

Music Creating in the Classroom

(Secondary)(New)

CDI020220758

Organised by
the Arts Education Section of the Curriculum Development Institute,
the Education Bureau

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Music Creating in the Classroom (Secondary)

Objective(s):

To enhance participants' understanding on compositional process and techniques, so as to strengthen their capability in the learning and teaching of music creating

Programme Description:

Learning and teaching strategies for:

1. Inspiring musical ideas
2. Developing musical ideas
3. Instrumentation and music notation
4. Evaluating creative works

Music Creating in the Classroom (Secondary)

Musical Ideas

- can be a melodic phrase, a bassline, a rhythmic pattern or a chord progression

Horizontal Developing Techniques

1. Compositional Devices
2. Motivic Transformations
3. Melodic Writing
4. Structural Planning

Vertical Developing Techniques

1. Harmonic Function
2. Piano Accompaniment Writing
3. Writing for 2 or More Instruments
4. Creative Ideas from Contemporary Music

Music Creating in the Classroom (Secondary)

Inspiring Musical Ideas and More

- Inspiring Musical Ideas from Non-musical Elements
- Inspiring Musical Ideas from Musical Elements
- Teaching Concerns
- Popular Notation Softwares
- Evaluation / Assessment Criteria
- Sharings and Discussion Time

Developing Musical Ideas 1

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2022

Horizontal Developing Techniques

Compositional Devices

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Compositional Devices

Compositional Devices

□ Repetition

- **Strict repetition / modified repetition** (can repeat partially)
- **Ostinato** ("riff" in pop), ground bass, drone bass, etc.

□ Sequence

- **Upward / downward** sequence, in an interval of **2nd or 3rd**
- Usually 2-3 times
- Tonal sequence / real sequence, **modulating sequence**

□ Motif (Motive)

- **Rhythmic, melodic or both** (can also be harmonically)
- **Motivic transformations**
 1. Pitch transformations (change of interval(s), inversion, retrograde, retrograde inversion, etc.)
 2. Rhythmic transformations (augmentation, diminution, etc.)
 3. Developmental transformations (fragmentation, interpolation, etc.)

Compositional Devices

Word Painting (Tone Painting)

- The compositional technique that can **reflect the meaning of the lyrics** or **story in program music**
- It goes at least as far back as Gregorian chant and developed especially in the 16th century madrigals

➤ [Thomas Weelkes' Madrigal "As Vesta was from Latmos Hill Descending" \(1601\)](#)

- | | |
|-----------------------|--|
| "hill" | ← the melody reaches a peak each time on the word "hill" |
| "descending" | ← descending scales on the word "descending" |
| "ascending" | ← ascending scales on the word "ascending" |
| "running down amain" | ← descending scales in fast rhythm (<i>amain</i> means quickly) |
| "first two by two" | ← two voices at a time |
| "then three by three" | ← three voices at a time |
| "together" | ← sung in tutti |
| "goddess" | ← plagal cadence |
| "all alone" | ← soprano solo |
| "long" | ← held as a pedal point in the bass voice |

Compositional Devices

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- The compositional technique that can **reflect the meaning of the lyrics** or **story in program music**
- It goes at least as far back as Gregorian chant and developed especially in the 16th century madrigals

➤ [Vivaldi's Violin Concerto, Op. 8-1, "Spring", I \(1725\)](#)

[Original sonnet]

Springtime is upon us. The **birds** celebrate her return with festive song,
and **murmuring streams** are softly caressed by the breezes.

Thunderstorms, those heralds of Spring, roar,
casting their dark mantle over heaven,
Then they die away to silence,
and the birds take up their charming songs once more.

springtime

← cheerful recurring theme in major key

bird singing

← High registered trills and fast running scales by 3 solo violins

murmuring streams

← rocking patterns in violins and viola

thunderstorms

← loud tremolo passage

Horizontal Developing Techniques

Motivic Transformations

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Motivic Transformations

Motif (Motive)

- ❑ The **smallest structural unit** (a short musical idea / a recurring figure) possessing thematic identity
- ❑ It can be **melodic, rhythmic**, or even **harmonic**
- ❑ It can be used to **construct a complete melody** or even a whole piece
 - Mozart: *Symphony No. 40, I*
(pay attention to the **melodic motif** and **rhythmic motif**)

The image displays two staves of music from Mozart's Symphony No. 40, I. The top staff is in G minor (three flats) and 4/4 time, marked with a piano (*p*) dynamic. It features a melodic line with a 'falling semitone' motif circled at the beginning. The bottom staff is in the same key and time, marked with a forte (*f*) dynamic. It features a rhythmic motif with a 'rising semitone' motif circled at the beginning. Both motifs are used to construct the rest of the melody in their respective staves.

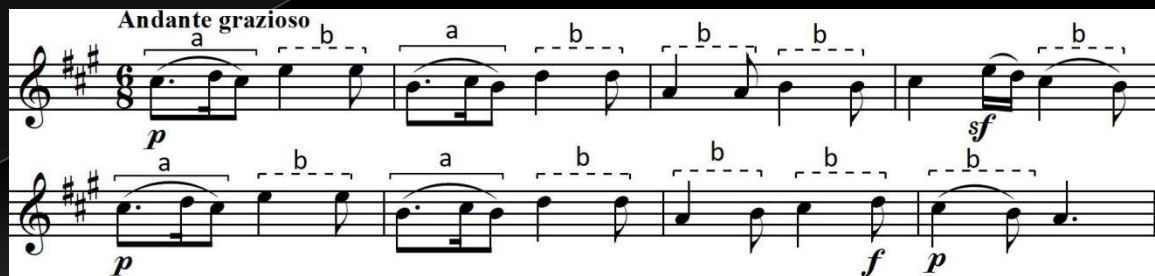
Motivic Transformations

Motivic Design (fragments a & b)

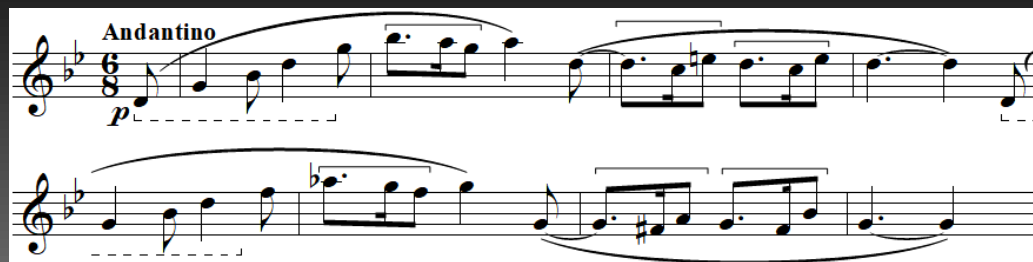
➤ Bach's *Minuet in G*



➤ Mozart's *Piano Sonata K.331, I*



➤ Fauré's *Sicilienne*



Motivic Transformations

Motivic Transformations

Find out how the motives transform

➤ Fauré's *Pie Jesu* (from *Requiem*, Op. 48)(1890)

Text (in Latin)

[a] *Pie Jesu Domine*

(Pious Lord Jesus,)

dona eis requiem [x2]

(Give them rest.)

