

ACTIVITY 3: *Mastering clarinet playing through creative composing*

1. OUTLINE

Framework: This activity is designed to foster students' understanding and ownership of known rhythms and notes. By composing their own melodies, students will be able to integrate harmonic elements from all the orchestral repertoire piece "Het Orkest", "I like the Flowers", and "Un Poquito Cantas" creatively. The ultimate goal is to develop familiarity with the repertoire's harmonic structure and prepare bitonal harmonic playing simultaneously.

This activity will be structured in one part only.

Part 1: Compose and perform short musical melodies

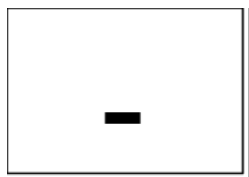
Student level: This activity is intended for beginner clarinet students aged nine or older.

Groupe type: This activity is suitable for groups of two to six students.

Material:

1) Instrument (clarinet)

2) Graphic scorecards with the following symbols:



Box 1: Short note



Box 2: Long note



Box 3: Pause

Figure 1. Graphic score symbols and connected musical elements



Figure 2. Colored scorecards for music notation

Length: 30 minutes' integrated activity

Objectives:

In the activity, students will:

- 1) Review learned rhythmical elements such as short or long tones and rest, and the repertoire's notes A, G and F#.
- 2) Compose two complementary musical melodies, either individually or in pairs.
- 3) Perform their compositions together to experience harmonic playing or accompaniment.¹

2. METHODOLOGY AND PRACTICAL ACTIONS

2.1 Part 1: *Compose and perform a short musical melody*

2.1.2. Preparation (10 min):

Initially, the teacher will provide students with two sets of scorecards, a rhythmical and a melodic one. This latter will include notes from all the repertoire pieces "Het Orkest", "I like the Flowers", and "Un Poquito Cantar" (see Figure 2). Thereafter, a one-note sequence with given rhythms will be tried out with the students (see Figure 3).



¹ The author argues further that "Harmony happens when two or more pitches sound at the same time. It is common to view harmony as something that accompanies (or is secondary) to a melody." (p.110)

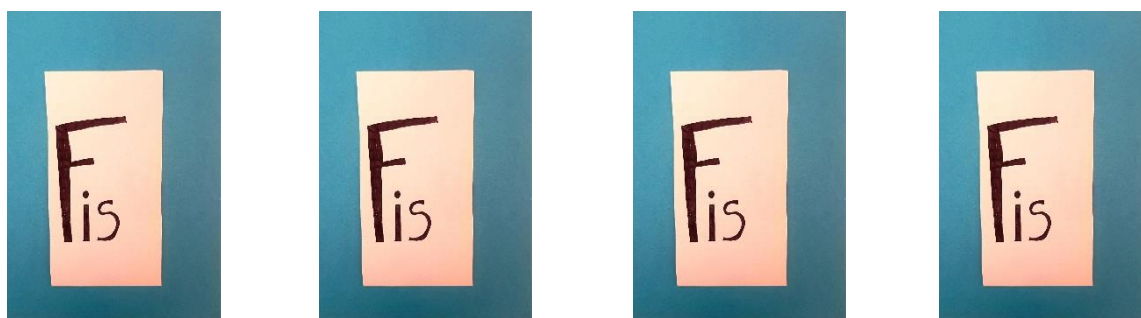


Figure 3. Example of a given short one-note melody

Subsequently, the teacher will encourage the group to experiment with the sequence, either rhythmically or melodically (e.g. switching up the scorecards' order). From the three given pitches (A, G, and F#), students will select a pair of two to explore harmonic interval listening and playing, while stimulating creative thinking and ownership of clarinet technique (See Figure 4).

