



Wind Ensemble (Year 1)

Curriculum Compiled by
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Course Description: First year Wind Ensemble begins with recorder, with emphasis on instrument care and ensemble etiquette as a prelude to entering a more advanced Wind Ensemble. After four weeks of this preparation, the students receive instruments and create a more structured Wind Ensemble and remain in this setting for the duration of the year. The two primary focuses of this ensemble are moving towards musical proficiency and reflecting ideal social standards within the community. Throughout the year the students are assessed on a daily basis as well as a more summative basis with monthly and quarterly concerts.

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Mission Statements

HOLA Mission Statement: HOLA provides underserved youth with exceptional programs in academics, arts and athletics within a nurturing environment, empowering them to develop their potential, pursue their education and strengthen their communities.

HOLA Core Values: Respect, Responsibility, Positive Communication, Support.

YOLA Mission Statement: Through Gustavo Dudamel's Youth Orchestra LA (YOLA) program – inspired by Venezuela's revolutionary El Sistema – the LA Phil and its community partners provide free instruments, intensive music training, and academic support to students from underserved neighborhoods, enabling every child to contribute using their full potential.

Applied National Music Standards

1. Performing on instruments, alone and with others, a varied repertoire of music.
2. Improvising melodies, variations and accompaniments.
3. Composing and arranging music within specific guidelines.
4. Reading and notating music.
5. Listening to, analyzing, and describing music.
6. Evaluating music and music performances.
7. Understanding relationships between music, the other Arts, and disciplines outside the Arts.
8. Understanding music in relation to history and culture.
9. *(Not included for Woodwind Sectionals Course) Singing, alone and with others, a varied repertoire of music.*

MUSICAL GOALS

Year End (August)	
1. To Complete 10 Wind Ensemble pieces	
Objectives	<ul style="list-style-type: none"> ✓ Proficiency on instrument ✓ Understand relationship of arrangement to original master work ✓ To understand their musical role in the ensemble setting
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsals ✓ Final performances
CA State Standards Met	<ul style="list-style-type: none"> ✓ Artistic Perception ✓ 3. Historical and cultural context
National Standards Met	✓ 1, 4, 5, 6, 8
2. Completing all Major, Harmonic Minor, and Chromatic Scales	
Objectives	<ul style="list-style-type: none"> ✓ To perform them for teammates ✓ Receive recognition on scale challenge board
Evaluation Methods	✓ Perform for teacher and fellow students
CA State Standards Met	✓ 5. Connections, relationships and applications
National Standards Met	✓ 1
3. Understanding of Large Ensemble Setting	
Objective	<ul style="list-style-type: none"> ✓ Understand their individual role within the confines of the musical work (Melody, Harmony, etc.) ✓ Understand the ensemble the standard seating of the ensemble ✓ Understand musical role (instrument specific)
Evaluation Method	<ul style="list-style-type: none"> ✓ Daily rehearsal ✓ Teaching younger students about their role within the Wind Ensemble
CA State Standards Met	<ul style="list-style-type: none"> ✓ 1. Artistic Perception ✓ 2. Creative Expression ✓ 5. Connections, relationships and applications
National Standards Met	✓ 7

Fall Quarter (September–December)	
1. To play 4 pieces on recorder	
Objectives	<ul style="list-style-type: none"> ✓ Students have correct posture ✓ Correct hand placement ✓ Students know instrument positions (rest, playing, lazy)
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsal ✓ Quizzing them quickly on instrument positions
2. To Read Music	
Objectives	<ul style="list-style-type: none"> ✓ Understand their clef within the staff ✓ Correctly name any given note within their clef ✓ Identify correct rhythmic values
Evaluation Methods	<ul style="list-style-type: none"> ✓ Staff Game in orchestra room ✓ Quizzes with note cards ✓ Pop quizzes on white board with note names
3. To Transition to Instruments	
Objectives	<ul style="list-style-type: none"> ✓ Students know and understand proper embouchure ✓ Students use correct posture ✓ Students know correct hand positions and finger placements ✓ Instrument positions (playing, rest, lazy)
Evaluation Methods	<ul style="list-style-type: none"> ✓ Solos ✓ Small performance groups ✓ Teaching/helping another student