[b] *sempiternam requiem*

(Give them everlasting rest.)

[a]

Pi - e Je - su Do - mine, do - na__ e - is re - quiem, do - na__ e - is re - quiem.

Pi - e Je - su Do - mi-ne, do - na__ e - is re - quiem, do - na__ e - is re - quiem.

Do - na__ e - is Do - mine, do - na e - is re - quiem, sem - pi - ter - nam re - quiem,

[b]

sem - pi - ter - nam re - quiem, sem - pi - ter - nam re - quiem.

[a]

Pi - e Je - su, Je - su, pi - e__ Je - su Do - mine, do - na__ e - is, do - na__ e - is,

[b]

sem - pi - ter - nam re - quiem, sem - pi - ter - nam re - quiem.

Motivic Transformations

Motivic Transformations

Find out how the motives transform

➤ Fauré's *Pie Jesu* (from *Requiem*, Op. 48)(1890)

Text (in Latin)

[a] *Pie Jesu Domine*

(Pious Lord Jesus,)

dona eis requiem [x2]

(Give them rest.)

[b] *sempiternam requiem*

(Give them everlasting rest.)

The musical score for Fauré's *Pie Jesu* is presented in three systems. The first system contains two staves, [a] and [b], both in 4/4 time. Staff [a] features the lyrics 'Pi - e Je - su Do - mine, do - na__ e - is re - quiem, do - na__ e - is re - quiem.' and includes a 'Transition' section. Staff [b] features the lyrics 'Pi - e Je - su Do - mi - ne, do - na__ e - is re - quiem, do - na__ e - is re - quiem.' and also includes a 'Transition' section. The second system contains two staves, [a] and [b], both in 4/4 time. Staff [a] features the lyrics 'Do - na__ e - is Do - mine, do - na e - is re - quiem, sem - pi - ter - nam re - quiem,'. Staff [b] features the lyrics 'sem - pi - ter - nam re - quiem, sem - pi - ter - nam re - quiem.' The third system contains two staves, [a] and [b], both in 4/4 time. Staff [a] features the lyrics 'Pi - e Je - su, Je - su, pi - e__ Je - su Do - mine, do - na__ e - is, do - na__ e - is,'. Staff [b] features the lyrics 'sem - pi - ter - nam re - quiem, sem - pi - ter - nam re - quiem.' Motivic transformations are highlighted with blue and red boxes and arrows. In the first system, a 4th interval is marked in staff [a] and a 5th interval is marked in staff [b]. In the second system, a 3rd interval is marked in staff [a]. In the third system, a 3rd interval is marked in staff [a].

Horizontal Developing Techniques

Melodic Writing

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Melodic Writing

16-bar Melody

- ❑ **Normally** 4 bars in a phrase (a musical sentence), ending with a **cadence** (chord progression of the last 2 chords)
- ❑ **Imperfect cadence** (sounds **incomplete**) at the end of a section
- ❑ **Perfect cadence** (sounds **complete**) at the middle of a section
- ❑ A 16-bar melody is normally in **4 phrases**
 - [Phrase 1] Bar 1 Bar 2 (Bar 3 Bar 4) ← cadence
 - [Phrase 2] Bar 5 Bar 6 (Bar 7 Bar 8) ← cadence
 - [Phrase 3] Bar 9 Bar 10 (Bar 11 Bar 12) ← cadence
 - [Phrase 4] Bar 13 Bar 14 (Bar 15 Bar 16) ← cadence

Melodic Writing

16-bar Melody

(Structure: a-a'-b-a)

- Beethoven's *Ode to Joy*
(from Symphony No. 9)

D major:

- [Phrase 1] Bar 1 Bar 2 Bar 3 Bar 4 ← imperfect cadence
- [Phrase 2] Bar 5 Bar 6 Bar 7 Bar 8 ← perfect cadence
- [Phrase 3] Bar 9 Bar 10 Bar 11 Bar 12 ← imperfect cadence
- [Phrase 4] Bar 13 Bar 14 Bar 15 Bar 16 ← perfect cadence

☐ Phrase 1, 2 and 4 are nearly the same (except bar 4)

☐ Bar 10 & 11 is similar to bar 9

Melodic Writing

16-bar Melody

(Structure: a-b-a-b')

➤ Bach's *Minuet in G*

The image shows a musical score for a 16-bar melody in G major, 3/4 time. The score is written on four staves, labeled 'a', 'b', 'a', and 'b' from top to bottom. The first staff (a) starts with a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is written in eighth and quarter notes. The second staff (b) continues the melody. The third staff (a) continues the melody. The fourth staff (b') continues the melody and ends with a double bar line. A red circle highlights the final note of the melody, which is a G note, labeled 'Tonic' in red text. The text 'G major:' is written in red above the first staff.

- [Phrase 1] Bar 1 Bar 2 Bar 3 Bar 4
- [Phrase 2] Bar 5 Bar 6 Bar 7 Bar 8 ← imperfect cadence
- [Phrase 3] Bar 9 Bar 10 Bar 11 Bar 12
- [Phrase 4] Bar 13 Bar 14 Bar 15 Bar 16 ← perfect cadence

❑ The last 2 phrases is nearly the same as the first 2 phrases

❑ The rhythmic motif is used 10 times

Melodic Writing

16-bar Melody

(Structure: a-a'-b-b')

➤ Verdi's *la donna e mobile*

- [Phrase 1] Bar 1 Bar 2 Bar 3 Bar 4
- [Phrase 2] Bar 5 Bar 6 Bar 7 Bar 8 ← imperfect cadence
- [Phrase 3] Bar 9 Bar 10 Bar 11 Bar 12
- [Phrase 4] Bar 13 Bar 14 Bar 15 Bar 16 ← perfect cadence

☐ Sequence (downward) is used in the first 2 phrases

☐ Sequence (upward) is used in the last 2 phrases

Melodic Writing

Extended Melody

➤ Dvořák: *Symphony No. 9 "From the New World", IV*

Allegro con fuoco

1 2 3 4 5 6 7 8

9 10 11 12 13 14 15 16

17 18 19 20 21 22 23 24

25 26 27 28 29 30 31 32 33 34

35 [New Section] 36 37 etc.

diminution

[Phrase 1, 2] Bar 1 2 3 4

[Phrase 3, 4] 9 10 11 12

[Phrase 5, 6] 17 18 19 20

[Phrase 7, 8] 25 26 27 28

5 6 7 8

13 14 15 16

21 22 23 24

29 30 31 32 33 34

Horizontal Developing Techniques

Structural Planning

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Structural Planning

Rounded Binary Form

➤ Schumann's "Scenes from Childhood" (1838), 01

(Structure: **||: a :||: b a :||**)

The image displays a musical score for Schumann's "Scenes from Childhood" (1838), 01, in G major and 2/4 time. The score is divided into two main sections, 'a' and 'b', which are repeated. Section 'a' is marked with a green box and contains measures 1 through 8. Section 'b' is marked with a red box and contains measures 9 through 12. The score is written on a single staff with a treble clef and a key signature of one sharp (F#). The tempo is marked 'Allegretto'. The structure of the piece is indicated by the notation: ||: a :||: b a :||. The score is presented in a simplified manner, focusing on the melodic line and the overall structure.

