

Morton Subotnick's

# World of Music

*Teacher's Workbook*

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Conceived by Morton Subotnick  
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## World of Music- Intermediate

### FALL SEMESTER

#### Chapter One: Tool Exploration: Lesson One

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#### Goals

Introduce basic composing tools in the *World of Music* program. Explore *Where in the World* these sounds come from.

#### Objectives

Use the pencil, play, erase, oops, and world instrument palette.  
Create, save and play a composition.  
Talk about their work.

#### Tools introduced

Basic music entry/drawing (pencil)	Erase
Instruments palette	"Oops" (undo)
Play	Save
World Instruments	

#### **Begin**

Show children the **instrument icons** at the top of the screen and let them listen to the sounds of each. Let them decide which instrument they would like to create a composition with. Point out the pencil and allow them to experiment with entering or drawing sounds on the screen. Some children will find the **play** icon (green arrow) on without assistance; point out the **play** icon to others. Encourage children to listen as they work.

#### **Inform & Share**

As the children experiment, point out the **World Instrument** icon. A click on any of the other areas in the world changes the instruments and scales into sounds and scales from

that region of the world. As the children explore, point out the **erase** tool. Clicking on the eraser allows children to erase portions of their composition. If a child mistakenly erases something there is an “**oops**” tool which allows them to retrieve their work, show them how this works. Allow children to continue to explore and make music.

### **Think About It**

Invite children to choose their favorite sound and create a composition using only that sound. After each child has created at least one single instrument composition, gather the children around computers in small groups and invite them to play their pieces for each other. Encourage each new composer to describe the instrument he or she used; encourage them to talk about their compositions/ sounds. While children are gathered into small groups, introduce a way to save by clicking on the **Save** icon. Then send children back to their computers and help them save their single instrument pieces to the composition book.

Have children create new compositions using as many instruments as they wish. Offer coaching or assistance as children learn to navigate the composition tools, instrument palette, and the save function. After creative time, invite children to share their compositions. Have each child play his or her piece for the group. Invite children to identify the number of instruments and the names of the instrument sounds. Encourage each composer to explain or describe how he or she made the piece.

### **Thinking Ahead**

Prepare for next week by talking about different ways we can move our bodies. Ask children to walk around the room using different movements (crawl, skip, run, hop.) Encourage them to think about three of their favorite ways to move for the next class.

## **Chapter Two: Beginning Composition**

### **Lesson Two: Introduction One**

#### **Goals**

Review basic composing tools.  
Learn to use new tools/functions for composing.  
Create new compositions.

#### **Objectives**

Create, save and play a composition that moves in different ways (fast, slow, wiggly, robotic).  
Create, save and play a composition that shows fast or slow movement.  
Talk about their works and how they created them.

#### **Tools reviewed:**

Oops	Erase
Save	Play
Instrument palette	

## Tools Introduced:

Upside-down  
Backwards

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## Begin

As children arrive, allow them time to work individually in *World of Music*. Allow children time to experiment and compose. Encourage them to listen to the pieces they saved from the last week. Help children remember how to use tools covered in previous sessions.

## Inform & Share

Gather the children together for a game of follow the leader. Each child will take a turn leading the class in a new movement across the classroom. Ask children to describe the different movements utilized in the game to reinforce different ways we can move our bodies.

## Make Music

Invite children to create compositions that use their favorite type of movement. Help them save their compositions by clicking on the save icon.

## Think About It

Have children gather around computers and share their compositions with each other. Help them identify the types of movement in each other's music. Allow children to dance/move to the sounds of each other's work.

While children are gathered together, invite them to talk about the things that go fast, slow, short, long. Play one child's composition and ask what types of sounds we are hearing. Ask the children what is happening in the music.

Play one child's composition, then click on the **backwards music note** icon and play it again. Ask the children to describe what happened to the music. Then, click on the **upside down music notes** icon and listen again.

Invite children to return to their computers and experiment with backwards and upside down tools. Continue to reinforce listening as they work and save their work.

## Thinking Ahead

While children are gathered together, invite them to talk about things that go up and down. Draw a line going up and down diagonal on the computer screen for the children to listen to. Ask the children to describe what happened to the sound. Have children follow the sound with their voices from low to high to low. Ask the children to describe how the sound is moving. Make a wiggly line on the computer screen. Ask the children to move the way the sound is moving when you play it.

