hyperscore

Hyperscore Facilitation of National Core Arts Standards

CREATE Grade 5 **Conceive and develop new artistic ideas and work.**
Enduring Understanding: **Anchor Standard #1**: Generate and conceptualize artistic ideas and work.
Essential Questions: ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work?

Multi-Day Lesson Plan:

Group Composition (Introduction to Hyperscore tools through a group activity with the teacher guiding use and practice with the tools)	For 5th graders with prior group composition experience, choose whether or not to share a prompt such as a book or artwork to inspire the creative process. If students completed this activity in 4th grade, these students could begin the individual work process while any students new to Hyperscore complete this task.
	1. Prep: print a copy of the Group Composition rhythm poster (see materials) and the Composition Writing Process graphic (materials) Slide 1 to display. Share or post the NCAS Create statement, Anchor Standard #1 Enduring Understanding and the Essential Questions (see above) as you would normally do. 2. Prep student turn-taking during the composition process–randomized turns heighten student engagement as it leaves student's guessing what task their turn will involve when their number is called: ● Number key tags, enough for the largest class you teach. Consider a numbering system that will be more permanent for use with all classes: e.g. key tags (materials). ● Make one copy of the numerical list (materials) for each class section and label with their class code. ● Alternatively, use a list randomizer tool (materials) and pre-enter student names on the numerical list .
	3. On the **first day of group composition**, have each student pick a number as they enter the room and take their seat (unless you have

already used the randomizer tool and assigned turns). Remind them of the compositional prompt you used prior to composing if this applies. State that everyone will be getting a turn to contribute.

- Click on the rhythm tool and drop a **rhythm window** in the Hyperscore workspace displayed on the classroom screen. Teachers in schools without a screen can successfully present this activity on a laptop by making sure students get to view the screen when the song plays as you would do when reading a book to the class and sharing the pictures with everyone after each page.
- Hang the Group Composition rhythm poster alongside the display screen for reference to the groups of 4 and eight rhythm instrument choices for the Group Composition, referencing it to point out that most choices will be from instruments 1-8 or in column 1-4.
- If you wish to reinforce meter, the first student with turn #1 picks groups of 4 or groups of 3 (click on the meter and adjust to 3 / 4 if the student chooses groups of 3).
- The next student chooses from line 1-8 in the rhythm window while the next person chooses a column in which to place the first note (quarter). Continue until 2-3 notes have been placed and then play the composition as it stands.
- Model mistake correction using the "undo", "redo" arrows OR use the arrow tool to click on the mistake and use the delete key on the computer keyboard. If they lose their work at any time, "undo" brings it back immediately unless they leave the workspace.
- It is especially important to be modeling the "Create. Listen. React." composition process (refer to printed poster often!) to prepare them for their independent work sessions in the future.
- Introduce the shorter eighth note value now with the next person's number–they pick a different line to place an eighth note into while the following student chooses a column in which to place the 3rd or 4th note.
- Introduce multiple note values as choices for the next few students until all of their note value repertoire has been used. If someone wants a longer note that won't fit into the current group of 4, demonstrate that you can increase the size of the window by dragging the right margin of the window. This reveals another measure (note the darkened barline) allowing the students to continue to create music. Explain crossing the bar line if appropriate to this grade level.
- Continue this process until you've introduced all the note values and patterns (such as syncopation) that you teach in 6th grade, all instruments have one or more notes in the group's rhythmic motif and students agree that no more edits are needed.
- Anyone who hasn't had a turn will work on the next task: melody!

4. **The next composition topic** will be a continuation of the songwriting process, focusing on creating a melody:
- Click on the melody tool and drop a **melody window** in the same Hyperscore workspace as the rhythm window completed in the last task. Reinforce to students that in order to create a complete song, all