Winter Quarter (January–March)	
1. Perform Solo and/or Chamber Pieces from Method Book	
Objectives	<ul style="list-style-type: none"> ✓ Play correctly within the given key ✓ Stay within the given tempo ✓ Play within an awareness of other musicians
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsals ✓ Small solo/chamber performances ✓ Verbal discussion of performance
2. Perform First Full Ensemble Arrangement of Classical Work	
Objectives	<ul style="list-style-type: none"> ✓ To play within a section ✓ To study a work and compare it with the originals ✓ Preparation to play the original

Winter Quarter (January–March)	
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsals ✓ Discussion of music in rehearsals with ensemble ✓ Final concert
3. Students are Familiar with and Can Understand Musical Terminology	
Objectives	<ul style="list-style-type: none"> ✓ Teaching articulations: legato, staccato, marcato, slur, accent, tie. ✓ Teaching dynamics: Pianissimo – Fortissimo ✓ Teaching tempo: Largo -- Presto
Evaluation Methods	<ul style="list-style-type: none"> ✓ Can discuss and articulate with other students ✓ Can identify within their music ✓ Can demonstrate on their instruments

Spring Quarter (April–June)	
1. Students Learn all Major Scales and Chromatic Scale	
Objectives	<ul style="list-style-type: none"> ✓ To memorize all major scales ✓ To understand chromatic range on given instrument ✓ To play in various rhythms
Evaluation Methods	<ul style="list-style-type: none"> ✓ To play scales as ensemble warm-ups ✓ To demonstrate occasionally as soloists or sections
2. Students can Rehearse and Play in Varied Styles	
Objectives	<ul style="list-style-type: none"> ✓ To create a storyline for all pieces. ✓ To understand how the history of the work affects the music ✓ To understand the correct style of music in which to play (Ballet, March, Opera, Symphony, etc.)
Evaluation Methods	<ul style="list-style-type: none"> ✓ To describe different playing styles based on a listening excerpt ✓ To explain to a 'non-musician' what the piece represents ✓ To play the styles correctly in rehearsal and concert
3. To Prepare Walt Disney Concert Hall Performance	
Objectives	<ul style="list-style-type: none"> ✓ Discussion of concert etiquette ✓ Understanding physical positioning within the orchestra ✓ Participation in dress rehearsal ✓ Reaching full proficiency on the music
Evaluation Methods	<ul style="list-style-type: none"> ✓ The Dress Rehearsal (etiquette, logistics, physical positioning) ✓ The concert (etiquette, proficiency)

Summer Quarter (July–August)	
1. Students Learn all Harmonic Minor Scales	
Objectives	<ul style="list-style-type: none"> ✓ To memorize all harmonic minor scales ✓ To understand relationships to major scales ✓ To play in various rhythms
Evaluation Methods	<ul style="list-style-type: none"> ✓ To play scales as ensemble warm-ups ✓ To demonstrate occasionally as soloists or sections
2. To Rehearse and Perform in Duets and Trios	
Objectives	<ul style="list-style-type: none"> ✓ To rehearse and perform in a small chamber setting ✓ To accomplish a work without a conductor ✓ To feel comfortable performing in a small group ✓ To have self-reliance on musical skills ✓ Creating more intimate communities
Evaluation Methods	<ul style="list-style-type: none"> ✓ Individual rehearsals ✓ Chamber performances
3. Challenging Works to Play with Older Students	
Objectives	<ul style="list-style-type: none"> ✓ To offer an extra challenge for some students ✓ To give them an opportunity to rise to another ability level ✓ To expose students to more repertoire
Evaluation Methods	<ul style="list-style-type: none"> ✓ Everyday rehearsal ✓ Listening to smaller groups ✓ Observing how the students do sitting in with the older sections