## **Lesson Three: Introduction Two**

### **Goals**

Review basic composing tools.

Learn to use new tools/functions for composing

Create new compositions

### **Objectives**

Learn to use the upside down, and backwards tools.

Create, save, and play a composition that shows up and down.

Create, save, and play music using the upside down and backwards tools.

### **Tools Reviewed**

Pencil

Erase

Oops

Save

Upside-Down

Backwards

### **Begin**

As children arrive, allow time to work individually in the program. Allow children to experiment and compose. Encourage them to listen to pieces they saved from the previous weeks. Help them remember how to use tools covered in previous sessions.

### **Inform & Share**

Gather the children together and ask them to talk about things that go up, things that go down, and things that go both up and down. Have them move their arms, bodies or hands upward or downward while making their voices go upward and downward to reinforce the idea of up and down.

### **Make Music**

Invite children to create compositions that use high and low sounds. Help them save their compositions by clicking on the save icon.

Have children gather around the computers and share their movement compositions with each other. Help them identify up and down in each other's music.

### **Think About It**

While children are gathered together, invite them to talk about things that go up and down. Draw a line going up and down diagonal on the computer screen for the children to listen to. Ask the children to describe what happened to the sound. Have children follow the sound with their voices from low to high to low. Draw a horizontal line on the computer screen. Ask the children to describe what happens to the sound when the sound is vertical and not horizontal. Continue to reinforce listening as they work and save their work. Invite children to return to their computers and experiment with vertical and horizontal sounds.

## **Thinking Ahead**

To prepare for next week, ask children to sit very quietly and notice any sounds they hear in the room. Invite them to list the loudest and quietest sounds they can think of. Tell them to remember loud and soft sounds they hear during the week and to be ready to tell the group about loud and soft sound at the next session.

## **Lesson Four: Introduction Three (Loud & Soft)-(Rhythm)**

### **Goals**

Review basic composing tools.  
Learn to use new tools/functions for composing.  
Create new compositions.

### **Objectives**

Learn to use the loud and soft tool.  
Create, save, and play music that shows differences in dynamics (loud/soft).  
Create, save, and play music in the Pitch Canvas and Rhythm Canvas.  
Describe their own compositions and how they made them.

### **Tools Introduced**

Rhythm Canvas  
Volume (Loud and Soft)

### **Begin**

As children arrive, allow them time to work individually with World of Music. Allow children to experiment and compose in the Composition and Rhythm Canvas. Encourage them to listen to pieces they saved from previous lessons.

### **Inform & Share**

Gather the children and ask them to describe the loud and soft sounds they noticed during the week. Select one child's composition and play it for the group. Slide the volume control to its highest level and play the composition again. Ask the children to describe how the music changed. Slide the volume control to its lowest level. Ask the children to predict how the music will change, then play the composition again. Help the children discover that the entire piece becomes louder or softer.

### **Make Music**

Ask the children to return to their computers and experiment with loud and soft tools, creating new compositions. Encourage them to use loud and soft. Assist them when needed. Encourage them to listen to their work as they compose, and always encourage them to use ideas they have learned in previous lessons. After each child has saved, at least one new composition, have them share their work with the group. Invite each composer to describe how he or she used loud and soft in their pieces.

### **Thinking About It**

While children are still gathered in the group, demonstrate the volume controls in the **Rhythm Canvas**. Demonstrate the composition using the various rhythmic instruments from around the world. Show them how to turn the rhythmic example from each culture off. Invite children to compose and save their work in the Rhythm Canvas

### **Thinking Ahead**

Gather the children together to introduce the idea of same and different, or repetition and contrast. Look for examples of same and different, repetition and contrast in the environment. Rather than give a musical example, provide a speech example. For instance, demonstrate that repeating the same phrase (e.g., “The dog is barking.”) over and over again is an example of repetition.

## **Lesson Five and Six: Same, Different, Similar**

### **Goals**

Review basic composing tools.

Learn to use copy, add, and insert.

Introduce the concept of same, similar, and different.

### **Objectives**

Continue to develop skills using the functions in the Pitch and Rhythm Canvas.

Create, save, and play music using same, similar and different.

Identify same, similar and different in each other’s compositions.

