

# HOME MENU

Click to go to each section

VOCAL EXPLORATION WARMUPS

COMPOSING GUIDELINES

MATCH IT!

PERFORMANCE CHOICES

SINGING SOLFÉGE

EXTENSION ACTIVITIES



**Google Slides & PDF Versions**

**Guide students through each step of composition using:**

- Vocal exploration
- Singing patterns
- Easy-to-follow steps
- Student choice
- Printables

# Vocal explorations help students warm up their singing voices and follow different melodic contours

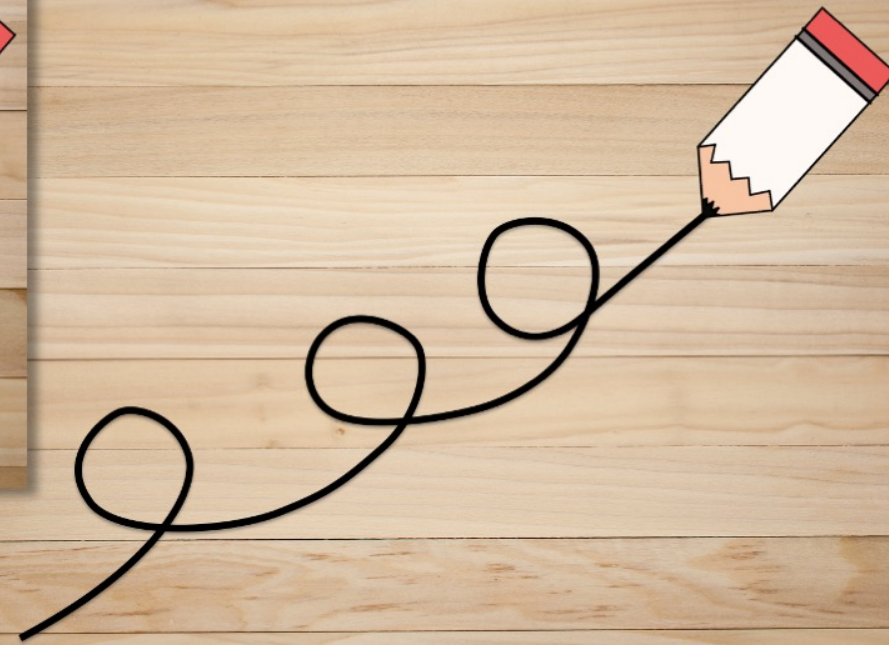
## LET'S WARM-UP!

Let's explore our voices by singing lines and shapes.



Did your voice go higher, lower, or stay the same?

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Describe how your voice moved.

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Did your voice go higher, lower, or stay the same?

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Give students **pipe cleaners** so that they can create and sing their own vocal explorations

# The Match It Game helps students learn to identify melodic contours

## MATCH IT!

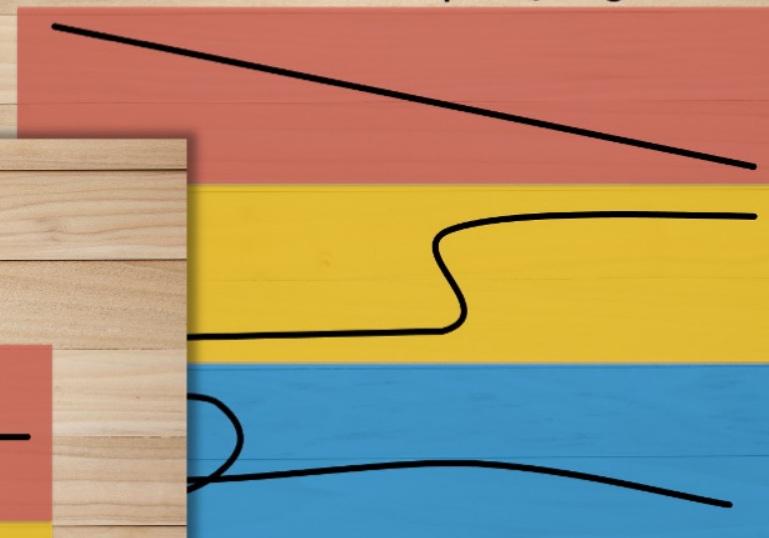
Choose a person to sing one of the shapes, then name the shape they sang.