SOCIAL GOALS

Year End (August)	
1. To Create Cohesion Between Sections	
Objectives	<ul style="list-style-type: none"> ✓ Peer guided sectional rehearsals ✓ Group discussion on musical ideas ✓ Reflections of others' performances
Evaluation Methods	<ul style="list-style-type: none"> ✓ To observe relationships on a daily basis ✓ To observe how playing changes because of personal dynamics
2. To Demonstrate All HOLA Core Values (Respect, Responsibility, Positive Communication, Support)	
Objectives	<ul style="list-style-type: none"> ✓ To demonstrate values in all interactions with peers, teachers, and others ✓ To carry over into dealing with musical equipment ✓ To create a bridge to community interactions ✓ Show others how to more properly demonstrate core values
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsal and interactions ✓ Observing values during group time and free time
3. To Help Support Arts in the Community	
Objective	<ul style="list-style-type: none"> ✓ Going to community events and concerts ✓ Playing at local venues ✓ Providing free connections with families ✓ Interacting in Communities
Evaluation Method	<ul style="list-style-type: none"> ✓ Concerts in the Park

Fall Quarter (September–December)	
1. Students Participate in the Name Game	
Objectives	<ul style="list-style-type: none"> ✓ To memorize names of all students ✓ Social interaction with all students ✓ To create conversation between all students
Evaluation Methods	<ul style="list-style-type: none"> ✓ Playing the 'Name Game' once a week ✓ Observing interactions between students
2. Learning and Demonstrating Correct Ensemble Etiquette	
Objectives	<ul style="list-style-type: none"> ✓ Sitting quietly in rehearsal ✓ Being attentive to director at all times ✓ Keeping peers accountable ✓ Being organized and ready for rehearsal
Evaluation Methods	<ul style="list-style-type: none"> ✓ Daily rehearsals ✓ Observing interactions between students and director

Winter Quarter (January–March)	
1. Building Bonds Between Sections	
Objectives	<ul style="list-style-type: none"> ✓ Students play staff game in different sections ✓ Students have responsibility assignments between sections ✓ Buddy Time between sections
Evaluation Methods	<ul style="list-style-type: none"> ✓ Observation ✓ Weekly games and interactions between students
2. Students Engage in Peer Learning	
Objectives	<ul style="list-style-type: none"> ✓ Having multiple students tackle a given objective as a unit ✓ Working side-by-side on a piece of music ✓ Listening and providing positive feedback and communication
Evaluation Methods	<ul style="list-style-type: none"> ✓ Small group discussions ✓ Peer performances
3. Self-Policing Ensemble Etiquette	
Objectives	<ul style="list-style-type: none"> ✓ To have students keep each other accountable ✓ To have students lead announcements ✓ To display responsibility and leadership ✓ Students will show a good example, rather than tell
Evaluation Methods	<ul style="list-style-type: none"> ✓ Helping hold other students accountable ✓ Daily interactions and rehearsals

Spring Quarter (April–June)	
1. Students will Support New Student Arrivals	
Objectives	<ul style="list-style-type: none"> ✓ Welcoming new students with open arms ✓ Students will help new students become acclimated to schedule ✓ Students will help new students find their correct equipment and music
Evaluation Methods	<ul style="list-style-type: none"> ✓ Observing students' growth after several weeks ✓ Observing interactions between current students
2. Encouraging Put-Ups	
Objectives	<ul style="list-style-type: none"> ✓ To build self-worth and accomplishment ✓ To help promote sectional cohesion ✓ To create a more positive environment
Evaluation Methods	<ul style="list-style-type: none"> ✓ Writing down Put-Ups ✓ Observing students' interactions

3. Peer Teaching	
Objectives	<ul style="list-style-type: none"> ✓ To give students leadership responsibility ✓ To build relationships between students ✓ To provide fresh perspectives
Evaluation Methods	<ul style="list-style-type: none"> ✓ Small performance for teacher and peers ✓ Discussion with teacher and peers