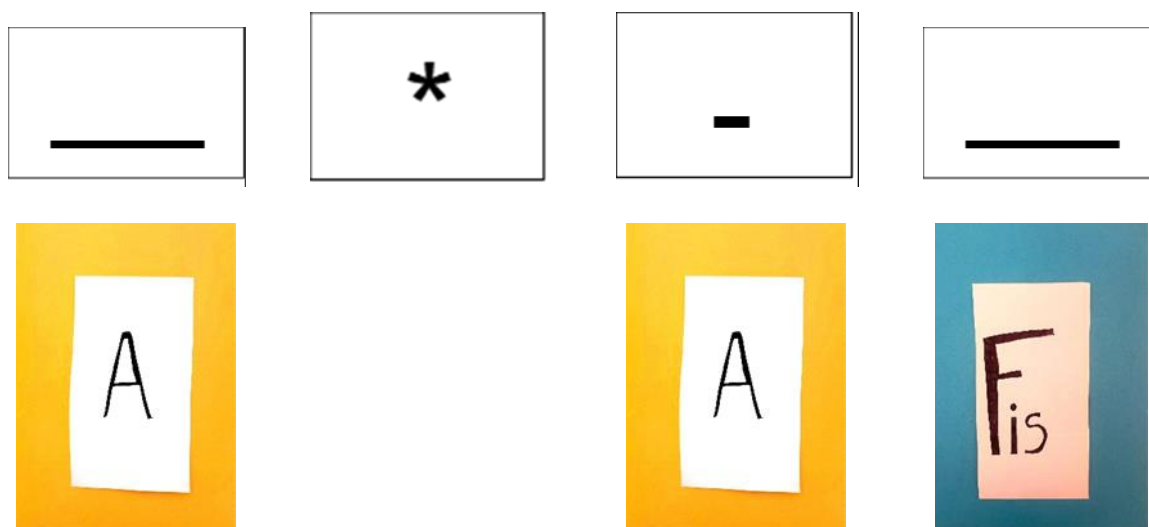


Figure 4. Example of a student's composed short musical melody using two pitches

2.2.1 Practical steps (15 min):

At this stage, students will be asked to compose a short musical melody. Each student will work either individually or in pairs. For their composition, students may select only two preferred pitches but all rhythmic figures from the above-mentioned sets (see Figure 1).

Once the first melody is composed, students will create a second melody to complement the first. The second melody will maintain the same rhythm as the first but will use the new notes E and D to become aware of harmonical structures and to introduce the second voice of the repertoire piece “I Like the Flower”. (See Figure 5)

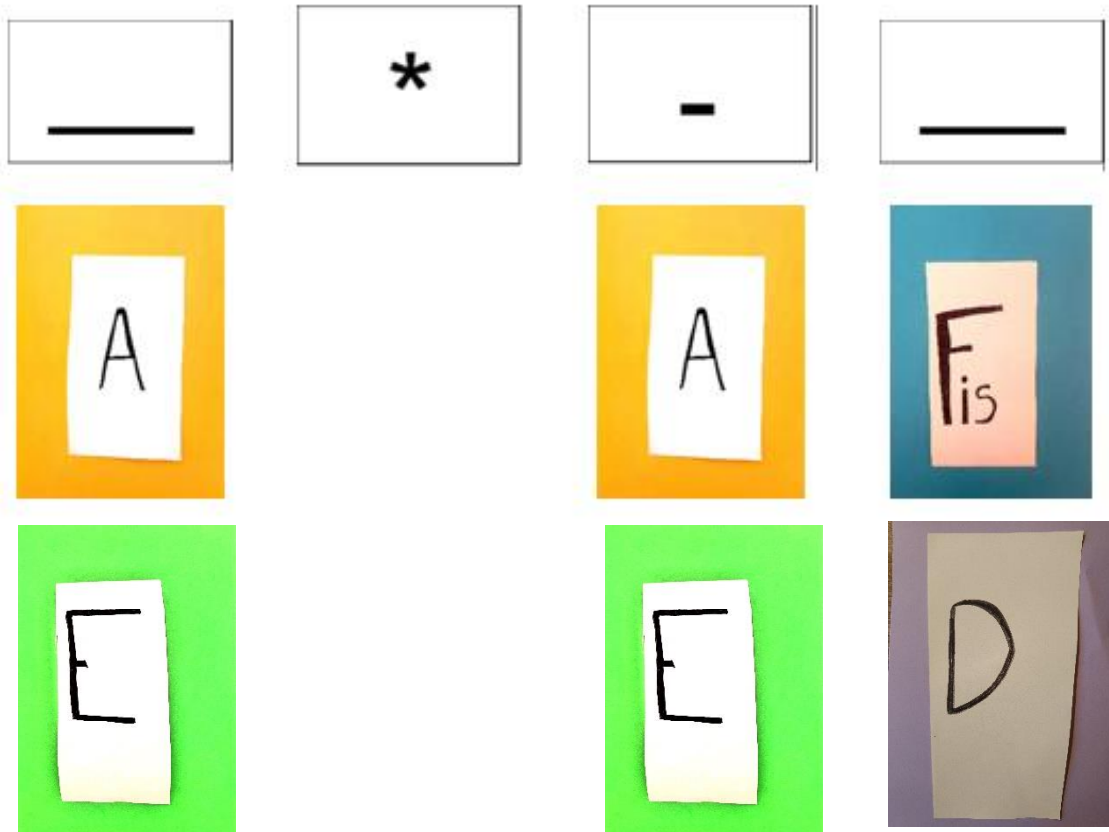


Figure 4. Example of a student's composed of two short musical melodies adding D & E.

During the performance, the students will first play the first melody, followed by the second. Ultimately, both melodies will be played simultaneously. Students who worked in pairs will perform together, while those who worked individually will perform alongside their teacher.

This activity is intended as a review of musical concepts learned until now, preparation for the concert, and introduction to the second voice of the repertoire piece “I Like The Flower” which displays bitonal harmonies to be played simultaneously for the first time.

DISCLAIMER

The entire class is to be conducted in Dutch, primarily by the supervising teacher. If required by them, the intern-researcher will support the activity by playing and demonstrating with the instrument too. Translation from/to English will be provided by the supervisor at all convenience.