Imagine Worksheet – Novice

1. Select a motif (short phrase) from one of the ensemble pieces that is appropriate for your performance medium. Independently explore four of the compositional devices from the table below. Explore each idea a sufficient number of times in order to choose which you like the best to re-imagine this phrase, then improvise a re-imagined version using one of the devices.
2. Using an improvisational/compositional tool *(musical instrument, staff paper, sequencer, recording device, etc.)* record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the original phrase *(melodic/rhythmic)* as appropriate for your performance medium.
3. Then record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the re-imagined motif *(melodic/rhythmic)* that you feel appropriately embellishes the original characteristics of the music/text.

#### Compositional Device Menu – Circle the device(s) used in your re-imagined phrase

#### (note: these are a few examples of how composers imagine creative options for musical ideas that can influence the feeling of a piece. The list below is not to be considered comprehensive nor sequential)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rhythmic** | **Melodic** | **Harmonic** | **Expression – Contrast** | **Expression – Variety** | **Timbre/Tone Color** |
| use of repetitions | use of repetitions | use of repetitions | tension and resolution | altering pitch *(high-low)* | Vocal*(vowels, brightness, throat/head tones)* |
| create patterns | create patterns | create patterns | unity and variety | dynamics *(f, mf, mp, p)* | movement |
| incorporate silence *(rests)* | organization of tones using a scale *(e.g., pentatonic, major, minor, modal)* | purposeful harmonic structures | balance *(between parts and between melody and harmony)* | tempo *(largo, andante, allegro, and presto)* | Instruments *(alternate between different instruments, use of mutes, add non-traditional sounds)* |
| dynamic contrasts | dynamic contrasts | alter texture*(thick, thin, open, close)* | dynamic contrasts | articulation *(staccato – legato)* | body and found percussion |

Explain your choice of compositional device and how it re-imagined this motif.

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*Hand in this worksheet with the notation or recordings of your re-imagined musical motif.*

Imagine Worksheet - Intermediate

1. Select a passage (complete phrase) from one of the ensemble pieces and appropriate for your performance medium. Independently explore an improvisation using four of the compositional devices from the table below. Explore each idea a sufficient number of times in order to independently use all four and/or combine them to create what you feel is the best way to re-imagine this passage with consideration of the characteristics from the original.
2. Using an improvisational/compositional tool *(musical instrument, staff paper, sequencer, recording device, etc.)* record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the original phrase *(melodic/rhythmic)* as appropriate for your performance medium.
3. Then record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the re-imagined phrase *(melodic/rhythmic)* that you feel appropriately expresses the characteristics of the music/text of the original using four of the compositional devices.

#### Compositional Device Menu – Circle the four devices used in your re-imagined passage.

#### (note: these are a few examples of how composers imagine creative options for musical ideas that can influence the feeling of a piece. The list below is not to be considered comprehensive nor sequential)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rhythmic** | **Melodic** | **Harmonic** | **Expression – Contrast** | **Expression – Variety** | **Timbre/Tone Color** |
| use of repetitions | use of repetitions | use of repetitions | tension and resolution | altering pitch *(high-low)* | Vocal*(vowels, brightness, throat/head tones)* |
| create patterns | create patterns | create patterns | unity and variety | dynamics *(f, mf, mp, p)* | movement |
| incorporate silence *(rests)* | organization of tones using a scale *(e.g., pentatonic, major, minor, modal)* | purposeful harmonic structures | balance *(between parts and between melody and harmony)* | tempo *(largo, andante, allegro, and presto)* | Instruments *(alternate between different instruments, use of mutes, add non-traditional sounds)* |
| dynamic contrasts | dynamic contrasts | alter texture*(thick, thin, open, close)* | dynamic contrasts | articulation *(staccato – legato)* | body and found percussion |

Explain how you used the compositional devices and why they are appropriate for re-imagining this passage.

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*Hand in this worksheet with the notation or recordings of your re-imagined musical phrase.*

Imagine Worksheet - Proficient

1. Select two phrases, each from a different historic/stylistic ensemble piece and appropriate for your performance medium. Independently explore an improvisation for each using four of the compositional devices from the table below (two devices on each phrase). Explore each idea a sufficient number of times in order to choose which you like the best to re-imagine each phrase while maintaining the stylistic/historic integrity of the phrase.
2. Using an improvisational/compositional tool *(musical instrument, staff paper, sequencer, recording device, etc.)* record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the original phrase *(melodic/rhythmic/harmonic)* as appropriate for your performance medium.
3. Then record *(using a digital recording device)* or notate *(using traditional or alternative notation)* each re-imagined phrase *(melodic/rhythmic/harmonic)* that you feel appropriately expresses the historic/stylistic characteristics of the music/text of the original for each phrase.

