correct Part of Staff/musical elements	Student has included all of the parts of the staff including clef signs, time sig, and bar lines/double bars line.	Student has included most of the parts of the staff.	Student has included some of the parts of the staff	Student has included little or no parts of the staff.
Notes	Student has used notes within a specified scale/key for the composition in a musically interesting way.	Student has used mostly the notes within a specified scale with some errors	Student has used a variety of notes, some of which include the specified scale	Student has not used any of the notes of the specified scale.
Rhythm	Student has correctly used 3 or more appropriate rhythmic values in a musically interesting way.	Student has correctly used 2 or more appropriate rhythmic values in a mostly musically interesting way.	Student used or 1 appropriate rhythmic value or used inappropriate rhythms for the exercise.	Student did not use any appropriate rhythmic values.
Lyrics	Student correctly labeled all solfege syllables	Student has made 1 or 2 solfege syllable mistakes	Students has made multiple solfege errors.	Student did not use any solfege lyrics.