Structural Planning

Rondo Form

➤ Bizet's *Carmen* Prelude (1874)
(Structure: A-B-A-C-A)

A

A major
(16 bars)

*(Repeated at the
1st appearance)*

Four staves of musical notation for Section A. The key signature is two sharps (F# and C#), and the time signature is 2/4. The notation includes a forte (ff) dynamic marking and a trill (tr) with a '2' below it. The section consists of 16 bars.

B

F# minor
(18 bars)

Two staves of musical notation for Section B. The key signature is two sharps (F# and C#). The notation includes a piano (p) dynamic marking and ends with the text "etc.". The section consists of 18 bars.

C

F major!
(50 bars)

Two staves of musical notation for Section C. The key signature is one flat (Bb). The notation includes a piano (p) dynamic marking and ends with the text "etc.". The section consists of 50 bars.

Structural Planning

Compound Ternary Form

➤ Tchaikovsky's Barcarolle
from *The seasons* (1876)

(Structure:

a-b-a-**c-d**-**a-b-a**-coda)
A **B** **A**

A Andante cantabile

a *p*

b *f*

a *p* a tempo

poco rit. ...

Structural Planning

Compound Ternary Form

➤ Tchaikovsky's Barcarolle
from *The seasons* (1876)

(Structure:

a-b-a-c-d-a-b-a-coda)
A B A

The musical score for Tchaikovsky's Barcarolle is presented in a multi-staff format. The top staff is labeled 'B' and 'Poco piu mosso', with a dynamic marking of *p*. The second staff continues the melody. The third staff is labeled 'd' and features a dynamic marking of *f*. The fourth staff includes a 'sequence' section, a 'poco riten.' marking, and a dynamic marking of *ff*. The fifth staff is labeled 'A' and 'Tempo I', with a dynamic marking of *f*. The score also includes various musical notations such as 'cresc.', 'rall.', and '8va'.

Structural Planning

Compound Ternary Form

➤ Tchaikovsky's Barcarolle
from *The seasons* (1876)

(Structure:

a-b-a-c-d-a-b-a-coda)
A B A

The image displays a musical score for Tchaikovsky's Barcarolle, illustrating the compound ternary form structure. The score is written for piano (p) and features a key signature of one flat (B-flat). The structure is labeled as a-b-a-c-d-a-b-a-coda, with the sections A, B, and A highlighted in green boxes. The score includes a Coda section, marked with a 'Coda' symbol and a 'pp' (pianissimo) dynamic. The score is divided into four systems, each containing a different instrument part: the first system is for the right hand (treble clef), the second for the left hand (bass clef), the third for the right hand (treble clef), and the fourth for the left hand (bass clef). The score is marked with 'e' and 'f' at the beginning of the first and third systems, respectively. The score is marked with 'pp' (pianissimo) at the beginning of the first system and at the end of the fourth system. The score is marked with '8va' (octave) at the beginning of the third system. The score is marked with 'Coda' at the beginning of the fourth system. The score is marked with 'pp' (pianissimo) at the end of the fourth system.

Structural Planning

Form Comparison

Round Binary	a	a	b + a		b + a				
<i>Schumann's Scenes from Childhood, 01</i> (total 44 bars = 2 min)	8 bars	8 bars	6 + 8 bars		6 + 8 bars				
Rondo	a	a	b	a	c	a			
<i>Bizet's Carmen Prelude</i> (total 135 bars = 2.5 min)	16 bars	16 bars	18 bars	16 bars	50 bars	19 bars			
Compound Ternary	a	b	a	c	d	a	b	a	coda
<i>Tchaikovsky's Barcarolle (June)</i> (total 112 bars = 5.5 min)	10 bars	10 bars	16 bars	8 bars	16 bars	10 bars	10 bars	16 bars	16 bars
Theme & Variations	a	a1	a2	a3	a4	...			

Structural Planning

Theme & Variations

➤ Elgar's *Enigma Variations* (1898)

Theme



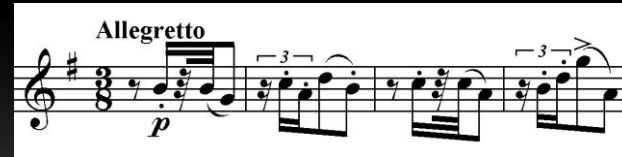
- ✓ The tempo is at a walking pace (**Andante**).
- ✓ **Simple quadruple time (4/4)** is used.
- ✓ It is written in **minor key**.
- ✓ It is made up of an **interval of thirds**
- ✓ Every first beat is a **rest**.
- ✓ The rhythm of the second bar is the reverse of the first bar. / Rhythm consists of a pair of quavers and a pair of crotchets.
- ✓ It consists of a pair of 4-note phrases.

Variation 2



- ✓ **Augmentation** is used (1 bar in the theme becomes 2 bars in this variation).
- ✓ **Tempo** is changed (becomes **Allegro**).
- ✓ **Time signature (meter)** is changed.

Variation 3



- ✓ **Rhythm** and **articulations** are changed (Character is changed). / Augmentation is used.
- ✓ **Tempo** is changed.
- ✓ It becomes **major key**.

Structural Planning

Theme & Variations

➤ Elgar's *Enigma Variations* (1898)

Theme



- ✓ The tempo is at a walking pace (**Andante**).
- ✓ **Simple quadruple time (4/4)** is used.
- ✓ It is written in **minor key**.
- ✓ It is made up of an **interval of thirds**
- ✓ Every first beat is a **rest**.
- ✓ The rhythm of the second bar is the reverse of the first bar. / Rhythm consists of a pair of quavers and a pair of crotchets.
- ✓ It consists of a pair of 4-note phrases.

Variation 4



- ✓ It becomes **triple time** / Meter is changed (Rests on the first beat are removed).
- ✓ All notes are **accented** (Articulation is changed).
- ✓ It becomes **Allegro** in **fortissimo (ff)**

Variation 9



- ✓ It turns into **major key**.
- ✓ All notes are **detached (staccato)**.
- ✓ **Tempo, time signature** and **rhythm** are changed.

Structural Planning

Theme & Variations

➤ Elgar's *Enigma Variations* (1898)

Theme



- ✓ The tempo is at a walking pace (**Andante**).
- ✓ **Simple quadruple time (4/4)** is used.
- ✓ It is written in **minor key**.
- ✓ It is made up of an **interval of thirds**
- ✓ Every first beat is a **rest**.
- ✓ The rhythm of the second bar is the reverse of the first bar. / Rhythm consists of a pair of quavers and a pair of crotchets.
- ✓ It consists of a pair of 4-note phrases.

Variation 11



- ✓ **Diminution** is used (1 bar in the theme becomes half bar in this variation).
- ✓ All notes are **detached (staccato)**.
- ✓ **Tempo, time signature and rhythm** are changed.

Variation 12



- ✓ **Passing note** are added (between the first pair of the thirds).
- ✓ Rhythm is varied (The opening crotchet rest become a quaver rest / syncopation is formed / **triplet** is used).

