

The Composer Residency Project

This project was designed to accommodate ensembles of 35-40 students, utilizing a combination of regular and sectional rehearsal time, and a flexible number of hours. It also works well for classes of 20 students or so. This particular curriculum requires at least one year of music study on an instrument and is therefore geared to grades six and up. A truncated version of this curriculum, subtitled *Let's Compose!* has been designed to accommodate young elementary students who are reasonably proficient on recorder or flutophone.

Introduction and Review:

- Introduction of applicable vocabulary / terminology
- Review of notational figures to be used.

The Process:

- Activities in playing and writing will guide students through a logical step-by-step process yielding short, original "thematic ideas."
- Discussions about form will be central to using these original themes.
- Discussion and application of ideas relating to "development" of those themes will follow, contingent upon the amount of time scheduled for the residency.
- Students will engage in activities which will yield an original composition. These activities and the number or scope of compositions yielded will vary with students' experience and amount of time scheduled.
- More experienced students can be introduced to transposition and arranging.

The Result:

- The following are possible outcomes:
 - one song per pair of students,
 - two songs per pair of students,
 - one song per student,
 - one song with a secondary line per pair / group of students,
 - product beyond this basic expectation, such as arrangements, for more experienced or advanced musicians.

Conclusion:

- Each composer will play his/her work for their peers in the class.
- Audience and performance etiquette are introduced, defined and expected.

Related Topics:

The following are activities which are intended to follow that which is outlined above, should scheduling permit:

- Discussion and activities relating to "intellectual property" as a concept to respect.
- Examining, listening to and discussing selected melodies and/or orchestrated works
- Discussion pertaining to the creative process;
 - How can students pursue this further on their own?
 - Is guidance necessary?
 - What is the value in pursuing one's own creative process?
 - Relationship to the same process in other disciplines.