

Compose yourself!

Pupils' workbook

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fabermusic.com/composeyourself

Name: _____



FABER *ff* MUSIC

What is composing?

Accompanies Focus 1 (teacher's book page 3)

- ① Write about what composers do. Talk about the different kinds of music they compose, the different occasions they might compose for, and the different ways in which they might be inspired to write their music. Try to find out how they actually set about composing music—do composers work in different ways? Is there a local composer (in your school perhaps) you might ask?



- ② Try to listen intelligently to a piece your teacher plays, or a piece of your own choice, every week. Include comments, where appropriate, on:

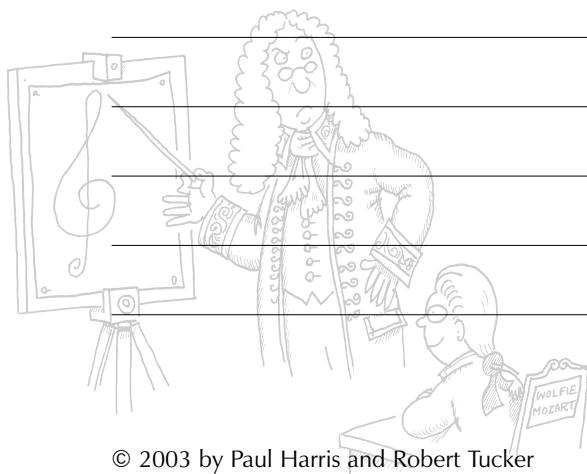
- | | |
|---------------|--|
| • Rhythm | • Articulation |
| • Pitch | • Phrasing |
| • Texture | • Structure |
| • Tone colour | • Types of repetition (e.g. sequences) |
| • Range | • Tension and resolution |
| • Dynamics | • Development of the melody |

Title



Composer





Tempo, pulse, metre and rhythm

Accompanies Focus 2 (teacher's book page 4)

- ① Write a sentence to define each of the following:

Tempo



Pulse



Metre



Rhythm



- ② Discuss the following time signatures:

$\frac{2}{4}$

$\frac{3}{4}$

$\frac{4}{4}$

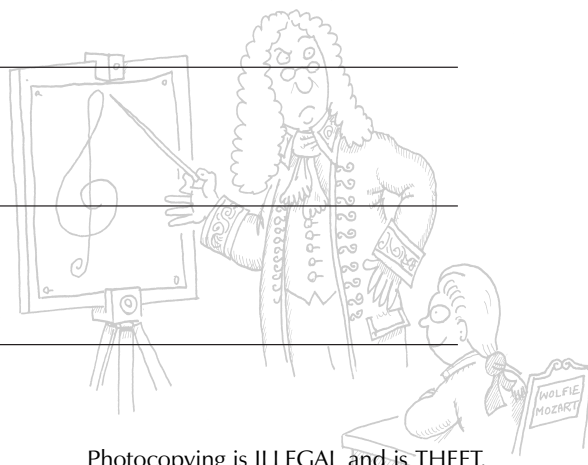
C

- ③ Discuss the following note values and their rests:



- ④ Compose your own short piece for side-drum or other non-tuned percussion instrument, electronic keyboard or voice, lasting between 8 and 16 bars. Use rhythms discussed in the lesson, and include rests.

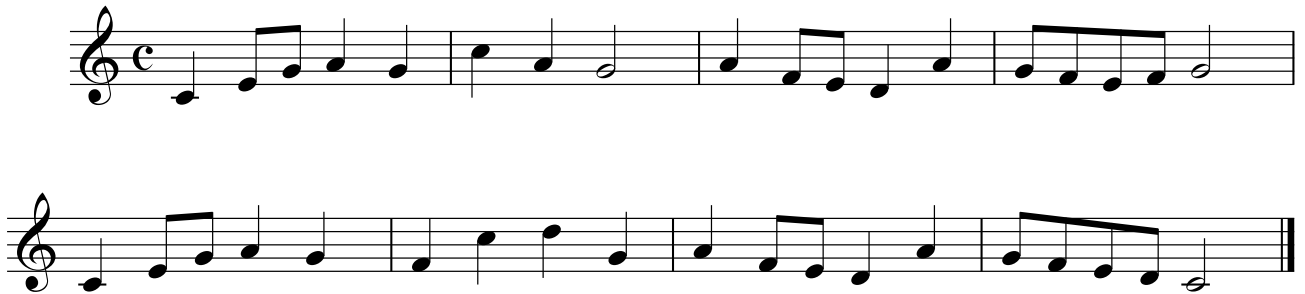
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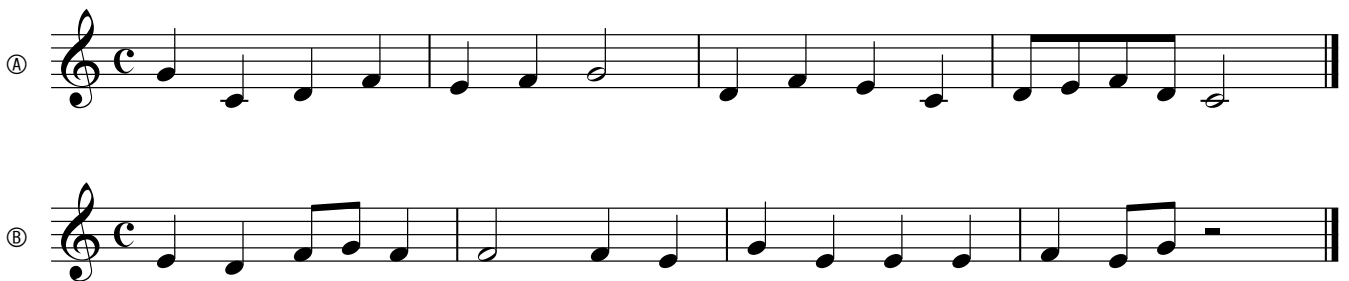
Simple melody-writing (the four-bar phrase)