Describe their own compositions and how they made them.

### **Tools Introduced**

Wand

Tempo (rabbit)

Copy

Duplicate

### **Tools Reviewed**

Volume Level

Rhythm Canvas

### **Begin**

As children arrive, allow them to experiment and compose. Circulate among individual children and show them two new tools: the wand and the sliding tempo bar. To demonstrate the tempo bar, have composers put one of their precious compositions on the palette and play it. Then, have them slide the rabbit on the tempo bar all the way to the left or all the way to the right and play the compositions again. Encourage the child to choose the tempo they prefer for the composition. To demonstrate the wand, have the child click and hold the mouse, then move it to create music in real-time. Have each child create a piece of music using the wand tool.

### **Inform & Share**

Gather the children together to introduce the idea of same, similar, and different. Ask them about things they noticed during the week that were similar, but not the same. Instead of giving musical example, look for examples of same, similar, and different in the environment. Give oral examples, such as: “ I think you should *do* it. *I* think you

should do it. I *think* you should do it!” The example has three repetitions that are similar but not the same.

### **Make Music**

Invite the children to return to their computers and compose music that shows same, similar, and different. Allow a substantial amount of time to compose. Circulate to assist and talk with individual children. Remind children to listen often and to save. Help them use select, copy, and insert as needed.

At the end of the creation time, gather the children to listen to each other’s works. Have them identify same, similar and different in each other’s compositions. Invite the composers to explain the tools they used to get same, similar, or different parts in their music.

### **Thinking About It**

Talk about the idea of same, similar, and different with the composers. Discuss the idea that any composer has three choices: repeat an idea (same), repeat the idea but change it (similar), don’t repeat at all but do something else (different).

- Play mirror image game. Have children be one another’s mirror image.
- Allow children to play the same or different Games and Assessments.
- Name everything you can think of that’s the same.
- Name everything you can think of that similar but not the same.
- Make a piece of music using completely different sounds.

### **Thinking Ahead**

Preface the coming week by asking the children to think about which two or three of their compositions are their favorites and which they might like to show the class again at the next lesson.

## **Chapter Three: Thinking About A Whole Piece Of Music**

### **Lesson Seven**

#### **Goals**

Continue to work with various tools and functions of World of Music.  
Introduce the concepts of form.

#### **Objectives**

Continue to develop skills using functions in the Rhythm and Pitch Canvas.  
Create, save and play music following formal ideas.  
Identify same, similar, and different.  
Describe their own compositions and how they made it.

#### **Begin**

Allow children a healthy creating period. Children can be reminded of the copy/paste, copy/insert functions as well as upside-down and backwards tools one on one with instructor(s). Ask children to think about all the pieces they’ve created in the past weeks

and have them choose one to share with the class. Let the children look at one another's computer screens as they listen to the compositions. Have them tell their classmates what they like about the piece they've chosen to share.

### **Make Music**

Ask children to create a piece of music that they like to look at; what does it sound like? Ask children to make something that sounds really good and don't worry about what it looks like. Provide coaching if needed, encouraging children to use palette tools to help them in their creation.

Gather the children to share their compositions with the group. Ask the children to name the tools they used to create their music.

### **Think About It**

Ask the children to share their compositions with the group. Again, have them identify which elements they have heard in the various works. Be as thorough as possible. Help children identify ideas by making comments like, "What a super up/down composition!"

### **Games and Assessment**

Test children with the Games and Assessment. Let students move at their own pace through the games.

## **Lesson Eight**

### **Goals**

Continue to work with the various tools and functions in World of Music.  
Introduce the Composition Space.  
Combine rhythmic and melodic ideas.

### **Objectives**

Students will compose a piece of music using the composition space.  
Students will add rhythm to their melodic compositions.  
Create, Save and Play a piece of music using long and short notes.

### **Begin**

As children arrive, have them begin composing freely. Invite them to use the Composition Space in World of Music. Provide help as needed, encouraging children, as always, to listen to their work as they are making it. Also encourage children to use tools they have not used extensively.

### **Make Music**

Make a piece of music using long notes. Help them recognize that longer sounds create the effect of slow music, and shorter sounds create the effect of fast music. Continue to reinforce musical concepts (repetition, upside down and backwards, loud and soft, high and low) as they work and save their work.