Developing Musical Ideas 2

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Vertical Developing Techniques

- Harmonic Function

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Harmonic Function

3 Functional Categories

- **Tonic (T)**
- **Predominant (PD)**
- **Dominant (D)**

☐ Diatonic Chords

C major:

Chord	Functional Category
I	T
ii	(PD)
iii	(T)
IV	PD
V	D
vi	(T)
vii°	(D)

➤ Basic Harmonic Progression

I (or vi) - **IV (or ii)** - **V (or vii°)** - **I (or vi)**

Tonic **Predominant** **Dominant** **Tonic**

function **function** **function** **function**

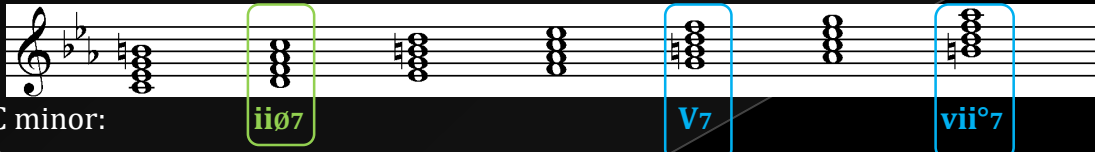
Harmonic Function

3 Functional Categories

Seventh Chords

- Common seventh chords: $\text{ii}\emptyset_7$, V_7 , vii°_7

C minor:



The image shows a musical staff in C minor. The notes of the scale are C, D, E-flat, F, G, A-flat, B-flat. Three seventh chords are highlighted with colored boxes: a green box around the $\text{ii}\emptyset_7$ chord (D, E-flat, F, G), a blue box around the V_7 chord (F, G, A-flat, B-flat), and another blue box around the vii°_7 chord (B-flat, C, D, E-flat). The labels $\text{ii}\emptyset_7$, V_7 , and vii°_7 are written below their respective boxes.

- Basic Harmonic Progression

I (or vi) - IV (or $\text{ii}\emptyset_7$) - V_7 (or vii°_7) - I (or vi)

Harmonic Function

3 Functional Categories

□ Chromatic Chords

- Borrowed Chords
- Secondary dominants (e.g. V/V)
- Augmented sixth chords (A6) & Neapolitan sixth (N6)



C minor: V6 - i - A6(1t6) - V



C# minor: i - VI - N6 - V7

➤ Basic Harmonic Progression

I (or vi) - IV or A6 (or ii or V/V or N6) - V7 (or vii°7) - I (or vi)

Harmonic Function

Non-harmony Notes

□ Notes do not belong to the particular chord, as a “melodic decoration”

x = non-harmony note



Passing note

(strong / weak beat)



Suspension

(strong beat)



Auxiliary note

(weak beat)



Appoggiatura

(strong beat)



Anticipation

(weak beat)



Changing Note

(mostly on weak beat)



Pedal Point

(on tonic / dominant note)

Harmonic Function

Common Harmonic Progressions

□ Circle of Fifth Progression

➤ Alfred Wong's 《離別當下》
(from 音樂劇「太平山之疫」)

The image displays a musical score for the song "離別當下" (Farewell Under the Current) by Alfred Wong, from the musical "The Epidemic of Tai Ping Shan". The score is written in G major (one sharp) and 2/4 time. It features four systems of music, each with a vocal line and a piano accompaniment line. The piano accompaniment highlights a "Progression of Fifths" in the bass line, indicated by red brackets and the text "Progression of Fifths" in the center. The lyrics are in Chinese, and the score includes measure numbers 10, 18, and 26. The lyrics are: 離別當下 踏上彩霞 回望天際 歲月流逝也優雅 (Measure 1-8); 離別心事 盡付亂麻 騰雲是我 遊歷了萬化 (Measure 9-16); 年華葬花 不必牽掛 但願憶記 記在年月似磚瓦 (Measure 17-24); 簷前滴雨 似慰解說話 逝過春夏 經秋季落花 (Measure 25-32).

離別當下 踏上彩霞 回望天際 歲月流逝也優雅

Progression of Fifths

10 離別心事 盡付亂麻 騰雲是我 遊歷了萬化

18 年華葬花 不必牽掛 但願憶記 記在年月似磚瓦

26 簷前滴雨 似慰解說話 逝過春夏 經秋季落花

Harmonic Function

Common Harmonic Progressions

□ Descending Bass Progression

➤ Chopin's *Prelude Op. 28-4*

Largo
p espressivo
Piano

G *sempre legato* **F#** **F**

E **D#** **D**

C **B**

Harmonic Function

Pedal Point

➤ Brahms's *Wiegenlied*, Op. 49-4

Zart bewegt

The image displays a musical score for Brahms's *Wiegenlied*, Op. 49-4. It consists of three systems of music, each with a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is B-flat major (two flats) and the time signature is 3/4. The tempo/mood is indicated as *Zart bewegt*. The lyrics are in German. Red markings in the piano part indicate a pedal point, with a red 'p.' and a red line connecting the notes. The first system covers measures 1-6, the second system measures 7-12, and the third system measures 13-18. The lyrics are: 'Gu-ten A - bend, gut' Nacht, mit Ro-sen be - dacht, mit Näg-lein be - steckt, Schlupf un - ter die Deck'! Mor-gen früh, wenn Gott will, wirst du wie-der ge - weckt, mor-gen früh, wenn Gott will, wirst du wie-der ge - weckt.'

Gu-ten A - bend, gut' Nacht, mit Ro-sen be - dacht, mit

Näg-lein be - steckt, Schlupf un - ter die Deck'! Mor-gen früh, wenn Gott will, wirst du

wie-der ge - weckt, mor-gen früh, wenn Gott will, wirst du wie-der ge - weckt.

Vertical Developing Techniques

- Piano Accompaniment Writing

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Piano Accompaniment Writing

Accompaniment Writing Techniques

Homophonic accompaniment

➤ Beethoven's Violin
Sonata, "Spring", I

Allegro

Violin

Piano

p

p

F major

I vi ii

5

5

V7 V2 I6 vi ii(6) V7 I

Piano Accompaniment Writing

Accompaniment Writing Techniques

Homophonic accompaniment

➤ Alfred Wong's 《天開眼》
(from 音樂劇「太平山之疫」)

2nd Appearance
of the melody

Right hand doubling the melody

This musical score shows the 2nd appearance of the melody. It consists of three staves: a vocal line and two piano accompaniment staves. The vocal line has lyrics in Chinese: 心似南雁，天卻多變幻。 The piano accompaniment features a treble clef staff where the right hand plays a melody that is a direct doubling of the vocal line, with each note circled in red. The left hand plays a simple bass line. A tempo marking of ♩=140 is present.

3rd Appearance
of the melody

Counter melody on the right hand

This musical score shows the 3rd appearance of the melody. It consists of three staves: a vocal line and two piano accompaniment staves. The vocal line has lyrics in Chinese: 天縱使變幻，生縱使有限。 The piano accompaniment features a treble clef staff where the right hand plays a counter melody, with each note circled in red. The left hand plays a simple bass line. A tempo marking of ♩=140 is present.

