**You’re a musician: you can teach composition and improvisation.**

**Task 1**

**Working in a group of three, compose a two-minute work inspired by water.**

**Deliverables: a video recording of your composition and a context statement.**

This piece will be inspired by moving water. This might include:

* Rain, drips, hailstones
* River, rapids, burbling brook, pond, ripples
* Sea, waves, swell

1. Use your ideas to experiment with sound and come up with some patterns. These will be short motifs which may be purely rhythmic or may use pitch as well. Play these on instruments you have available.
2. Take the patterns/motifs you made up and try:

2.1 – play them on different instruments so that you are exploring timbre.

2.2 – play them at different ranges – higher, lower.

2.3 – play them at different volumes. Try adding a crescendo or a decrescendo, or both.

2.4 – play your patterns at different tempos. Try adding an accelerando or a rallentando.

2.5 – play your pattern over and see how many times you can play it before it loses interest.

2.6 – experiment with altering the rhythm, then the pitches and the articulation.

2.7 – experiment playing your patterns over the top of a pedal tone.

2.8 – experiment playing the patterns together, overlapping, transposing, or alternating with each other.

3. Now it’s time to consider the overall form of your piece. Perhaps binary form (AB) or ternary form (ABA). Think also of the energy shape; where will the climax be. You could have an energy shape like:

(energetic to calm)

For Binary Form one of these

(calm to energetic)

energetic

calm calm

For Ternary Form one of these:

energetic energetic

calm

Now you are ready to compose your piece based on moving water. To start with draw up a timeline and make your plan on that timeline. With all your experimentations refer to and annotate your timeline. Use this to guide you as you play and develop your composition.

**Remember what you have learnt about music character in music – how you can use various elements of music to create character. Think about rhythm, melody, texture, articulation, dynamics, other expressive devices, harmony.**

**General information:**

You do **not** need to write out a score for this task, however, you can do this for your own use to help you perform your composition. Just because you aren’t submitting a score, don’t forget to play with your intended expressive devices – you are only being assessed via your performance so your recording needs to fully support your compositional ideas.

Your context statement needs to include the following information in dot point form:

* What form/s of water inspired your composition?
* Were you inspired by any other elements – other pieces of music, songs, composers, ideas…?
* How did you go about working out how to express your ideas in music?
* What ideas did you find worked and what ideas did you find didn’t work? Why do think they did/did not work?
* What elements of music did you manipulate to create the character you were after? How did you do this? What techniques did you use?
* How did you organise your group to complete the task?
* Do you think your composition is effective?

When you are assessed, the following elements will be evaluated:

|  |  |
| --- | --- |
| Context Statement passed in on time |  |
| Composition recorded on time |  |
| Consideration given to: |  |
| * Melody |  |
| * Rhythm |  |
| * Phrasing |  |
| * Structure |  |
| * Timbre |  |
| * Tempo |  |
| * Dynamics |  |
| * Articulation |  |
| * Compositional Devices |  |
| * Mood and expression |  |
| * Style |  |
| * Tonality |  |
| * Harmony |  |
| * Effectiveness of the context statement |  |