Gather the children to share their compositions with the group. Have them identify any of the musical concepts they recognize. Show them how the rhythmic and melodic ideas are combined in the Composition Space. Ask the children to compose something which uses both the drums and melodic instruments. Allow plenty of time for the composers to work. Have children save any work they have done.

### **Thinking Ahead**

Preface the coming week by asking children to think about the layers of a sandwich. Have them think of other things that have use layers.

## **Lesson Nine**

### **Goals**

Create, save and play a composition.  
Identify layers in music.

### **Objectives**

Create a piece of music that looks and sounds good  
Review functions in the Composition Space.  
Identify layers in music.

### **Begin**

As children arrive, allow them free-creation time. Provide technical and creative help as needed, encouraging children, as always, to listen to their compositions as they work. Remind children of tools they've used in the past. Also encourage children to try working in the composition space.

### **Make Music**

Ask children to create a piece of music that they like to look at; what does it sound like? Ask children to make something that sounds really good and looks really good; what makes it look and sound good? Provide coaching if needed, encouraging children to use palette tools to help them in their creation.

Gather the children to share their compositions with the group. Ask the children to name the tools they used to create their music.

### **Think About It**

Begin a dialogue about layers in music. Ask the children to describe the layers of a pizza: crust, sauce, cheese, and, pepperoni. "Does music have layers to? Let's describe the layers in our music." Ask the children to share a composition with the group. Have them identify the layers in their compositions. Be as thorough as possible.

### **Thinking Ahead**

Let's watch you make a piece of music in real time (Movie Recorder).  
Play your piece for us. Let's watch and notice when we see a new layer being added to the composition. "How many layers does this composition have?"

## **Games and Assessment**

Test children with the Games and Assessment. Let students move at their own pace through the games.

## **Chapter Four: Musical Texture (foreground and background)**

### **Lesson Ten**

#### **Goals**

Review compositional ideas

Learn how to present and talk about compositions

#### **Objectives**

Continue to develop skills using functions of World of Music

Create, save and play music in the Composition Space.

Talk about each composition and describe what they have done.

#### **Begin**

After the children have had plenty of time to complete whole compositions, gather them together and have them share their compositions from any previous lesson(s). Have them identify any material that they recognize. Let each composer talk about her/his own composition at length. Additionally, have the group look at each composition as it plays across the screen; let them see the ideas following one another, then ask them to close their eyes and identify the changes, layers, instruments etc.

#### **Make Music**

Ask children to return to their computers and compose a piece in the composition space.

Provide coaching if needed, encouraging children to use tools to help them in their creation.

Gather the children together and ask them to name the things they hear in their compositions. Talk about the layers of the composition at length.

#### **Thinking Ahead**

Accompaniment

### **Lesson Eleven**

#### **Goals**

Review basic composition tools.

Create new compositions.

#### **Objectives**

Create an accompaniment.

Create a counter-melody.

Improvise music over an accompaniment.

**Begin**

Allow children plenty of free time to create compositions in World of Music.

**Make Music**

Have the children create a piece of music using long, low notes. After the children have completed this have them select the magic wand and create a real time improvisation in a higher voice. Have them flip the composition upside-down to hear what the voices sound like in opposite positions. Let them choose which way they like the sound best.

**Think About It**

Create a background by making one of the voices softer...make the voice in the foreground louder. ....

**Thinking Ahead**

Children will decide which composition(s) they will share at the recital the following week and create a program for the concert. Children will create invitations for the performance and invite their parents.

**Games and Assessment**

Test children with the Games and Assessment. Let students move at their own pace through the games.

**Chapter Five: Presenting the Music**

**Lesson Twelve: Student Recital**

**HOLIDAY BREAK**

**SPRING SEMESTER**

## **Chapter Six: Composing for Instrumentalist**

### **Lesson Thirteen**

- Making More Music
- Instrument Selection (Quartet, Trio, Duet)
- Using the Pencil and Magic Wand
- Erase
- Listen to each line individually or all together
- Compose a piece of music for keyboard
- Saving Compositions

### **Lesson Fourteen**

- Making More Music
- Adding dynamic markings to your music
- Tempo changes
- Work on your piano compositions
- Games

