Benjamin Krumwiede | Session 3:

Molding Music: A Beginner's Guide to Composition

List of Required Supplies: Computer with internet access, headphones, handout, writing utensil

Space/Facility Requirements: Computer lab with enough computers for each student

Student Time Required: 50 minutes

Additional Links:

- Link to Part I: https://youtu.be/bA8f7GZu9RA
- Link to Part II: https://youtu.be/4XgQeN7qy2w
- Link to Part III: https://youtu.be/JaBAov92XW0
- Link to Song Maker: https://musiclab.chromeexperiments.com/Song-Maker/
- Link to Artist's Website: https://www.krumwiedemusic.com/

Step-by-step Instructions

1. Students should have the Session 3 handout* page from the beginning of the class.
2. Watch the YouTube video titled "Molding Music Session 3 - Part I." Here is the video's link: https://youtu.be/bA8f7GZu9RA - 8 min.
3. Watch the YouTube video titled "Molding Music Session 3 - Part II."** Here is the video's link: https://youtu.be/4XgQeN7qy2w - 9 min.
4. Watch the YouTube video titled "Molding Music Session 3 - Part III."** Here is the video's link: https://youtu.be/JaBAov92XW0 - 6 min.
5. Do the worksheets found in the handout. - 7 min.
6. Using the charts in the handout and the examples found in the YouTube videos as a guide, transfer the notes from Song Maker to the staff for at least two of your compositions, including the composition you wrote that has every note on the beat. - 20 min.

*It is recommended that the student has an electronic version of the Session 3 handout so that they can simply click on the links. There is also a color coded staff in the Session 3 handout that the students won't be able to see if the page is in black and white.

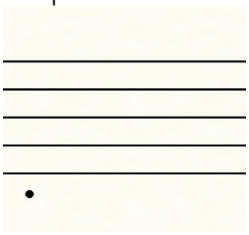
**In parts of these videos, a great deal of time is spent going through examples rather thoroughly because the process can get confusing. However, being so thorough may lose the students' attention in a classroom setting. If you are teaching this session in person, it is recommended that you go through these examples while interacting with the students with questions to keep them engaged and to check if further examples are necessary.

Lesson 3 Handout

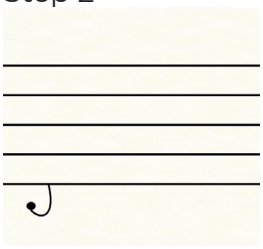
Link to the Lesson Video Part I: https://youtu.be/bA8f7GZu9RA
Link to the Lesson Video Part II: https://youtu.be/4XgQeN7qy2w
Link to the Lesson Video Part III: https://youtu.be/JaBAov92XW0

Drawing a Treble Clef

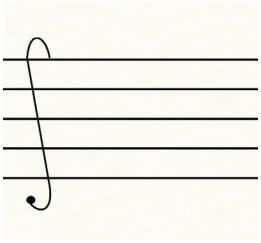
Step 1



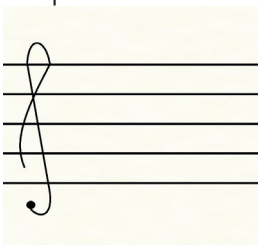
Step 2



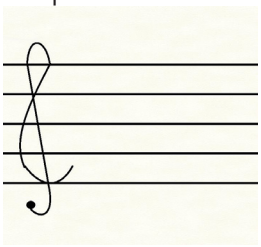
Step 3



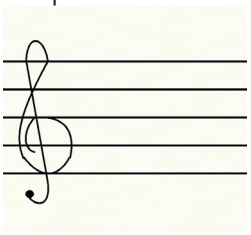
Step 4



Step 5



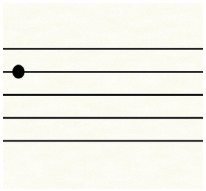
Step 6



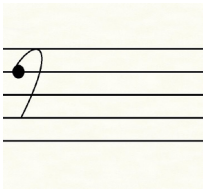
Draw three treble clefs.