Accompanies Focus 4
(teacher's book page 5)

① A melody for class discussion:



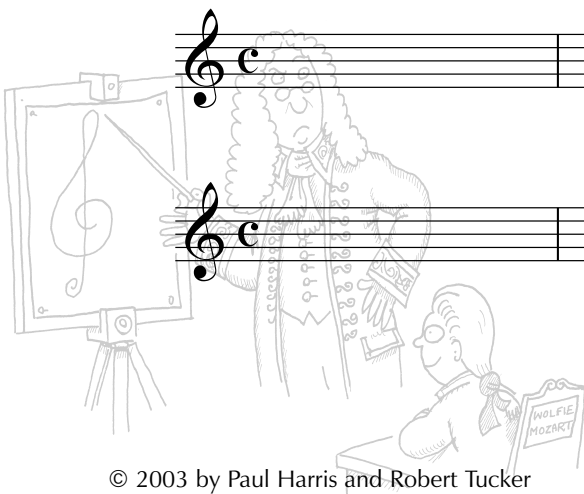
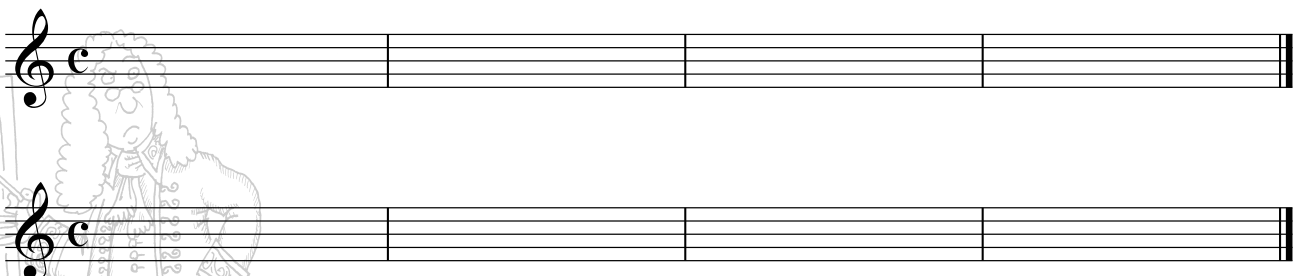
② Which of these two phrases do you find more effective, and why?



③ Learn to notate these notes, either on manuscript paper or on your computer:



④ Now write your own four-bar phrases using the notes above (or more if you wish).
You may like to add expression marks:



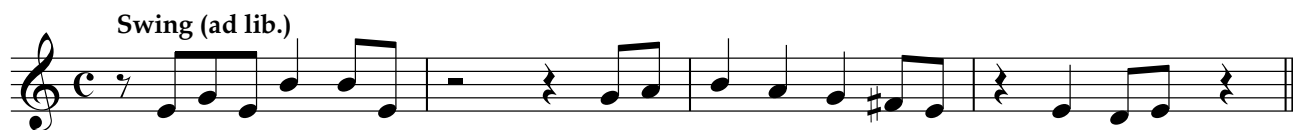
Developing a musical idea

Accompanies Focus 5 (teacher's book page 5)

- ① Sing or play the following:



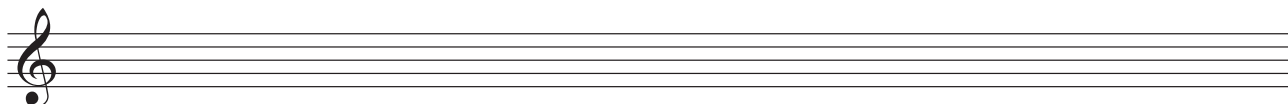
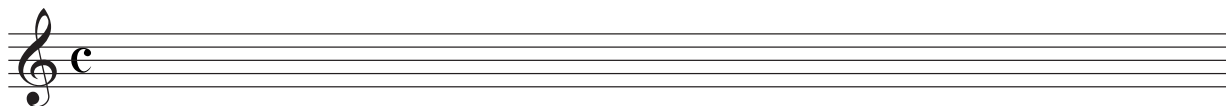
Version for B♭ instruments:



Version for E♭ instruments:



- ② Using the above idea as your starting point, create your own continuation. Try the bars in a different order, repeating bars or transposing a phrase up or down.



- ③ Now compose your own piece, using the ideas and techniques discussed in this lesson.