Piano Accompaniment Writing

Accompaniment Writing Techniques

□ Homophonic accompaniment

□ Imitative writing

➤ Alfred Wong's 《生天一線》
(from 音樂劇「太平山之疫」)

[Verse]

2nd appearance of the melody

1st appearance of the melody

(transition motif)

(floating-feel)

♩ = 64

mf

人 生 不 免 有 風 險 晨 昏 日 夜 似 翻 轉

This system shows the first appearance of the melody in the right hand, marked *mf*. A yellow box highlights the first measure. A red box highlights a transition motif in the left hand. A blue oval highlights the melody in the right hand, labeled '(floating-feel)'. The tempo is marked as quarter note = 64.

(imitation)

(descending bassline)

窮 山 跨 過 履 深 淵 時 光 耗 盡 哪 堪 算 我 心 想 是 當 前

This system shows the second appearance of the melody in the right hand, marked *mf*. A yellow box highlights the first measure. A red box highlights a transition motif in the left hand. A blue oval highlights the melody in the right hand, labeled '(floating-feel)'. The tempo is marked as quarter note = 64.

Piano Accompaniment Writing

Accompaniment Writing Techniques

Choral

accompaniment

- Schumann's *Ich grolle nicht* from "Dichterliebe"

Nicht zu schnell.

Vocal

Piano

mf

Ich grol-le nict, und wenn das Herz auch bricht.

Vertical Developing Techniques

- Writing for 2 or More Instruments

Prepared by Alfred WONG
2022

Writing for 2 or More Instruments

Writing for Trio

➤ Beethoven's *String Trio No.1, I*

Allegro con brio.

Violino.

Viola.

Violoncello.

f syncopation

p in 3rds

theme@violin

broken chords

theme@viola

The image displays a musical score for the first movement of Beethoven's String Trio No. 1 in E-flat major, Op. 3. The score is for Violino (Violin), Viola, and Violoncello (Cello). The tempo is marked 'Allegro con brio.' The key signature has two flats (B-flat and E-flat). The score is annotated with several features: a green box around the first measure of the Violino part is labeled 'syncopation'; a blue box around the first measure of the Viola part is labeled 'in 3rds'; a red box around the first measure of the Violino part is labeled 'theme@violin'; a green box around the first measure of the Violoncello part is labeled 'broken chords'; and a red box around the first measure of the Viola part is labeled 'theme@viola'. The score is written in 3/4 time and features various musical notations including notes, rests, and dynamic markings like *f* (forte) and *p* (piano).

Writing for 2 or More Instruments

Writing for Trio

➤ Beethoven's *String Trio No.1, I*

The image displays a musical score for Beethoven's *String Trio No. 1, I*, featuring three staves (Violin, Viola, and Cello/Double Bass). The score is annotated with several techniques for writing for multiple instruments:

- in 3rds**: Two blue boxes highlight passages where the Violin and Viola play in thirds.
- tonic pedal**: A red box highlights a passage where the Cello/Double Bass plays a sustained tonic pedal point.
- broken chords**: Two green boxes highlight passages where the Violin and Viola play broken chords.
- etc.**: A green box highlights a passage where the Cello/Double Bass plays a rhythmic pattern, with the word "etc." indicating further examples.

Writing for 2 or More Instruments

Writing for Quintet

- Writing sample for Chinese ensemble (<https://www.youtube.com/watch?v=qyp4pwndWL4>)

Commissioned by Windpipe Chinese Music Ensemble 竹韻小集委約

《涼風》 *Breeze* 五重奏*

黃學揚 2018
Alfred WONG

♩ = 60

笛子

揚琴

大阮

高胡

二胡

mf

mf

mf

mf

mf

Writing for 2 or More Instruments

Scoring for Strings

➤ from Beethoven's *Piano Sonata Op.10 No.3, I* (Bar 35-38)

Minuetto
Allegro

35

Piano

cresc.

sf

p

41

pp

pp

Writing for 2 or More Instruments

Scoring for Strings

No need to write “div.” if the part can manage to play the 2 notes at the same time

Can beam together if the rhythm of the upper and lower parts are the same

Minuetto
Allegro

Violin I

Violin II

Viola

Cello

Double Bass

(Original Score)

Add stacc. if having a slur on the same note

Better break the phrase mark into bowing slur (i.e. one bow per bar)

Add dynamics to each staff

Writing for 2 or More Instruments

Scoring for Strings

A musical score for a string quartet and piano, measures 41 through 48. The score is written for Violin I (Vl. I), Violin II (Vl. II), Viola (Vla.), Violoncello (Vc.), Double Bass (Db.), and Piano (Pno.). The key signature is D major (two sharps). The time signature is 4/4. The score includes various musical notations such as notes, rests, slurs, and dynamic markings. Red boxes highlight the *pp* (pianissimo) dynamic markings for the Violin I, Violin II, Viola, Violoncello, and Double Bass parts. The Piano part has green *pp* markings. The score is divided into two systems, with measures 41-44 in the first system and measures 45-48 in the second system.

41

Vl. I

Vl. II

Vla.

Vc.

Db.

Pno.

41

pp

pp

pp

pp

pp

Writing for 2 or More Instruments

Recommended Readings

- ❑ Black, Dave and Gerou, Tom. *Essential Dictionary of Orchestration*. Alfred Pub Co., 1998.
- ❑ Kennan, K.W. *The Technique of Orchestration*. 6th Edition. University of Texas at Austin, 2014.
- ❑ Hansen, Brad. *The Essentials of Instrumentation*. Mayfield Pub. Co., c1991.
- ❑ Adler, Samuel. *The Study of Orchestration*. 3rd Edition. W. W. Norton, New York, 2002.
- ❑ Blatter, Alfred. *Instrumentation/Orchestration*, 2nd Edition, Schirmer Books, 1997.
- ❑ 胡登跳：《民族管弦樂法》，上海，上海音樂出版社，1999
- ❑ 唐朴林：《民族器樂多聲部寫作》，上海，中央音樂學院出版社，2006

Vertical Developing Techniques

- Creative Ideas from Contemporary Music

Prepared by Alfred WONG
2022

Creative Ideas from Contemporary Music

☐ Characteristics of Contemporary Music

- Atonal, wide leaps, clusters, exotic scales, complex rhythm, experimental, etc.

☐ Styles and Trends

- Serialism
- Impressionism
- Expressionism
- Neoclassicism
- Minimalism
- Chance Music (Aleatory music)
- Electronic Music
- Polystylism
- New Complexity, etc.