Drawing a Bass Clef

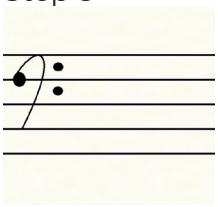
Step 1



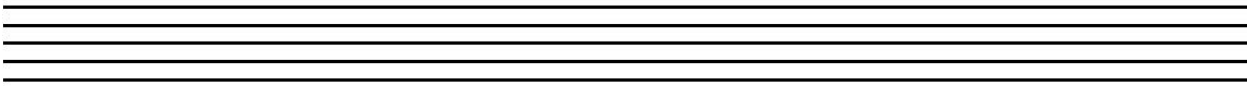
Step 2

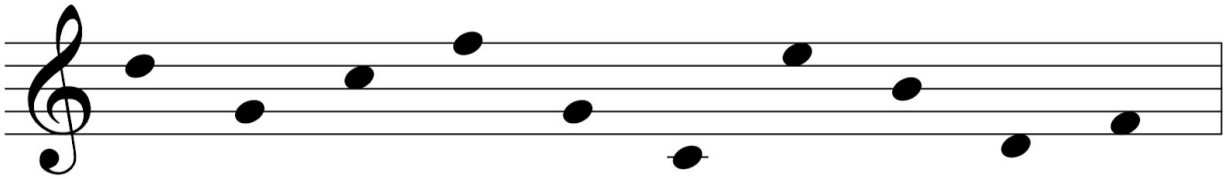


Step 3

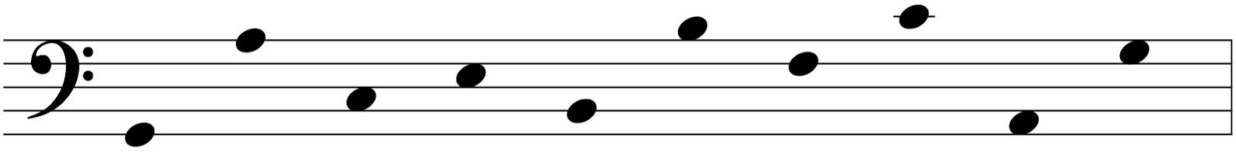


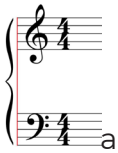
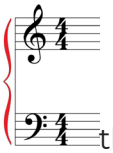
Draw three bass clefs.

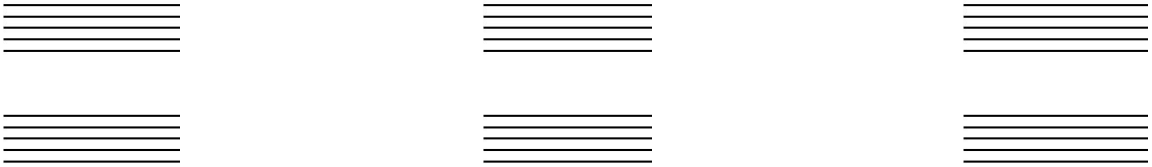




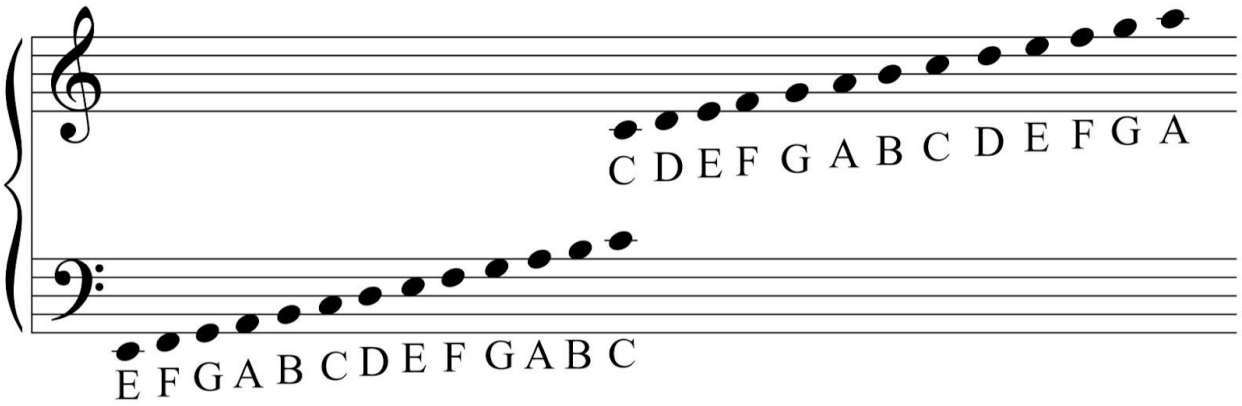
Using the chart found on this handout, label the names of the dots marked on the staff. Make sure to watch out for the clefs!