Summer Quarter (July–August)	
1. Students are Involved in Continuous Community Outreach	
Objectives	<ul style="list-style-type: none"> ✓ To play in public venues ✓ To Help to clean up the park ✓ To send letters and recordings to community members ✓ To have a 'Play-a-thon'. (EXPO Practice Fundraiser.)
Evaluation Methods	<ul style="list-style-type: none"> ✓ Observe if more people are aware of YOLA at HOLA ✓ Observe if students have further support in their family and community
2. Create Assignment Crews	
Objectives	<ul style="list-style-type: none"> ✓ To build teamwork among sections ✓ To instill personal responsibility for space ✓ To provide ownership of orchestra program ✓ To value the work they accomplish ✓ To help hold peers accountable
Evaluation Methods	<ul style="list-style-type: none"> ✓ Observe responsibility on a daily basis ✓ Observe student interactions on a daily basis
3. Prepare Students with Teaching Skills	
Objectives	<ul style="list-style-type: none"> ✓ Prepare students to teach new class of students ✓ Help students with leadership skills ✓ Further instill a sense of community and appreciation for their program
Evaluation Methods	<ul style="list-style-type: none"> ✓ The Peanut Butter Game

CALENDARS

Concerts and Major Program Events (11/12)	
September 19–20	Returning Student Orientation
September 21	New 1/3 grade Orientation
September 22	New 4th/5th grade Orientation
October 27	Team Mahler and Ravel Perform at the Convention Center
November 5	Paper Orchestra and YOLA at HOLA Fall Concert!
November 10	Holiday of the Heart Performance (Team Mahler and Ravel)
December 6	YOLA at HOLA Service Learning Project Performance at St. Barnabas Senior Center
December 10	Eli Epstein (former Cleveland Symphony Horn) Brass Clinic for YOLA at HOLA
December 12	YOLA at HOLA Winter Concert at La Fayette Park
January 23	Simon Bolivar Symphony Orchestra Winds Workshop and Park Performance with YOLA at HOLA Wind Students
January 27	Simon Bolivar Symphony Orchestra Strings Workshop and Park Performance with YOLA at HOLA String Students
January 30	YOLA at HOLA Winds and YOLA at EXPO Chamber Orchestra combined concert with Simon Bolivar Symphony Orchestra
February 14	Team Brahms and Strauss Special Valentine's Day Performance
March 10	YOLA at HOLA Concert!
March 24	YOLA at HOLA and LACC Workshop
April 21	YOLA Neighborhood Project- First Congregational Church (W.6th and Commonwealth)
May 5	YOLA at HOLA performance at Walt Disney Concert Hall
June 16	YOLA at HOLA Spring Concert
June 22	YOLA at HOLA Team Mahler and Ravel play Hollywood Bowl
June 27	HOLA Graduation

RULES & PROCEDURES

Rule	Corresponding Goal / Core Value
Have Fun!	<ul style="list-style-type: none"> ✓ <i>Building community and friendship through music</i> ✓ <i>Positive Communication</i> ✓ <i>Support</i>
Talk and play at appropriate times	<ul style="list-style-type: none"> ✓ <i>Respect</i> ✓ <i>Responsibility</i> ✓ <i>Positive Communication</i>
Respect personal space	<ul style="list-style-type: none"> ✓ <i>Respect</i> ✓ <i>Responsibility</i> ✓ <i>Positive Communication</i>
Respect instruments	<ul style="list-style-type: none"> ✓ <i>Respect</i> ✓ <i>Responsibility</i>
Water only in all classrooms	<ul style="list-style-type: none"> ✓ <i>Respect</i> ✓ <i>Responsibility</i>
Wait quietly in line in the hallway	<ul style="list-style-type: none"> ✓ <i>Respect</i>
Enter room after previous group has left	<ul style="list-style-type: none"> ✓ <i>Respect</i>
Set up personal chair and stand	<ul style="list-style-type: none"> ✓ <i>Responsibility</i> ✓ <i>Ownership of program</i>
Safely and quickly get out instruments and put case under chair	<ul style="list-style-type: none"> ✓ <i>Responsibility</i>
Warm-up until teacher approaches podium	<ul style="list-style-type: none"> ✓ <i>Responsibility</i> ✓ <i>Building self-directed learners and leaders</i>
After class, pack up quietly and take personal belongings	<ul style="list-style-type: none"> ✓ <i>Respect</i> ✓ <i>Responsibility</i>

