

National Standards:

- #3: Improvising melodies, variations, and accompaniments
- #4: Composing and arranging music within specified guidelines
- #6: Listening to, analyzing, and describing music
- #9: Understanding music in relation to history and culture

Objective:

Students will learn how to create a beginning, middle, and end to a musical piece.  
Students will understand the difference between tutti and solo.  
Students will understand when each 'measure' starts

Materials: Computer with Internet, written website on board and on handout

Procedure:

1. Review all vocabulary
  - a. Beginning – use layering to bring in all or some of the parts
  - b. Middle – create some interest by using the solo and/or mute buttons to vary texture
  - c. End – layer the parts out at the end
  - d. Solo – one voice along
  - e. Tutti – many voices together
2. Introduce Incredibox
  - a. Show example with beginning, middle, and end as well as tutti and solo parts
  - b. Give 1 minute to mess with program
  - c. Go through how to use Incredibox
    - i. Each color, drag, how to mute and use as solo voice, upper left corner with 'measure,' how to record
3. Give 2 minutes to figure this out (would be 20 minutes in normal classroom time)
4. Ask for 2 examples and have class tap once for a beginning, twice for the middle, and snap for the end. When it goes to a solo, have class give drum roll on thighs
5. Questions...

Questions: What is the difference between solo and tutti? How did Incredibox let you show the difference in your composition? Why is a beginning, middle, and end important to a story? Is it the same way in music?

Evaluation: Did students do the hand motions to identify the elements in others' songs? Did they put the vocab into their own composition?

Extension: Add more elements to the composition such as form, rhythmic analysis, and conducting. Make more specific guidelines for what they could use. Have them form groups and make their own without the computer.