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## MATCH IT!

Choose a person to sing one of the shapes, then name the shape they sang.



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Choose a person to sing one of the shapes, then name the shape they sang.



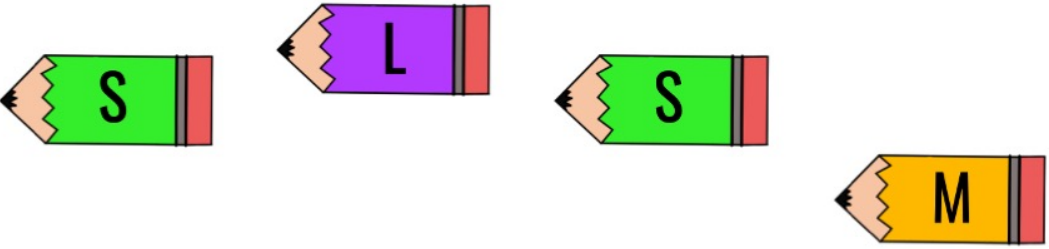
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Give students a fun pointer or baton to follow the lines as they sing

Easy singing patterns help students feel comfortable with the pitches they'll use to compose

**SING THE PATTERN**



Was La higher or lower than the other pitches?

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This really takes the guess work out of composing for my students!! Colorful and easy to use. – Andrea H.



**Challenge** students by asking them to sing the pattern both forward and backward

Guidelines break composing down into small, easy steps that students can follow

### LET'S COMPOSE!

1. Think of and sing a pattern using Mi, So, & La
2. Your pattern should have four beats and begin with So.
3. Then, arrange your composing cards to match the pattern you sang.
4. Share your pattern with the teacher.