REPERTOIRE**Recorders:**

Name	Function
Hot Cross Buns Traditional	<ul style="list-style-type: none"> ✓ Learning 4/4 Time Signature ✓ Incorporating very basic rhythms and left hand recorder skills ✓ Introducing G Major
Twinkle, Twinkle Little Star Traditional	<ul style="list-style-type: none"> ✓ Using a familiar tune to increase range ability and right hand skills on recorder ✓ Introducing D Major
New World Symphony Antonin Dvorak Arrg. E. Kubitskey	<ul style="list-style-type: none"> ✓ Perfecting right and left hand skills on recorder ✓ Introduce new rhythms ✓ Incorporating listening and playing to classical repertoire ✓ Preparing students to play it in the future on instruments ✓ Perfecting D Major
Overture to Tannhauser Richard Wagner Arrg. P.B. Cooper	<ul style="list-style-type: none"> ✓ Learning 3/4 time signature ✓ Introducing triplet rhythms ✓ Preparing students to play it in the future on instruments ✓ Perfecting D Major

Instruments:

Name	Function
Orchestral Expressions Method Books	<ul style="list-style-type: none"> ✓ Use to begin basic fingerings, note reading and simple melodies ✓ Helps students of different levels succeed daily ✓ Only use until 'Ode to Joy' melody in Bb. Then transition to 'Ode to Joy' in D arrangement ✓ Then use only for sight-reading and music references
Ode to Joy #1, D Major Ludwig Van Beethoven Arrg. B. Kiesling	<ul style="list-style-type: none"> ✓ First 'orchestral' piece ✓ Introducing them to Classical repertoire ✓ Playing in concert D Major
Simple Gifts Aaron Copland Arrg. B. Kiesling	<ul style="list-style-type: none"> ✓ Stands alone as 'wind ensemble' piece ✓ Classical repertoire introduction ✓ Can discuss American Composers ✓ Playing in concert G Major
Venezuela National Song	<ul style="list-style-type: none"> ✓ An enjoyable piece that relates them to Venezuela

<p>New World Symphony Antonin Dvorak Paul Murtha</p>	<ul style="list-style-type: none"> ✓ Stands alone as 'wind ensemble' piece ✓ To prepare them for a more challenging arrangement
<p>Eine Kleine Nactmusick Wolfgang Amadeus Mozart Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ Full orchestra piece, but can stand alone as 'wind ensemble' piece ✓ Introduction to Mozart and style ✓ Playing in concert G Major
<p>Ode to Joy #3, D Major Ludwig Van Beethoen Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ Full orchestra piece, but can stand alone as 'wind ensemble' piece ✓ To build off of previous skills from Ode to Joy #1 ✓ Incorporates a lot of harmonic and rhythmic variation
<p>Tannhauser Overture Richard Wagner</p>	<ul style="list-style-type: none"> ✓ Full orchestra piece, but can stand alone as 'wind ensemble' piece ✓ Students familiar with tune after playing on recorder ✓ Building classical repertoire ✓ Having sectional tutti and solis
<p>Academic Festival Overture Johannes Brahms Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ A fun classical piece to introduce Brahms into the classical library
<p>Jupiter 'The Planets' Gustav Holst Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ Stands alone as 'wind ensemble' piece ✓ To prepare them for a future, more challenging arrangement
<p>Finlandia Jean Sibelius Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ Full orchestra piece, but can stand alone as 'wind ensemble' piece ✓ Includes choir, percussion and Orff instruments ✓ Introduces Sibelius
<p>Chamambo Manuel Artis Arrg. B. Kiesling</p>	<ul style="list-style-type: none"> ✓ Introducing Latin styles and rhythms of music. ✓ Approachable for full orchestra on different levels
<p>Hungarian Dance No. 2 Franz Liszt Arrg. Lennie Niehaus and Vernon Leidig</p>	<ul style="list-style-type: none"> ✓ Introduce orchestral transcriptions ✓ Introduce Liszt ✓ Practicing the road map for a classical work.

LESSON PLANS

Fall:

- Britten Young Person's Guide
- Recorder Lesson Plans (2 week lesson plan)

Winter:

- Name Game
- Staff Game

Spring:

- Diversity Puzzle
- Compositions

Summer:

- Composer Cards
- Jeopardy

I. Introduction to Orchestra

Young Persons' Guide to the Orchestra (Benjamin Britten)

Aim: To introduce the students to the sounds and instruments of the full orchestra.