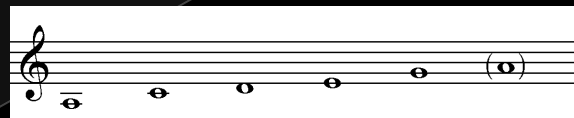
Creative Ideas from Contemporary Music

More about Scales

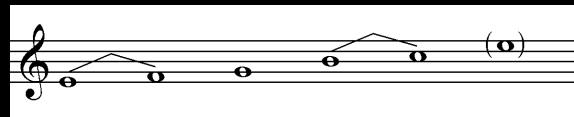
[5-note] (Major) Pentatonic Scale **(do-re-mi-sol-la)**



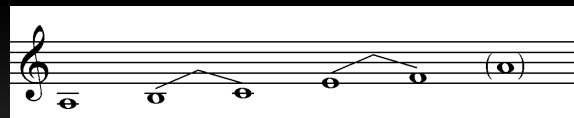
[5-note] Minor Pentatonic Scale **(la-do-re-mi-sol)**



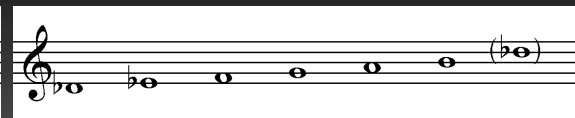
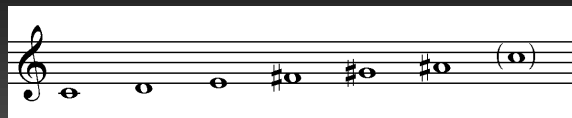
[5-note] Pelog Scale (Indonesian) **(mi-fa-sol-ti-do)**



[5-note] Hirajōshi Scale (Japan) **(la-ti-do-mi-fa)**



[6-note] **Whole-tone Scale**

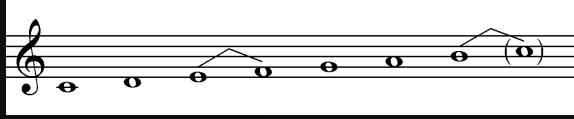


Creative Ideas from Contemporary Music

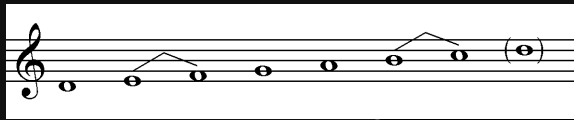
More about Scales

[7-note] Modal Scale (Mode)

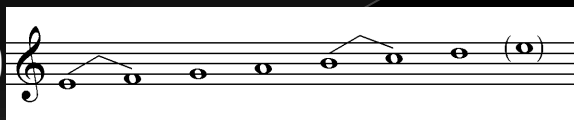
Ionian (tonic is do)



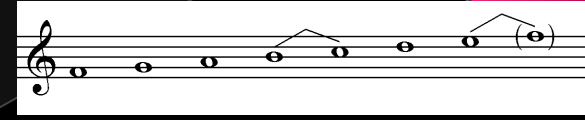
Dorian (tonic is re)



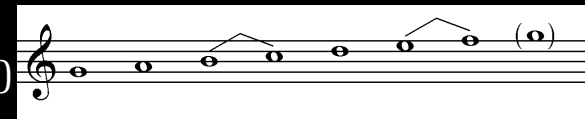
Phrygian (tonic is mi)



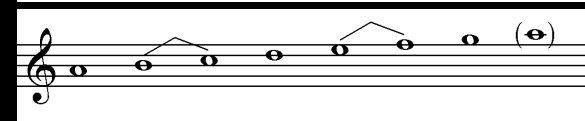
Lydian (fa)



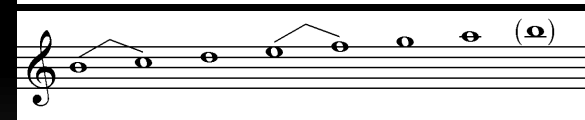
Mixolydian (sol)



Aeolian (la)



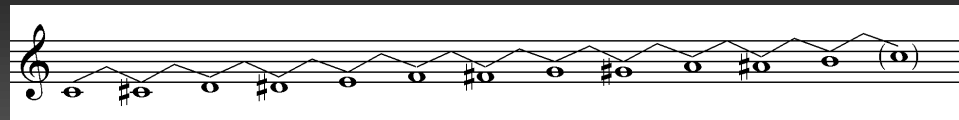
Locrian (ti)



[8-note] Octatonic / Diminished Scale



[12-note] Chromatic Scale



[free] Artificial Scale (create you OWN scale, e.g. C Db E F# G A# B)

Creative Ideas from Contemporary Music

More about Chords

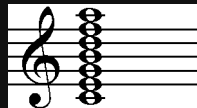
[by 2nds]

Secundal Chords (cluster)



[by 3rds]

Tertian Chords



[by 4ths]

Quartal Chords

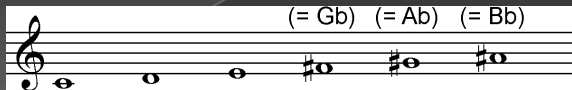


[by 5ths]

Quintal Chords



[from Whole-tone Scale] Whole-tone Chords



Creative Ideas from Contemporary Music

Recommended Listening

□ About **Harmony & Chords**

- Bartók's *Piano Concerto No. 2* (1931)
- Rautavaara's *Piano Concerto No. 1* (1969)

□ About **Timbre & Texture**

- Penderecki's *Threnody for the Victims of Hiroshima* (1960)
- John Adam's *Shaker Loops* (1982)

□ About **Polystylism**

- Pärt's *Cello Concerto "Pro Et Contra"* (1966)
- Schnittke's *Concerto Grosso No. 1* (1977)

□ **Solo & Chamber Music**

- Messiaen's *Quatuor pour la fin du temps (Quartet for the End of Time)* (1941)
- Ligeti's *Musica Ricercata* (1953)

Inspiring Musical Ideas

Prepared by Alfred WONG
2022

Inspiring Musical Ideas

❏ from **Non-musical elements**

- **Feelings** and **emotions** (happy, sad, angry, satisfied, frustrated, energetic, suspicious, etc.)
- **Narratives** and **stories** (poetries, novels, folklore, films, personal experiences, etc.)
- **Observations**, **imaginations**, **commentaries**, etc.

❏ from **Musical elements**

- **Musical styles** and **genres** (from different musical cultures)
- **Tempo** and **dynamics** (with changes)
- **Tonalities** and **harmonies**
- **Melodic** and **rhythmic** elements
- **Instrumental** or **vocal** repertoires
- **Timbres** and **soundscapes** etc.

Inspiring Musical Ideas

from Non-musical Elements

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Inspiring Musical Ideas *from Non-musical Elements*

Emotions & Feelings

- ❑ Identify specific emotions or feelings you want to express
- ❑ **Transform the expressions into musical gestures/features** such as **tempo**, **dynamics** and **mode** (major or minor), **melody**, **rhythm**, etc.
 - **scary** → e.g. **slow, soft, atonal**
 - **comical** → e.g. **fast, loud, major key**
 - **sad** → e.g. **slow, soft, minor key**
 - **heroic** → e.g. **moderate tempo, loud, major key**
- ❑ Case study 1 <https://www.youtube.com/watch?v=rn9V0cN4NWs&t=43s>

To read more:

- https://en.wikipedia.org/wiki/Music_and_emotion
- <https://www.medicalnewstoday.com/articles/327430>

Inspiring Musical Ideas *from Non-musical Elements*

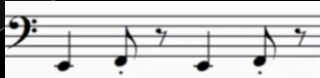
Emotions & Feelings

□ Case study 2: <https://www.youtube.com/watch?v=b-3q0DOXb74> (increasing tension with uncertainty)

➤ **Pitches** low → high

➤ **Tempos** slow → fast

➤ **Dynamics** soft → loud

➤ The **dissonant** “minor 2nd motif”  create a suspended mood.

