

Piano

Composition Book

Level 1B

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This COMPOSITION BOOK is designed to be used with *Alfred's Basic Piano Library*, LESSON BOOK 1B. The book is coordinated page-by-page with the LESSON BOOK, and assignments are ideally made according to the instructions in the upper right corner of each page of the COMPOSITION BOOK.

This Composition Book reinforces concepts as they are presented in the Lesson Book, and specifically focuses on the development of creativity and compositional skills. In the beginning, students may need help notating their pieces correctly. Eventually students should be able to complete the assignments at home if the instructions for each exercise are reviewed at the lesson. Ask students to play directly from the music they have composed so they can see the correlation between what they have written and how the music actually sounds. This reinforces new concepts and strengthens reading skills.

It is possible to use this book even after a student has progressed to higher levels. This can solidify concepts already learned and can stimulate and develop creativity and compositional skills. The book can also be used with students in other methods.

Encourage students to use the limitations given in the book as a guide, but allow them to explore beyond those limitations. This will develop their natural curiosity and creativity.

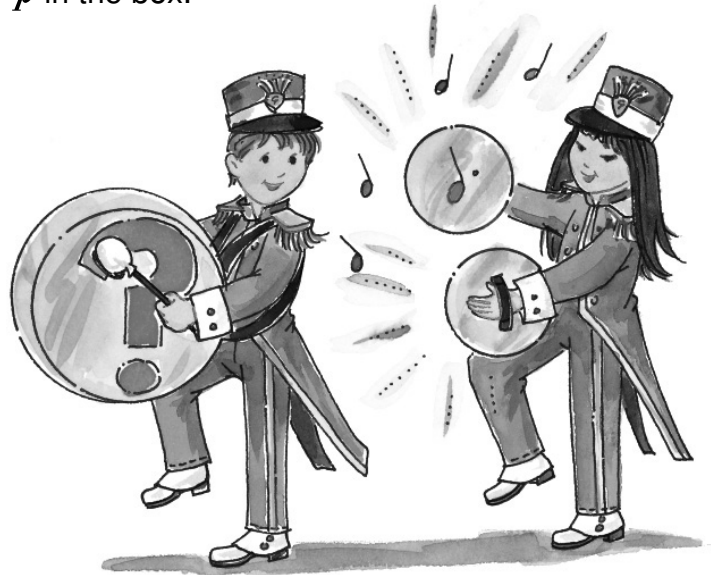
Examples for the teacher are given on page 24.

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Question and Answer: Harmonic and Melodic Intervals

When notes are played together they make HARMONY. To harmonize a melody played in one hand, choose harmonic intervals for the accompanying hand that blend well with the melody. When the harmony and melody blend well together they are “harmonious.”

1. Play and count the melody of *Just Follow Me* several times.
2. Compose an accompaniment to the given melody using only **harmonic 2nds, 3rds, 4ths** and **5ths** in **C Position**. Experiment with each of these intervals in every measure. Use only dotted half notes. Notice the intervals that blend well with the melody and those that do not. Often, the harmonic intervals that are “harmonious” will contain notes found in the melody.
3. Write the correct TIME SIGNATURE under the arrows.
4. Choose a dynamic sign and write *f*, *mf* or *p* in the box.
5. Play your piece!



Just Follow Me

5

I know a way to write a su - per tune;

5

I write a Ques - tion; an An - swer comes soon!

4. Decide what MOOD you would like to create. It might be:

happy and bouncy

mysterious and scary

funny

sad

Others: _____

5. You may WRITE WORDS for your pieces. You could write about your:

name

school

Others: _____

family

teacher(s)

friends

favorite sport

pets

piano lessons

6. Choose a DESCRIPTIVE TITLE for your pieces to match your words, such as:

"Jumping Beans"

"Haunted House"

"Stormy Night"

"Alien Invasion"

"Roller Coaster"

"Spring Rain"

"Creepy Crawlies"

"Snow Flurries"

"Swans"

"Cat and Mouse"

"Mystery Lake"

"Summer Day"

Others: _____

Composer: _____

Date: _____

Title: _____

A musical staff consisting of two staves (treble and bass clefs) with a brace on the left. The staff is divided into four equal measures by vertical lines.

A second musical staff, identical in format to the first, consisting of two staves (treble and bass clefs) with a brace on the left, divided into four equal measures.