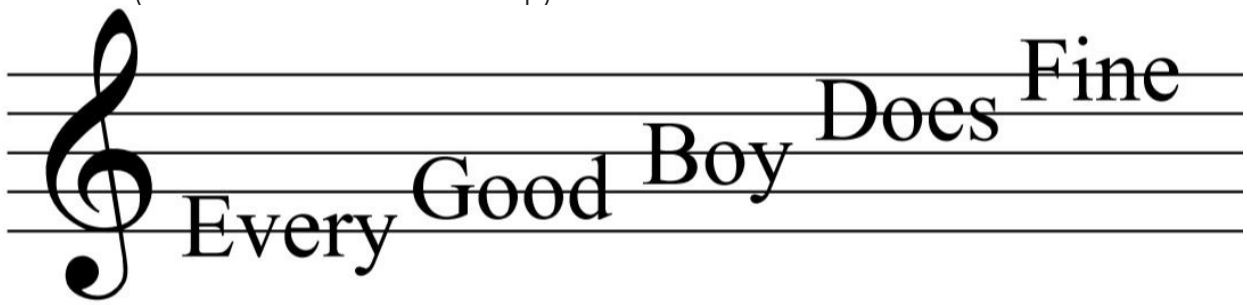
Here is a barline  and a bracket  that we use to join the two staves, meaning that they are to be read at the same time. Draw a bar line and bracket three times at the beginning of thesestaves.



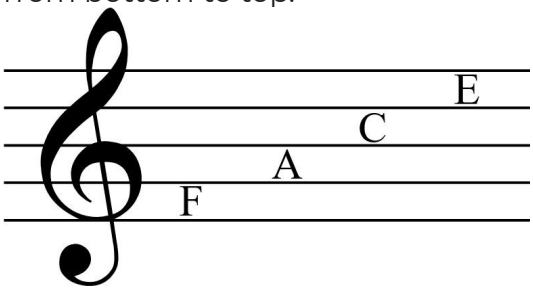
Note Names on the Staff



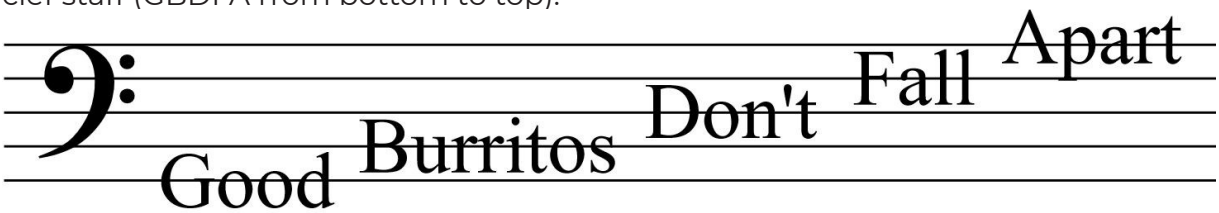
We can use this sentence to help us remember the names of the lines on the treble clef staff (EGBDF from bottom to top).



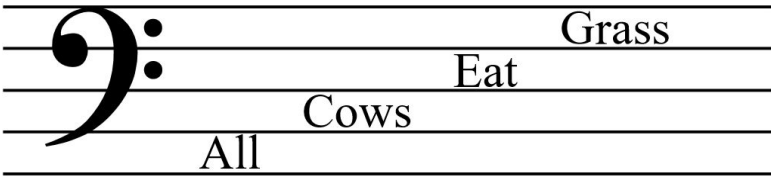
We can use the word “face” to help us remember the spaces on the treble clef going from bottom to top.



We can use this sentence to help us remember the names of the lines on the bass clef staff (GBDFA from bottom to top).