the windows must be in the same workspace.
- Show the students the "Zoom in" and "Zoom out" tools at the bottom of the workspace. Click the window that you want to fill the screen and click "Zoom in" (single window under magnifying glass). In order to see everything you've written, simply click the "Zoom out" button (multiple windows under magnifying glass).
- Should the program default the melody window to the same color as the rhythm window, let the next student take a turn to choose the motif designation color. Click on the color, then choose from the palette that appears. You can have windows with the same color, but it is an advanced skill. You may want to teach "choosing motif color designation" at this time so that students know to have each motif be a different color for now.
- Place a first note on the centerline of the melody window graph (Middle C to those who read standard notation in case you wish to share that info!). Slide the note up and down to show that the pitch will change from high to middle to low then take the note back to Middle C.
- Using your numbered list, ask the next student to choose a note value to appear in the window after the first one. The subsequent student will choose to move it higher, lower or keep it the same as the first note. The next student will choose the note's value.
- Continue the turns until 2 measures are filled with notes making sure to play the example every few notes. The program defaults to monophony for beginning composers. This is a good time to show what happens when you try to stack notes–stacking on any part of the note will turn the prior note into a "ghost" (looks faded–Beta test students used the word "ghost" which will be clear to all). Shortening one of the notes will make the prior note return so that both appear or using the undo button will take away the most recent note. This is often frustrating for students when they are using the melody window alone for the first time, so demonstrating this now will help some of your students remember this musical guideline.
- If this grade level is ready for polyphony, you can stack notes starting with 3rds and 5ths and moving to more challenging polyphony as they are ready.
- Students will not be editing their peer's choices, but you could point out that listening then reacting allows a composer to decide what they like, if they'd change anything before writing again or deciding that they are done ("Create.Listen.React.Repeat–or not!").
- The next student can decide if there will be a second melody window. Do they want to duplicate the current window and make a variation, or a completely new window? Make sure to change the color delineation on the new melody if needed.
- Anyone who has not yet had a turn will work on the next task: melody window tone color, workspace theme, note shape and melody window enhancement.

5. **Subsequent work until the piece is considered completed** will provide students with an understanding of their "choices" for their

individual workspace as well as how to combine their rhythm and melody window(s) into a harmony with tempo, dynamics and form.

TONE COLOR
- The next student on the list will choose the melody window tone color. Click on the piano (the program default). Hover over each instrument in the circle that appears to demonstrate its sound. Click on the instrument of choice and listen to the motif to ensure the student is happy with their choice. With the Educator Version of Hyperscore, you can bring up the instrumentarium and choose a group of instruments first (one student) then the actual instrument used (the next student).
- Ask students to evaluate what differences occur with their group melody when the instrument changes. Although they will not change their peer's choice, you could survey what students would have picked for tone color and ask them why. Personal preference will, however, always be their choice when they are doing their own piece!

NOTE SHAPE, WORKSPACE THEME AND RAINBOW COLORS
- Increase or continue engagement with the composition process by stating that their work so far now "UNLOCKS CHOICES"! Click the settings icon and let the next student decide to use block notes or continue to use the shaped notes. This may be an opportunity to teach "attack and decay" which is what the shaped notes are meant to visually express whereas the blocked notes express value.
- Still using the settings window, let the next student choose whether or not to use "rainbow color" for the pitches in the melody window.
- The final (and BEST!) reveal is the theme choices. Depending upon which version of Hyperscore you have, there are multiple workspace themes. Show each one then let the next student choose the theme for their group composition. That has been CONSISTENTLY the most exciting thing shared with students about Hyperscore. Remind students that they will each choose their own theme for their individual compositions. The "High Contrast" theme is meant for students with visual impairments, but many students like the style!

SKETCH WINDOW HARMONY
- Click on the sketch tool and drop a **sketch (harmony) window** in the same Hyperscore workspace as the rhythm and melody window. It works best to have the rhythm and melody windows placed above the sketch window so that you can see the colors you are going to be using.
- Have one student decide which window to start with. Click on that window with the pen tool and hover over the sketch window–the pen tool will appear as the color of the window that was just clicked. Alternatively, you can use the function key and numbers 1-8 to change the color of the pen hovering inside the sketch window.
- Demonstrate some drawing techniques in the sketch window such as straight lines (hold shift and drag), curved lines (hold the mouse down and drag anywhere), rising and falling lines (hold the mouse down drag up and to the right or left and vice versa), dots (tap the pen tool on the screen) or any combination of these styles. For pointers on presenting this, see the Modified Visual Choice Boards (Extensions).

