

Grade 2 composition

Composition and traditional notation



Students demonstrated collaboration skills and problem solving skills to create ternary form compositions, using quarter and eighth note rhythms (TA and TI-TI). Students notated their compositions and performed them to their peers. This was from January until the February break. For the last two weeks, students have been using staff notation to read and notate Sol and Mi (G and E), creating simple compositions in small groups.

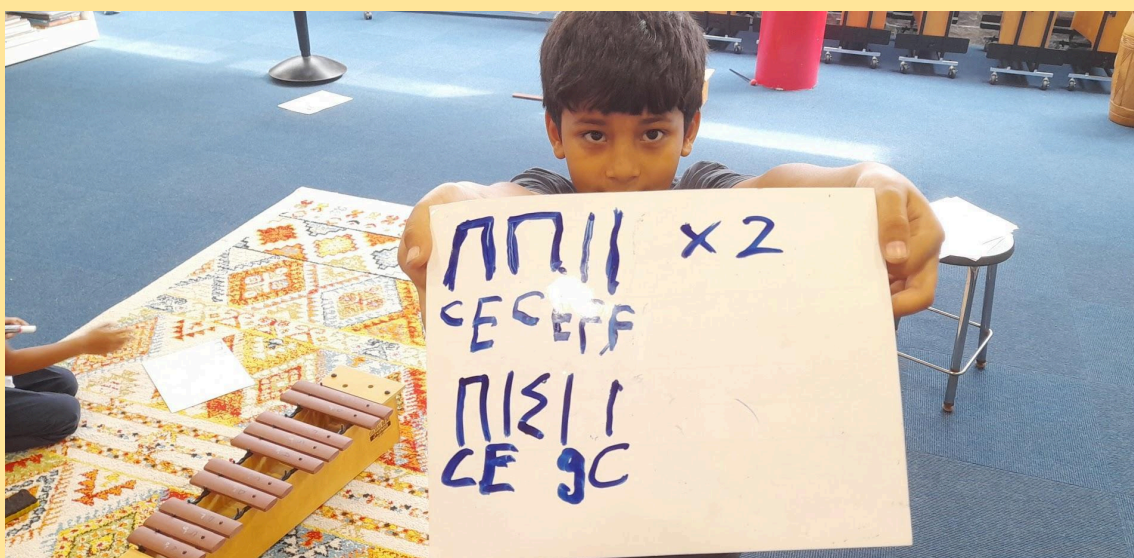


Performances were held in February. Students played to their peers and shared their work.



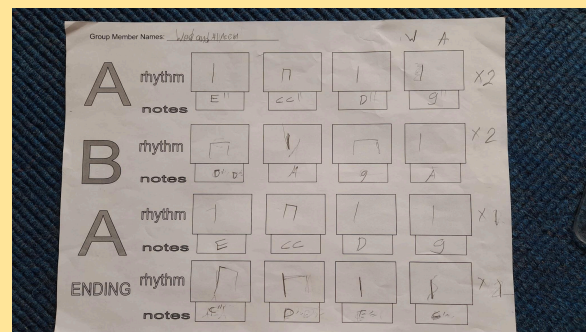
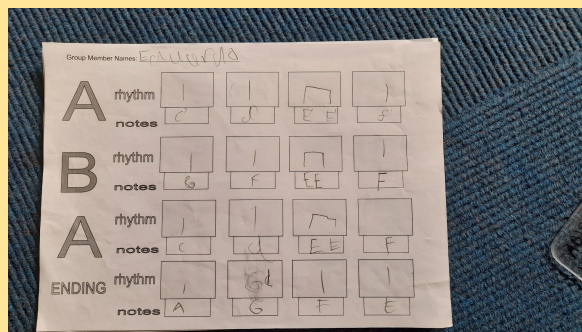
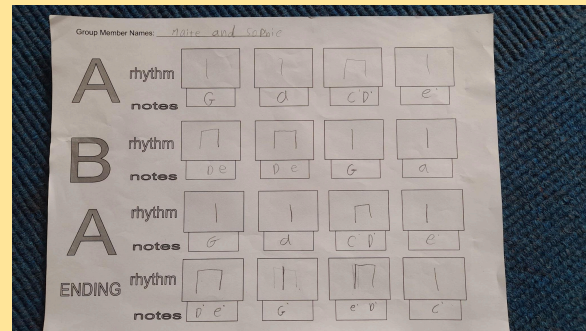
1. Students first drafted some ideas and chose ones they liked.





2. Developing

After the drafting process, students wrote up their compositions in a rhythm grid, adding an ending and perfecting their compositions. They continued to rehearse until performance day.



Performing

Performing in front of our friends is a little scary, but we learn and grow as musicians the more we perform, and feel proud after the concert!

Sitting quietly and being a good, respectful audience member is very important. It allows the musicians to concentrate without distractions, and shows that we appreciate their hard work and preparation.



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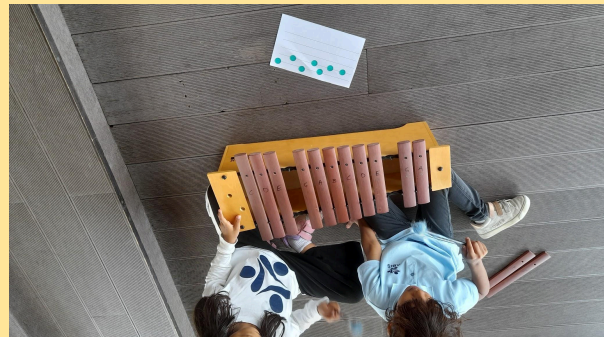


Post performance

Students have been working on extending their knowledge of the musical staff these last two weeks, using the notes **Sol and Mi, or G and E**, to notate simple melodies. From here we will add **La, or A**, and combine the rhythms learned previously to notate simple melodies of three notes with our friends. Then we add lyrics and, TA-DAAA!, we have a song!



Creating giant music staves with mallets and disk markers.



Well done, Grade 2, for
all your hard work and
dedication in music!

Mr Peter, 28th March, 2024