### **Lesson Fifteen**

- Making More Music
- Compose a piece for Clarinet, Flute and Trumpet
- Three Pieces: Same, Similar, Different
- Save compositions
- Next week we will have a guest instrumentalist

### **Lesson Sixteen**

- Introduce Morton Subotnick, Lyn Liston and Susan Naidel (flute)
- Instrument (flute) demonstration
- Student compositions
- Experiment with other ways to perform (Faster, Slower, Short and Long Notes, Dynamics)

### **Lesson Seventeen**

- Compose a piece for trio (Cello, Clarinet, Flute)
- Playing Music Games

### **Lesson Eighteen**

- Introduce Morton Subotnick, Lyn Liston, Trio
- Instrument Demonstrations (Cello, Clarinet, Flute)
- Trio Performs Students Compositions

### **Lesson Nineteen**

- Work on Trio Compositions
- Playing Music Games

## **Lesson Twenty**

- Share compositions
- Continue work on trio compositions
- Games and Assessments
- Prepare for the concert (discuss the order of the program...what would sound good to start...what would sound good next...what would sound good as the last thing that is heard, etc.)

## **Lesson Twenty-One Final Trio Concert**

## **World of Music**

Beginner

### **Chapter One: Tool Exploration**

#### **Lesson One**

- What is Music, Where Does It Come From?
- Tool Exploration
- Click on the different colors at the top of your screen to listen to the instruments.
- We can choose instruments from all around the world.
- How to use the pencil
- Create a piece of music using any of the instruments you've discovered today.

### **Chapter 2: Beginning to Compose**

#### **Lesson Two: Introduction One**

- Create a piece of music in your composition space
- What sounds are you hearing while you draw
- Listen to your music by clicking on the green arrow (Play Button)
- Let's move to your sound
- Let's Listen Again (Play Button)

#### **Lesson Three: Introduction Two**

Pitch Gestures

- How many ways can we move (play follow the leader)
- Up and Down (high, low)
- Upside Down, Backwards (cat, dog)
- Let's use as many different movements as you can think of in your music

#### **Lesson Four: Rhythm**

- Hard and Soft Beats
- Add and Subtract Beats

- Fast and Slow
- Rhythmic Patterns Around the World

**Lesson Five and Six: Same, Different, Similar (but not the same)**

- Same (name everything you can think of that's the same)
- Same or Different
- Same and Similar (mirror image game, similar but not the same)
- Games and Assessment (Same or Different)
- Make a piece of music using two completely different sounds

**Chapter Three: Thinking About A Whole Piece Of Music**

**Lesson Seven**

- Make something you like to look at. What does it sound like?
- Make something that sounds really good and don't worry about what it looks like.

**Lesson Eight**

- Make something that looks good and sounds good
- Games and Assessment
- Share compositions with one another

**Lesson Nine**

- Let's watch you make a piece of music
- Let's listen in Real Time (Movie Recorder)
- Play your piece for us.
- We'll watch you as you start to make a new one

**Chapter Four: Musical Texture [foreground and background]**

**Lesson Ten**

- Accompaniment
- Top and Bottom
- Higher and Lower
- Games and Assessment

**Lesson Eleven**

- Make a piece of music using an accompaniment.
- Games and Assessment

**Chapter Five: Presenting the Music**

**Lesson Twelve**

Student Recital

**HOLIDAY BREAK**

**Chapter Six: Composing for Instrumentalist**

**Lesson Thirteen**

- World of Music Review (four new students)

- Compose a rhythmic composition to share with the class
- Compose a melodic composition to share with the class

**Lesson Fourteen**

- Composition time (review)
- Games and Assessments

**Lesson Fifteen**

- Create new compositions
- Games

**Lesson Sixteen**

- Introduce Morton Subotnick, Lyn Liston and Susan Naidel (flute)
- Instrument (flute) demonstration
- Susan plays the children's graphic notation from their computer screen
- Listen to the piece played by computer

**Lesson Seventeen**

- Let's make a piece of music for the flute
- What do you remember about the flute
- Share compositions

**Lesson Eighteen**

- Trio demonstrates instruments
- What are these instruments made of?
- Questions from students

**Lesson Nineteen**

- Games and Assessments
- Compose a piece of music for the final performance

**Lesson Twenty**

- Talk about the final concert
- Decide on the program

**Lesson Twenty-One****Final Concert**