Materials: Sound system and CD of London Symphony's Young Persons' Guide, white board.

Assessment: After listening, ask students to talk about and demonstrate their favorite instrument.

Procedure:

1. Ask students what they know about the orchestra and what they've heard. Do they know any instruments? Have they heard any live music before?
2. Explain to students the just like we are, orchestras are made of families. Write 4 families on the board: strings, woodwind, brass, and percussion.
3. Have students sit in orchestral rows so that they feel like the orchestra.
4. Begin by playing the tracks where the instruments are explained. As they are being played write the name of the instruments on the board on their families.
5. As each instrument is presented, have the students 'air' the instruments and pretend that they are playing them. This will help them kinesthetically and aurally remember the instruments.
6. During the final fugue, have the students play the individual instruments, and during the tutti have them pick their favorite instruments.
7. After, discuss the instruments they just heard and have them explain their favorite instruments and show how you would play them.

Follow-Up: Have teachers play a live 30-second excerpt on each instrument so that students can see and hear the real instruments. Students may then ask questions.

II. Recorder Introduction

Two-Week Process of Learning Recorder

Aim: Throughout the two-week process, students will learn the etiquette and process of being part of an ensemble. During this time, teachers will be able to assess the following:

- Previous Experience
- Attitude
- Motor-skills
- Embouchure
- Note-reading Ability
- Inner-ear

Before the teachers give students instruments, they will be able to teach the following:

- Instrument Care
- Classroom Procedures
- Ensemble Set-up
- Ensemble Etiquette
- Vocal and Solfege Skills
- DM and GM scales

Materials: Individual recorders for each students. 4 recorder pieces.

Assessment: Having students play solos on recorder and trying out different instruments during the recorder process.

Procedure Week 1:

- Learning L and R hands, finger positions and posture.
- Learn lazy position, rest position, playing position and party position.
 - Lazy...totally relaxed, instrument still safe.
 - Rest...sitting up perfectly straight, instrument in lap.
 - Playing...sitting up perfectly straight, instrument to mouth.
 - Party...instrument up in the air, smile on face!
- Learn left hand notes, B, A, G, then work on Hot Cross Buns. (G major).
- Learn right hand notes, F#, E, D, then work on Twinkle. (D major).

Procedure Week 2:

- Introducing articulation and dynamics through recorder on D major scale.
- Learn high C# and high D, then work on Dvorak, New World Symphony.
- Learn high E, then work on Wagner's, Tannhauser.

Follow-Up:

- Perform both pieces with staff so that the students can relate it to the orchestral version with instruments.
- Take the following week to have students continuously try different instruments based on what their successes were during the recorder process.
- Assign instruments.

III. Composition

Aim: Students will be able to compose a four-bar composition in D Major and with a 4/4 time signature, and perform it on their instruments.

Materials: Copies of composition page. Pencils. Instruments.

Assessment: Will be able to see the progress and ability of students on their written compositions. Teachers can also assess their reading, writing, and playing ability.

Procedure Day 1:

- Have students label appropriate clef. (Bass or Treble.)
- Have students label and explain 4/4 time signature.
- Have students label and explain D Major key signature.
- Clearly identify on board which range of notes in the students' D Major scale they can use.
- Identify on board the rhythms that the students know and their values, so that they feel comfortable having each measures equal 4.
- Begin with each student having a rough draft, so they feel that they can make mistakes. Throughout the lesson, walk around and help edit the students work, so that they can rewrite their final draft during the last 10 minutes.
- At the top of the page, have the students fill in the title.
- At the bottom of the page, have the students fill in the sentence...
"I imagine that my piece sounds _____"

Procedure Day 2:

- Have students look over work briefly.
- Have students warm-up and practice their piece for 10 minutes.
- Students will perform:
 - Announce the title.
 - Show piece of music to class.
 - Perform piece of music.
 - Applaud!!

Follow-Up: Students can reflect out loud about the process, and talk about what they would have like to done differently. If some students would like, they can take home an extra blank copy and complete another composition. Post compositions on the wall.