

# Cooking with Music

## Step 1: Determine your instrumentation.

Questions to consider:

*What instruments are in your ensemble?*

*Are you writing your own piece or arranging a piece?*

*If you are arranging the piece, what are the limitations of your performers?*

*Who will have the melody?*

*Who will have the harmony?*

*Will you require a rhythmic section?*

*What is the style of your composition or arrangement?*

*What is the key of the piece? What is the tempo?*

## Step 2: Download a Music Notation Software Program.

Start with these *free* programs :

—> Finale NotePad®

—> ScoreCloud

—> Noteflight

—> MuseScore

## Step 3: Compose two complete musical ideas that complement each other and input into a software program.

Your musical composition should consist:

—> 2-3 minutes of play time

—> must be notated with staff paper

—> music should hold the listeners attention but not distract from the video

—> music should be playable and should be learned by all ensemble members

## Step 4: Submit your composition to Ms. Buresch and Mrs. Raluy's students for approval.

Be open minded and expect both positive and constructive feedback.



# Cooking with Music

Components	Needs Work .....	.....	.....	..... <i>Terrific!</i>
<b>Has at least two complete musical ideas that complement each other</b>	Has no apparent complete musical ideas.	Has only one complete musical idea or at least musical ideas, but they do not work together to create a sense of completeness in the song as a whole. The transitions between musical ideas are not smooth.	Has at least two complete musical ideas that complement each other within the structure of the song. However, the transition between musical ideas are not smooth.	Has at least two complete musical ideas that complement each other, creating a feeling of completeness in the song. The transition between the musical ideas are smooth.
<b>Suits the instrument</b> (if applicable)	Is outside the practical range of the instrument and is beyond the technical grasp of players of this level player.	Is within the practical range of the instrument but has too many difficult passages for players of this levels.	Is within the practical range of the instrument and has only one or two passages that are technically awkward for players at this level.	Fall within the proper range o the instrument and is playable be performers of this level of proficiency.
<b>Melody</b>	Does not feel complete or coherent.	Seems complete but lacks imagination.	Feels musically complete and contains come imaginative aspects.	Feels complete and coherent and makes musical sense. It is imaginative and aesthetically effective.
<b>Rhythm</b>	Is erratic. Does not make musical sense for the piece overall.	Is stable but does not have ay variety or does not make musical sense for the piece as a whole.	Makes musical sense for the overall form of the composition.	Is coherent and makes musical sense. Is adds to the aesthetic effectiveness of the composition.
<b>Aesthetic Appeal</b>	Does not present an effective general impression. Musical ideas do not hold the listener's interest.	Includes at least one interesting musical idea. Yet, the overall impression is not aesthetically effective.	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.	Makes strong general impression and has great appeal. Would be enjoyed by many listeners. Keep the listener interested.