We can use this sentence to help us remember the names of the spaces on the bass clef staff (ACEG from bottom to top).



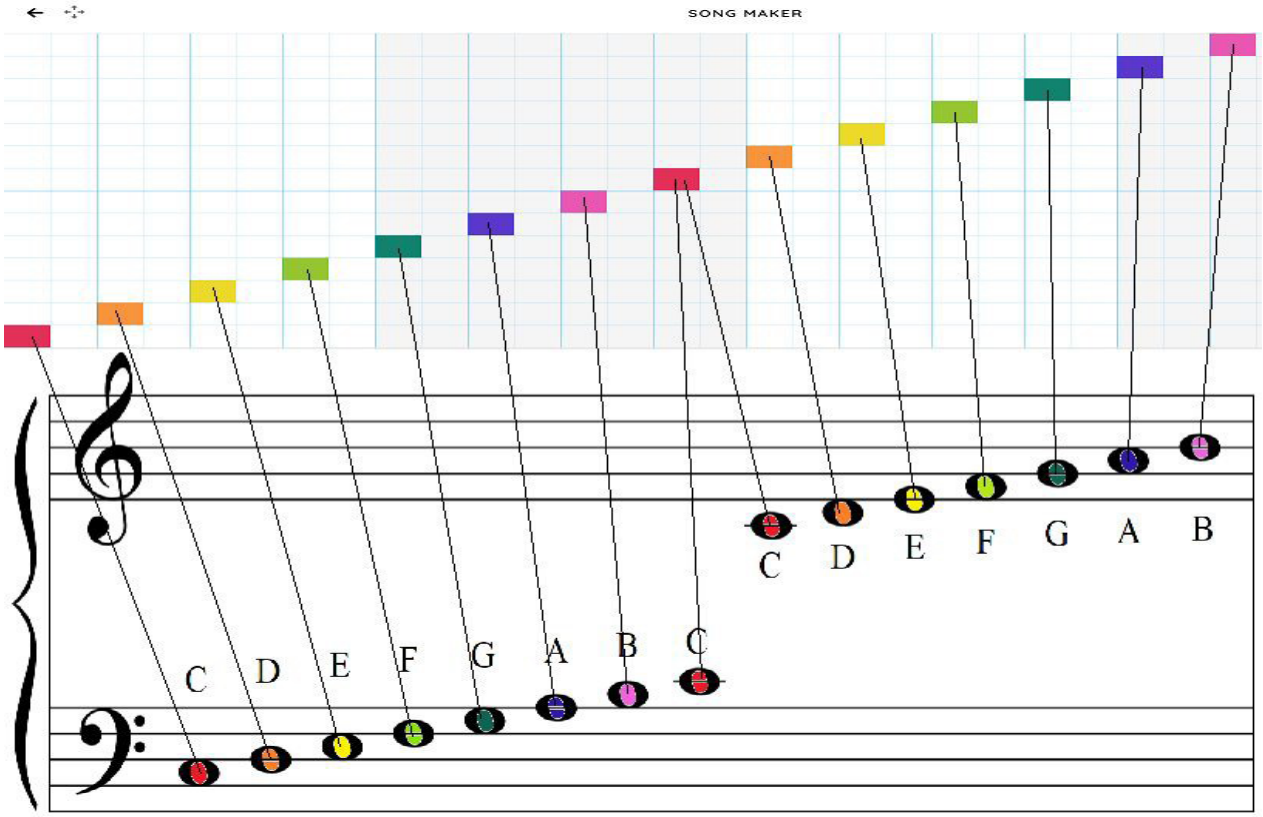
Steps for plotting dots on the staff.

Step 1: Going from left to right, look at the boxes that you input into Song Maker.