#### Compositional Device Menu – Circle the device(s) used in your re-imagined passage.

#### (note: these are a few examples of how composers imagine creative options for musical ideas that can influence the feeling of a piece. The list below is not to be considered comprehensive nor sequential)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rhythmic** | **Melodic** | **Harmonic** | **Expression – Contrast** | **Expression – Variety** | **Timbre/Tone Color** |
| Variations *(meter change, syncopation)* | Variations *(repetitions, sequences, augmentation, diminution)* | Variations *(repetitions, sequences, augmentation, diminution)* | tension and resolution | altering pitch and intervals*(high-low)* | Vocal*(vowels, brightness, throat/head tones)* |
| create patterns | create patterns | create patterns | unity and variety | dynamics *(f, mf, mp, p)* | movement |
| incorporate silence *(rests)* | organization of tones using a scale *(e.g., pentatonic, major, minor, modal)* | purposeful harmonic structures | balance *(between parts and between melody and harmony)* | tempo *(largo, andante, allegro, and presto)* | Instruments *(alternate between different instruments, use of mutes, add non-traditional sounds)* |
|  | Improvisational Techniques *(trills, turns, passing tones)* | alter texture*(thick, thin, open, close)* |  | articulation *(staccato – legato)* | body and found percussion |

Explain how you used the compositional devices for each phrase and why they are appropriate for re-imagining each passage. You may use continue on another sheet of paper.

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*Hand in this worksheet with the notation or recordings of your re-imagined musical phrase.*

Imagine Worksheet - Accomplished

1. Select a complete musical theme (group of phrases) from an ensemble piece with a culutural connection and appropriate for your performance medium. Independently study the passage exploring the compositional components. Identify the compositional devices and place a check on the table below for those that are incorporated in an expressive performance of this passage. Re-imagine this theme using different compositional devices or altering those used in the original while maintaining the cultural integrity of the theme.
2. Using an improvisational/compositional tool *(musical instrument, staff paper, sequencer, recording device, etc.)* record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the original passage *(melodic/rhythmic/harmonic)* as appropriate for your performance medium.
3. Then record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the re-imagined passage *(melodic/rhythmic/harmonic)* that you feel appropriately expresses the cultural characteristics of the music/text of the original.

#### Compositional Device Menu – Check the device(s) incorporated in an expressive performance of the original phrase and circle the device(s) used in your re-imagined theme.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rhythmic** | **Melodic** | **Harmonic** | **Expression – Contrast** | **Expression – Variety** | **Timbre/Tone Color** |
| Variations *(meter change, syncopation)* | Variations *(repetitions, sequences, augmentation, diminution)* | Variations *(repetitions, sequences, augmentation, diminution)* | tension and resolution | altering pitch and intervals*(high-low)* | Vocal*(vowels, brightness, throat/head tones)* |
| create patterns | create patterns | create patterns | unity and variety | dynamics *(f, mf, mp, p)* | movement |
| incorporate silence *(rests)* | organization of tones using a scale *(e.g., pentatonic, major, minor, modal)* | purposeful harmonic structures | balance *(between parts and between melody and harmony)* | tempo *(largo, andante, allegro, and presto)* | Instruments *(alternate between different instruments, use of mutes, add non-traditional sounds)* |
|  | Improvisational Techniques *(trills, turns, passing tones)* | alter texture*(thick, thin, open, close)* |  | articulation *(staccato – legato)* | body and found percussion |

Explain how you used the compositional devices and why they are appropriate for re-imagining the passage relative the maintaining the integrity of the cultural background of the piece.

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*Hand in this worksheet with the notation or recordings of your re-imagined musical phrase.*

Imagine Worksheet - Advanced

1. Select a complete musical idea (group of phrases) from an ensemble piece. Independently study the passage exploring the compositional components. Identify the compositional devices and place a check on the table below for each incorporated in an expressive performance of this passage.
2. Using an improvisational/compositional tool *(musical instrument, staff paper, sequencer, recording device, etc.)* record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the original passage *(melodic/rhythmic/harmonic)* as appropriate for your performance medium.
3. Compose an entirely new composition that will maintain the integrity of original composition using similar or other compositional devices. Then record *(using a digital recording device)* or notate *(using traditional or alternative notation)* the new passage *(melodic/rhythmic/harmonic)* that you feel appropriately expresses the characteristics of the music/text of the original.

#### Compositional Device Menu – Check the device(s) incorporated in an expressive performance of the original phrase and circle the device(s) used in your new passage.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rhythmic** | **Melodic** | **Harmonic** | **Expression – Contrast** | **Expression – Variety** | **Timbre/Tone Color** |
| Variations *(meter change, syncopation)* | Variations *(repetitions, sequences, augmentation, diminution)* | Variations *(repetitions, sequences, augmentation, diminution)* | tension and resolution | altering pitch and intervals*(high-low)* | Vocal*(vowels, brightness, throat/head tones)* |
| create patterns | create patterns | create patterns | unity and variety | dynamics *(f, mf, mp, p)* | movement |
| incorporate silence *(rests)* | organization of tones using a scale *(e.g., pentatonic, major, minor, modal)* | purposeful harmonic structures | balance *(between parts and between melody and harmony)* | tempo *(largo, andante, allegro, and presto)* | Instruments *(alternate between different instruments, use of mutes, add non-traditional sounds)* |
|  | Improvisational Techniques *(trills, turns, passing tones)* | alter texture*(thick, thin, open, close)* |  | articulation *(staccato – legato)* | body and found percussion |

Explain how you used the compositional devices and why they are appropriate for newly-imagining the passage relative the maintaining the integrity of the cultural background of the piece.

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*Hand in this worksheet with the notation or recordings of your newly-imagined musical phrase.*