#### STUDENT CHOICE CHALLENGE

❖ Sing your pattern forward and backward

❖ Compose a new pattern and sing it

❖ Add rhythms to your composition

#### STUDENT PERFORMANCE CHOICE

❖ Share your composition with a partner

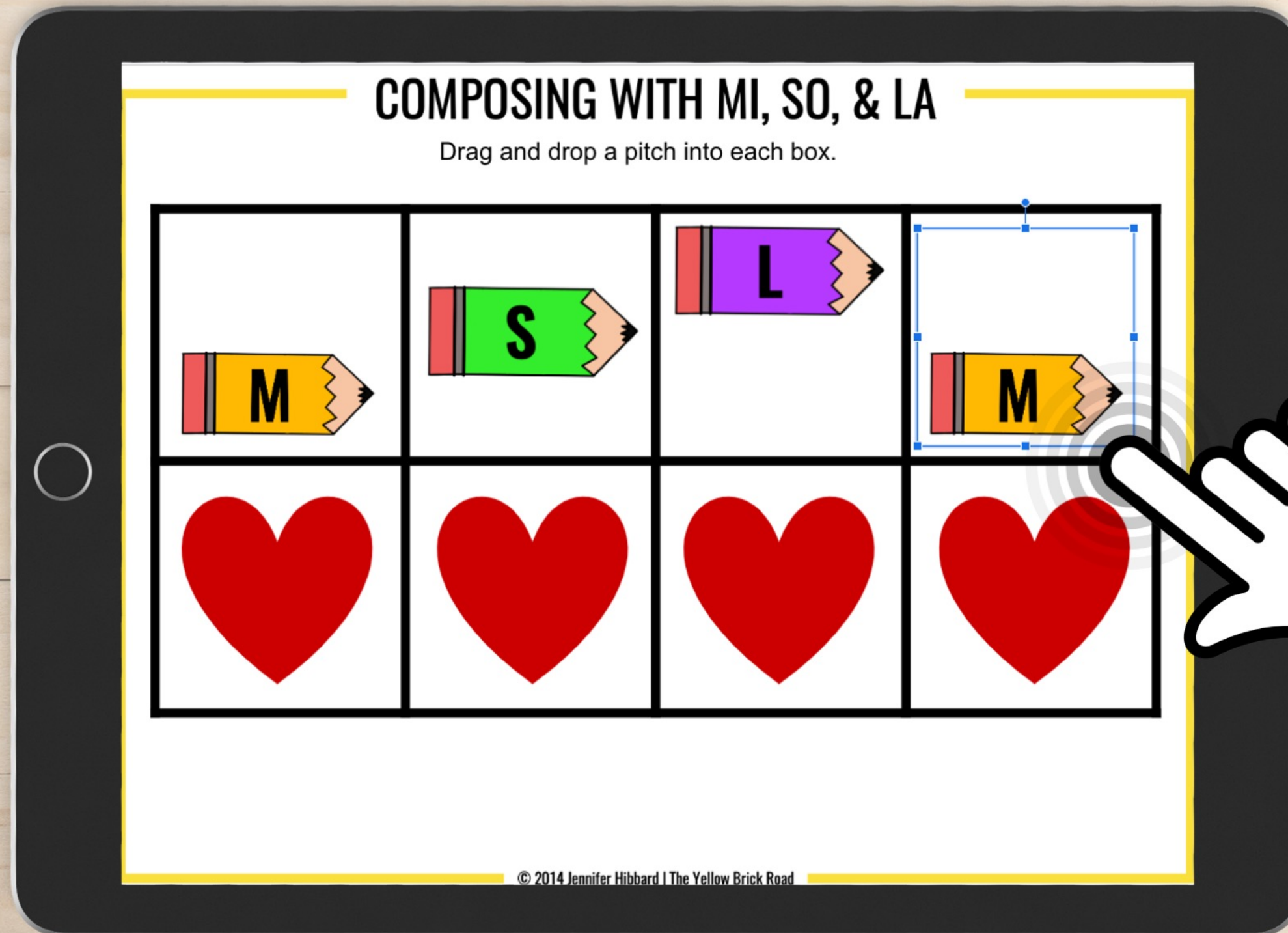
❖ Share your composition with the class

❖ Share your composition with the teacher



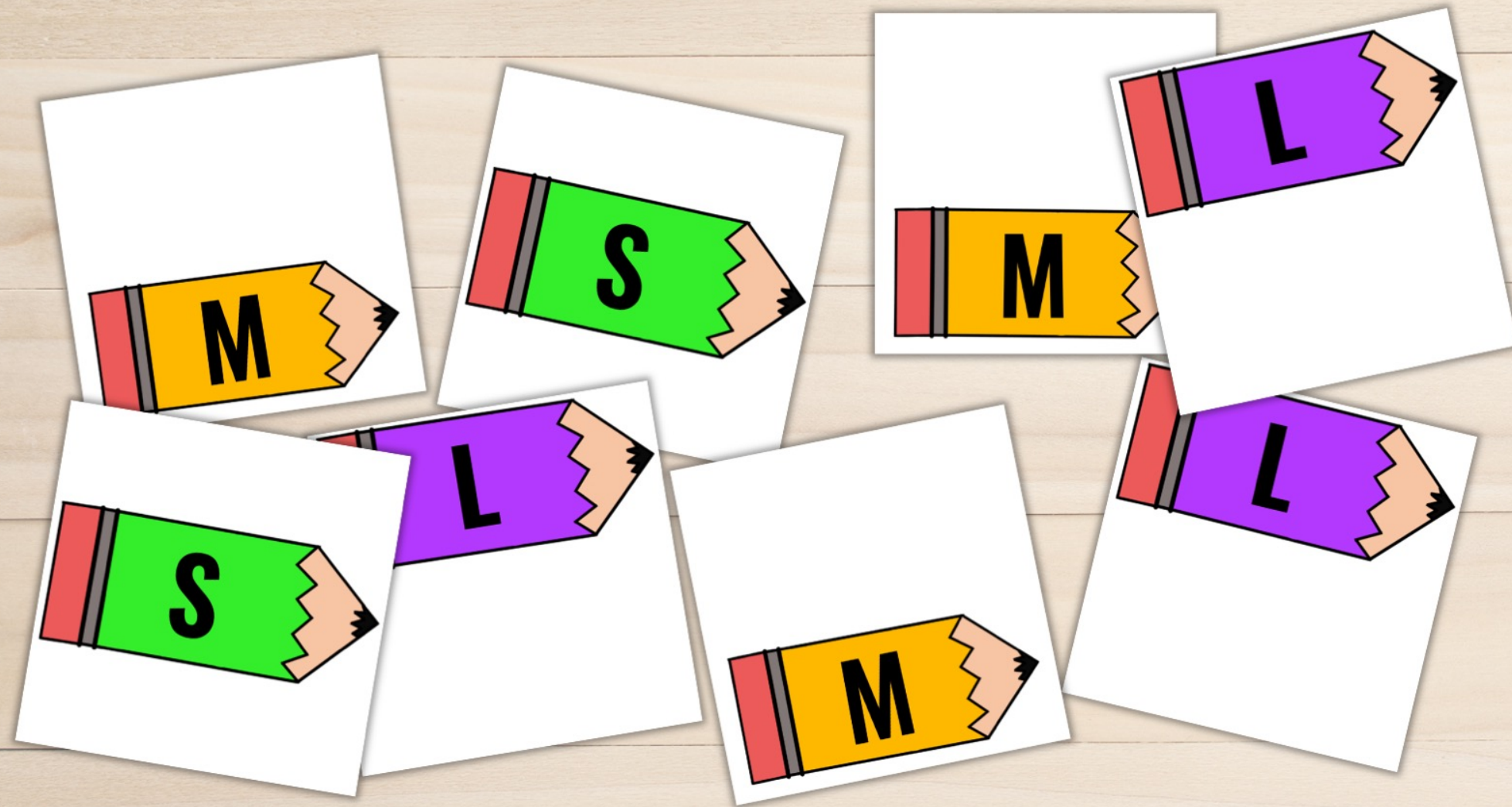
**Differentiate** your lesson by asking students to compose using four or eight beats