- One column in the sketch window acts as a measure. Point out the arrows inside the lines you've drawn, from one arrow to the next, is one playthrough of the melody or rhythm window. A line with 5 arrows is 5 repetitions of the rhythm or melody window being used which may have been 1-2 measures itself. If you cut it off in the middle between arrows, you've played only half of your rhythm or melody window which is your choice as the composer!
- Lay down a rhythm line as directed by the next student taking their turn. Play through the piece. Demonstrate how to edit to decrease repetition by using the erase tool to cut out a section which can then be deleted if desired, change the shape from curved to straight or change the register using the arrow tool. Ask the same student whether to edit or keep the piece as written.
- Reinforce that if students want to start drawing again after using the arrow tool, they will need to touch the pen tool icon again.
- Point out that if you draw with a color that has no rhythm or melody window associated with it, no musical sound will happen. One can choose to have the color in the piece for artistic purposes but it will not play unless it has an associated motif.
- Continue adding lines prompted by student choice until the first color is used throughout the sketch window (defaults to 8 measures which can be increased by pulling on the right side of the window).
- Have the next student choose a melody window and repeat the process of sketching then choosing whether or not to edit making sure to play the piece so that choices are based on listening and reacting.
- If you created 2 melodies, have the next student suggest the line style for that color. Before playing the piece with textured harmony, explain that musical notes sometimes clash which causes tension (dissonance). Some listeners <u>like</u> dissonance and some prefer less or none (consonance). Hyperscore has tools to adjust the dissonance.
- Play the piece. Have the student who added the second melody indicate whether they liked it, liked it only a little or found it too dissonant. Click the "General" button on the sketch window, play it again and have the student state if they enjoy the piece more. Click the "Classical" button on the sketch window, play it again and ask the same student to make a final choice on whether the piece will harmonically be "None" (no adjustments), "General" (some adjustments) or "Classical" (many adjustments).
- Allow the next student to decide whether to keep the different melodies aligned or to alternate them based on how much they enjoyed the piece harmonically.
- Consider allowing all students to give input or what harmonic button they would have chosen as an opportunity to reinforce that listeners may hear, and enjoy, music differently but that every listener has a right to their reaction. They will make their own choices when they compose individually.

SKETCH WINDOW ENHANCEMENT TOOLS

DYNAMICS
- Using the arrow tool, click on one line of color in the group composition. A series of tool icons appear above the line. The dynamics slider is the last tool on the right. The next student will choose whether to make the rhythm louder or softer, listen to the result and then make the final choice on the dynamic level. Repeat as needed or move on to the next tool demonstration.

CHANGE TO A DIFFERENT MOTIF
- Again, use the arrow tool to click on a different line and bring up the tool icons. Have the student decide whether or not to change the color to one used in a different rhythm or melody window. Play the piece and have them make the final choice on changing the motif or keeping it the same. Remember, colors that do not have a motif associated with it will not play.

CHANGE THE INSTRUMENT FOR THAT LINE
- Use the arrow tool to bring up the tool icons. Click on the 2nd tool which will bring up instrument choices. Ask the next student whether or not to change this line only to a different instrument.

MAKE A COPY OF A LINE
- The third tool icon is "copy". Once clicked, it will automatically paste a copy of the line directly to the right of it. Demonstrate using the arrow tool to click on the color of the new line and drag it to another place in the window higher, lower or at the same pitch level. Demonstrate "undo" and let the next student decide where to place the copy. This is an excellent opportunity to teach AB or ABA form, Introductions, Bridges and Codas.

DELETE A LINE
- Use the fourth tool to delete an entire line. Demonstrate that students will be able to get the line back by clicking "undo". This happens to students who will panic that they've lost their work by accidentally deleting–"undo" to the rescue!

USE THE HARMONY LINE (Advanced)
- Pulling up or down, easily or sharply, on the blue floating center line will create areas of green (tension), blue (release) and yellow (dramatic key change). If students pull on the harmony line and do not like the results, they can adjust the line up or down to try a different sound, use the "undo" button or use the arrow tools to smooth the line back to straight. We are working on a separate lesson for understanding and using the harmony line. The 5th tool that appears when you click on a line with the arrow tool will ensure that line remains as written if the harmony line is manipulated. For most students, asking if they do or don't like the results determines whether or not they will use the harmony line at all at this point.

6. Name your piece
- Once everyone has had their turn, listen to the entire piece as written.
- Have the class brainstorm images, thoughts, feelings or ideas that come into their head as they listen. Allow students to generate titles from this brainstorm and use any method to come to consensus on

	what the piece should be called. If you used a beginning composition prompt such as art or a storybook, this may also suggest the title.
Self-Evaluation	Have the students complete a group discussion that reflects on their process, product and how they feel about the experience of creating music.
Group Review of Enduring Understanding	Restate the Enduring Understanding of this lesson. Did they work together to "generate and conceptualize artistic ideas and work"? What could they improve and/or what would they do differently the next time?
Group Review of Essential Question	Discuss each Essential Question as a large group OR assign numbered small groups to discuss the questions amongst themselves after electing a spokesperson. Call on a random group number for the spokesperson to answer one of the three questions. Ask for additional information from other groups. Continue until all questions have been reviewed and discussed.