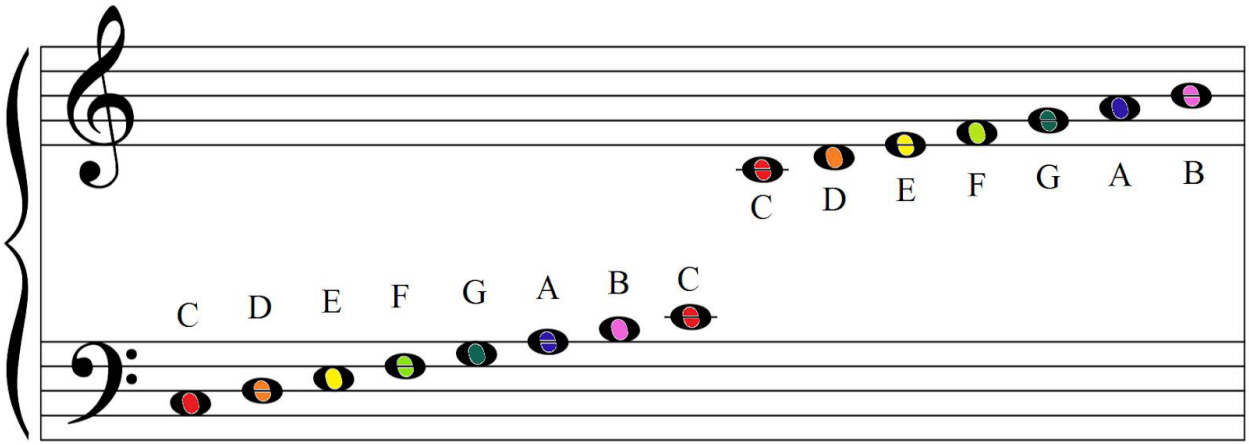
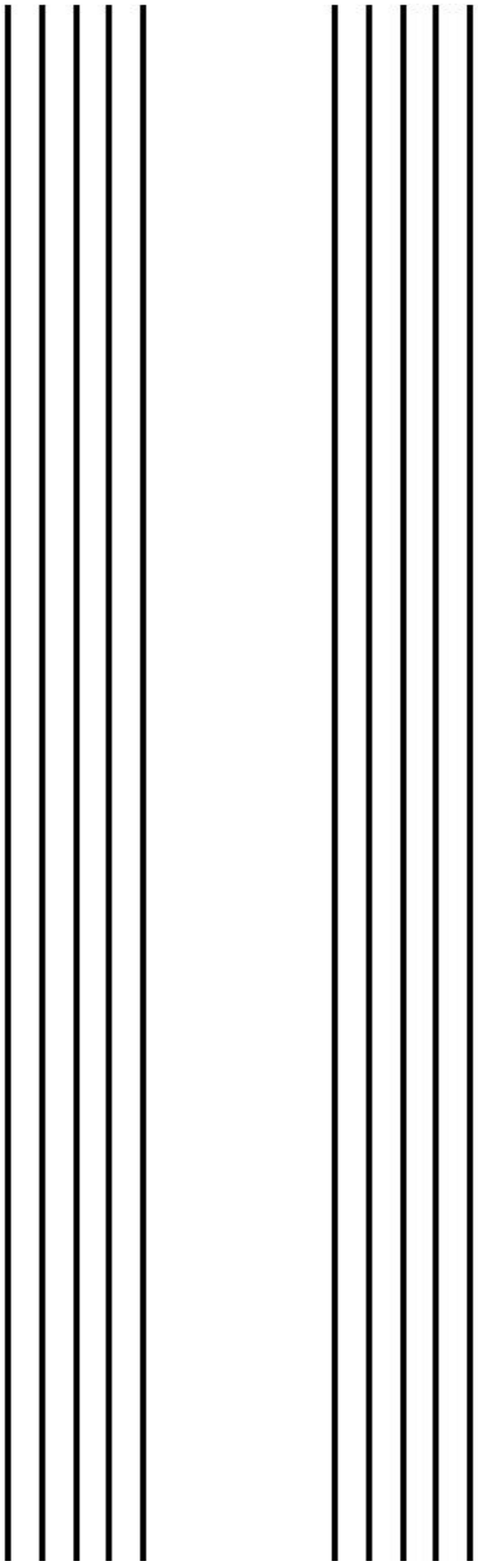
Step 2: Look at how each box compares to the chart below.

Step 3: Place a dot on the staff going left to right according to the chart below.

Color to Staff Reference



How colors on Song Maker translate to note names on the staff:
Red = C Orange = D Yellow = E Light Green = F Dark Green = G Purple = A Pink = B


C D E F G A B C
C D E F G A B