There are lots of specific musical features that are highly associated with particular emotions.

Musical Features

Fast / Slow

Major / Minor

Loudness

Complementing / Clashing harmonies

Smooth, consistent / Rough, irregular rhythm

Associated Emotions

Excited, angry / sad calm

Happy, joyful / sad

Intensed, powerful or angry

Happy, relaxed, calmn / excited, angry, unpleasant

happiness, peace / amusement, uneasiness

Inspiring Musical Ideas *from Non-musical Elements*

Design a Programmatic Title

❑ **Scenic Titles** (Samples)

- Violin Concertos *"The Four Seasons"* (四季) by Vivaldi
- Symphony No.6 *"Pastoral"* (田園) by Beethoven
- Hebrides Overture *"Fingal's Cave"* (芬格爾洞窟) by Mendelssohn
- Musical Picture *"In the Steppes of Central Asia"* (在中亞細亞的草原上) by Borodin
- *la mer* (大海), *Clair de lune* (月光) by Debussy
- *The Swan of Tuonela* (黃泉的天鵝) by Sibelius
- *Central Park in the Dark* (漆黑中的中央公園) by Ives
- *In the Gardens of Spain* (西班牙花園之夜) by Falla
- *Pines of Rome* (羅馬之松), *Fountains of Rome* (羅馬之泉) by Respighi
- *El Salón México* (墨西哥沙龍) by Copland

Inspiring Musical Ideas *from Non-musical Elements*

Design a Programmatic Title

❑ **Narrative Titles** (Samples)

- *Till Eulenspiegel* (狄爾的惡作劇), *A Hero's Life* (英雄的生涯) by Richard Strauss
- *The Carnival of the Animals* (動物狂歡節) by Saint-Saëns
- *Pictures at an Exhibition* (展覽會圖畫) by Mussorgsky
- *1812 Overture* (1812序曲) by Tchaikovsky
- *The Sorcerer's Apprentice* (魔法師的學徒) by Dukas
- *The Lark Ascending* (雲雀飛翔) by Vaughan Williams
- *Pacific 231* (太平洋231號) by Honegger
- *The Cat and the Mouse* (貓與鼠) by Copland

Inspiring Musical Ideas *from Non-musical Elements*

Design a Programmatic Title

❑ Sentimental Titles (Samples)

- Piano Sonata No.26 "*Les Adieux*" (告別) by Beethoven
- *Scenes from Childhood* (兒時情景) by Schumann
- *Enigma Variations* (謎語變奏曲) by Elgar
- *L'Isle Joyeuse* (快樂島), *Children's Corner* (兒童天地) by Debussy
- "*The Poem of Ecstasy*" (狂喜之詩) (Symphony No.4) by Scriabin
- *Transfigured Night* (昇華之夜) by Schoenberg
- *An American in Paris* (一個美國人在巴黎) by Gershwin
- *Summer Music* (夏日音樂) by Barber
- *Vingt regards sur l'enfant-Jésus* (對聖嬰的二十凝視) by Messiaen

Inspiring Musical Ideas from Non-musical Elements

Design a Programmatic Title

□ Abstract Titles (Samples)

- *Death and Transfiguration* (死與變容), *Also Sprach Zarathustra* (查拉圖斯特拉如是說) by Richard Strauss
- *The Unanswered Question* (未解答的問題) by Ives
- *Ionisation* (電離), *Density 21.5* (21.5密度) by Varèse
- *Des canyons aux étoiles* (從峽谷到群星), *Chronochromie* (時間的色彩) by Messiaen
- *I Hear the Water Dreaming* (我聽見水的夢), *How Slow the Wind* (風多麼緩慢) by Takemitsu
- *Short Ride in a Fast Machine* (快機器上的短旅程), *Fearful Symmetries* (可怕的對稱), *Grand Pianola Music* (華麗的自動鋼琴音樂), *Must the Devil Have All the Good Tunes?* (魔鬼必歌妙音耶?) (Piano Concerto No. 3) by John Adams

Inspiring Musical Ideas

from Musical Elements

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Inspiring Musical Ideas *from Musical Elements*

Choosing Appropriate Instruments to Compose (*String Samples*)

- ❑ Writing for **String Solo** (with accompaniment)
 - Graded music exam pieces
 - *Sonatas and Concertos* by well-known composers
- ❑ Writing for **String Duo**
 - *12 Duos for 2 Violins* and *8 Pieces for Violin and Cello* by Glière
 - *44 Duos for 2 Violins* by Bartók
 - *2 Duos for Violin and Viola* by Mozart, *"Eyeglasses" Duo for Viola and Cello* by Beethoven
 - *Passacaglia for Violin and Viola in G minor after Handel* by Halvorsen
 - *Sonata for Violin and Cello* by Ravel
- ❑ Writing for **String Trio**
 - *Divertimento for String Trio* by Mozart
 - *String Trios* by Beethoven, Schubert & Schnittke

Inspiring Musical Ideas *from Musical Elements*

Choosing Appropriate Instruments to Compose (*Woodwind Samples*)

- ❑ Writing for **Woodwind Solo** (with accompaniment)
 - Graded music exam pieces
 - *Flute Sonatas* by Poulenc & Prokofiev, *2 Flute Concertos* by Mozart
 - *3 Romances* for Oboe and piano by Schumann, *Oboe Sonata* by Poulenc
 - *Clarinet Sonatas* by Brahms, Poulenc & Saint-Saëns, *Clarinet Concertos* by Mozart & Copland
 - *Bassoon Sonatas* by Saint-Saëns & Hindemith, *Bassoon Concertos* by Mozart & Weber
- ❑ Writing for **Woodwind Duo**
 - *Sonata for Two Clarinets* by Poulenc
 - *Duo for 2 flutes* and *Duets for Clarinet and Bassoon* by Beethoven
- ❑ Writing for **Woodwind Trio**
 - *Trio for 2 Oboes and English Horn* by Beethoven
 - *Divertimento for Oboe, Clarinet and Bassoon* by Mozart

Inspiring Musical Ideas

from Musical Elements

Choosing Appropriate Instruments to Compose (*Brass Samples*)

- ❑ Writing for **Brass Solo** (with accompaniment)
 - Graded music exam pieces
 - *Trumpet Sonatas* by Stevens & Hindemith, *Trumpet Concertos* by Haydn & Hummel
 - *Horn Sonata* by Beethoven, *Adagio and Allegro* for Horn and Piano by Schumann
 - *Trombone Concerto* by Rimsky-Korsakov, *T-bone Concerto* by Johan de Meij
 - *Tuba Concertos* by Vaughan Williams, Gregson & John Williams
- ❑ Writing for **Brass Duo**
 - *12 Horn Duos* by Mozart
- ❑ Writing for **Brass Trio**
 - *Sonata for Horn, Trumpet and Trombone* by Poulenc

Inspiring Musical Ideas

from Musical Elements

Get Inspirations beyond Classical Music / Art Music

Popular Music

- Blues, jazz, country music, hip hop, rock, metal, punk, cantopop, K-pop, J-pop, etc.