Students drag and drop pitches to create compositions in Google Slides™



Have students **add rhythms** to each pitch for an added challenge

Students use the printable manipulatives to notate their compositions



Nice resource to get my younger students composing! – Amy B.



Have students write their compositions down on their worksheets to be displayed

on a **bulletin board**

Students use worksheets to document their finished compositions

**Composing with Mi, So, & La**

Name \_\_\_\_\_ Class \_\_\_\_\_

Write a pitch in each box

L	M	M	S
M	S	L	L

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**Composing with Mi, So, & La**

Name \_\_\_\_\_ Class \_\_\_\_\_

Write a pitch in each box

M	S	L	S
♥	♥	♥	♥

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Use crayons to create compositions that can be played with colored-coded instruments



**Differentiate** your lesson by having some students compose with four beats and others with eight beats



Differentiate your lesson by giving your students different challenges

**CONGRATULATIONS!**

You composed a melody using Do, Re, and Mi

How many different compositions can you make?

**CLASS CHALLENGE**

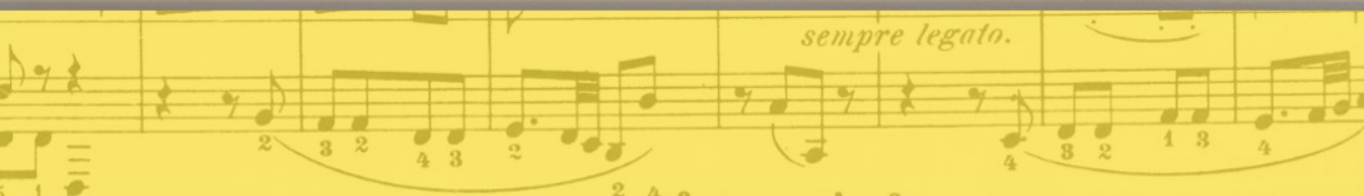
Try playing your composition on a pitched instrument



Makes composition easy and fun!  
Thanks for your work! – Lynn B.



Ask students to play their  
compositions on  
pitched instruments



THE YELLOW BRICK ROAD

**MUSIC COMPOSITION**  
BUNDLE

MOVEMENT



DO - RE - MI

MI - SO

PENTATONIC

MI - SO - LA

PRINTABLE  
CARDS



This made composition for my younger students so much easier, and they were much more successful! – Evah C.



Save money by  
grabbing the **BUNDLE**