Film Music

- from different film genres and countries, etc.

Theatre Music

- Musicals, drama music, ballet and other dance music, etc.

Commercial Music

- Advertising music and jingles, game music, music for digital media, etc.

Religious / Ritual Music

- Christian church music and spirituals, Buddhist chant, Taoist ceremonial music, etc.

World Music

- Traditional Music from China, Japan, Africa, India, Middle East, Latin America, etc.

Inspiring Musical Ideas

- Teaching Concerns

Prepared by Alfred WONG
2022

Inspiring Musical Ideas

Teaching Concerns - *Inspirations*

- ❑ Start with **non-musical elements** and **musical elements** for inspirations.
- ❑ **Observe our feelings and emotions in daily life** and **pay more attention to the surroundings**, select something (narrative, sentimental, philosophical, scenic, etc.) that you want to express the most, then **transform it into musical gestures/features**.
- ❑ Listen to **different kinds of music** (from spotify, CDs, radios, or any sources in daily life), or watching **music performances** (from youtube, concert halls, etc.), also **reading scores** from libraries, music stores and websites (such as “imslp”, as well as “recording with scores” at youtube), **select a musical style or genre** that you enjoy the most and are familiar with.
- ❑ Decide whether it is **absolute music or program music**, **instrumental or vocal**, etc. before start writing, then **do research from time to time**, searching for **relevant pieces for reference**.

Inspiring Musical Ideas

Teaching Concerns - *Motivic writing & melodic writing*

- ❑ Design a **music motif** (a short idea) that captures the spirit or the mood of the music
- ❑ Using compositional devices to develop and transform the motif / motives
- ❑ Record / dot down your musical ideas into your mobile phone or notebook, improvise something randomly through your instrument(s), and get inspired by other people's tracks
- ❑ Associate your expression to a theme, atmosphere, mood or story.
- ❑ To start a **melodic writing**, you may guide your students to think of the followings
 - **Tempo** (slow, fast, moderate tempo? any accel., rit., or rubato, etc.?)
 - **Meter (time signature)** (Simple or compound? duple, triple or quadruple? Irregular? Mixed?)
 - **Key / Tonality** (Major or minor? Any modulation? Modal writing? Cadential planning?)
 - **Phrase structure** (Regular or irregular phrasing? With phrase extension? With or without pickup?)
 - **Melodic character** (Stepwise, leap or mixed? Ascending, descending or mixed? Based on a chord

Inspiring Musical Ideas

Teaching Concerns - *Structural planning*

To help students plan the structure of a composition, you may suggest them the followings

- ❑ **How to begin** (Begin suddenly / gradually / with introduction / start with an accompaniment pattern, etc.)
- ❑ **How to end** (Stop suddenly / slowing down / fading out / with a coda, etc.)
- ❑ **Overall structure** (In sections / continuous / building up to a climax)
- ❑ **Absolute / programmatic nature** (Recommend to apply suitable conventional forms, e.g. compound ternary, rondo, theme & variations, etc. if it is an absolute music; through-composed writing, i.e. music structure follows the story, if it is a program music)
- ❑ **Plot “graph”** to plan the proportion of the sections and the placement of the climax as to achieve a **logical flow** and a **fine balance between unity and contrast**
- ❑ **Find relevant works** for composing reference and **analyse them**

Inspiring Musical Ideas

Teaching Concerns - *Composing Progress*

- ❑ Think about rhythm / melody and **design INTERESTING motifs**.
- ❑ Apply **conventional forms** or **follow the programmatic content** (through-composed).
- ❑ **To write an opening**, think about using an introduction, accompanying pattern, a sudden chord, a long note, or starting from low register / high register, etc.
- ❑ **To develop the musical ideas and continue the writing**, please make good use of the compositional devices and techniques, and avoid adding irrelevant new materials.
- ❑ **When getting sucked into existing ideas**, try to reconstruct, reorganise the materials or lead to another direction, throw the unnecessary or unrelated materials when needed.
- ❑ **Keep the piece fresh** with **contrasting materials** (different tempi, meters, registers, characters, dynamics, textures, etc.), or introduce surprising “elements” **at suitable point**.
- ❑ **To conclude the piece**, you may write a coda, build up to a climax, gradually slow down and fade out, end with a sudden chord or chords, or simply stop unexpectedly, etc.

Inspiring Musical Ideas

Teaching Concerns - Classroom Teaching

- ❑ To handle **learning diversity in classroom teaching** of music composition, **different sets or levels of teaching materials** should be prepared, with **different pedagogical methods** adopted to different situations (因材施教) due to the diversity of students' backgrounds and levels of interest in composing. **Extra tutorial sessions** may be needed as to meet the individual needs of students.
- ❑ **Monitor student's composition in progress** before any potential serious problem happens that may lead to rewrite a section or even the whole piece.
- ❑ **To motivate and encourage students to compose**, **positive feedbacks** are always recommended, **showcase the good creating works** or even organise a mini competition.
- ❑ **Always do research** if not sure about the instrument techniques and actual balance of the instrument combination from **books, websites, reference scores, expertise advices**, etc.

Popular Notation Softwares

Prepared by Alfred WONG
2022

Popular Notation Softwares

- ❑ **Finale** (Windows / Mac)
 - used by many publishers and professionals
 - the playback sounds real
 - Not very user-friendly
 - free version with limited functions only

- ❑ **Sibelius** (Windows / Mac)
 - easy to use
 - can share scores through the Sibelius Cloud
 - free version up to 4 instruments only

- ❑ **MuseScore** (Windows / Mac)
 - completely free
 - easy to use
 - the playback sounds unreal

Evaluation / Assessment Criteria

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Evaluation / Assessment Criteria

Summarised from the Assessment Guidelines for Creating (DSE Music Paper 3)

	Ideas & Development	Structure	Use of Medium & Notation
<i>excellent</i>	• Outstanding developmental processes • Wide range of compositional techniques	• Convincing formal coherence	• Excellent idiomatic writing • Accomplished scoring to represent the intended music effectively
<i>good</i>	• Effective developmental processes • Exhibiting good music ideas and materials with a clear sense of purpose	• Good connections & contrasts among different music materials with a focused direction and structure	• Displaying knowledge and understanding of the characteristics and potential of the performing medium and scoring conventions
<i>average</i>	• Standard development techniques • Exhibiting reasonable music ideas and materials with a recognised sense of purpose.	• Apparent relationships among different materials, in a straightforward manner	• Reasonable understanding of the characteristics and potential of the performing medium • Comprehensible scoring
<i>fair</i>	• Limited techniques in the treatment of various ideas	• Some structural evidence with limited continuity and contrast	• Some understanding of the characteristics of the performing medium • Adequate notation
<i>elementary</i>	• Very little understanding of developmental processes	• Little evidence of structure and coherence • Lacking relationship or contrast	• Little understanding of the characteristics of the performing medium • Incomplete notation

Inspiring Musical Ideas & More

Sharings and Discussion Time