



Teacher Pack



Collection: Composition
Course: Compose Yourself
Year Level: 5-6
Lessons: 15 x 45 Minutes



Overview

Compose Yourself is a comprehensive resource that increases students' understanding of musical notation and basic music theory.

Specifically this course presents a series of 15 short tutorial videos and 15 related digital composition exercises that develop students' comprehension of fundamental musical symbols.

Through the lesson series students create compositions using digital scoring software and develop their skill using a musical bar, notes, timing, rests, chords and time signatures. Students can then practise and perform the music they have written using voice or simple pitched instruments.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Compose Yourself Overview webpage.

Course: Compose Yourself

Lesson One: The Stave And The Crotchet Note

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Stave and the Crotchet and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson One video and discuss the Stave and the Crotchet. Introduce students to the music notation software that you have chosen and model basic navigation as mentioned in the video. This will include demonstrating how students can open the Lesson One exercise file. Students can then re-watch the Lesson One video or begin the exercise.	Relevant ARTS:LIVE resources • Compose Yourself Lesson One video • Lesson One exercise file.
20 minutes	Discuss Once students have completed the Lesson One exercise, they can share and discuss. Students can learn from others' attempts at the exercises. If there is time, have students share the rhythms they have devised, or practise some as a class. This can be achieved through clapping the pattern. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).

Extension

Students who finish quickly can undertake one of the following:

- Write out a composition on paper.
- Create the composition they have created using voice, a recorder, tuned percussion or another familiar instrument.
- Join with a partner to perform compositions together by singing or playing an instrument.

Preparation

Ensure that all computers have music notation/scoring software installed.

Note: there are free music notation programs available. One option is to download the musical exercise files from the resources section of this course and save the files so that students can easily access them offline.

It's useful to practice using the software before you present it to students.

Course: Compose Yourself

Lesson Two: The Rest

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Rest in music and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Two video and discuss the Rest. Direct students to a computer and remind them how to navigate the scoring software and locate the Lesson Two exercise file. They may want to view the video again.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Two video • Lesson Two exercise file.
15 minutes	Discuss Once the students have completed the Lesson Two exercise, they can share and discuss. If there is time, have students share the compositions they have devised, or practise creating some as a class using clapping or simple tuned percussion instruments like a xylophone. . Practising the rhythms becomes an important part of the learning as the rhythms become more complex. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional). Preparation See lesson one.

5 minutes

Extension

Students who finish quickly can undertake one of the following:

- Write out a composition on paper.
- Rehearse an exercise by singing or using a recorder, percussion, or another known instrument
- Join with a partner to perform compositions together by singing or playing an instrument. If this is proving to be difficult, clap rhythms instead.

Course: Compose Yourself

Lesson Three: The Bar

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Bar in music and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Three video and discuss the Bar. Direct students to a computer and remind them how to navigate the scoring software and locate the Lesson Three exercise file. They may want to view the video again.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Three video • Lesson Three exercise file.
15 minutes	Discuss Once the students have completed the Lesson Three exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another familiar instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Four: The Minim

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Minim and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Lesson Four video and discuss the Minim. Direct students to a computer and remind them how to navigate the scoring software and locate the Lesson Four exercise file. They may want to view the video again.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Four video • Lesson Four exercise file.
15 minutes	Discuss Once the students have completed the Lesson Four exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Practising the rhythms becomes an important part of the learning as the rhythms become more complex. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).

5 minutes

Extension

Students who finish quickly can undertake one of the following:

- Write out a composition on paper.
- Rehearse an exercise by singing or using a recorder, percussion or another familiar instrument.
- Join with a partner to perform compositions together by singing or playing an instrument.

Course: Compose Yourself

Lesson Five: The Semibreve

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Semibreve and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Five video and discuss the Semibreve. Direct students to a computer and remind them how to navigate the scoring software and locate the Lesson Five exercise file. They may want to view the video again.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Five video • Lesson Five exercise file.
15 minutes	Discuss Once the students have completed the Lesson Five exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another familiar instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Six: The Quaver

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Quaver and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Six video and discuss the Quaver. Direct students to open the Lesson Six exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Six video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Six video • Lesson Six exercise file.
15 minutes	Discuss Once the students have completed the Lesson Six exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Seven: Note Groupings

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about Note Groupings and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Lesson Seven video and discuss Note Groupings. Direct students to a computer have them read the Note Groupings video introduction. They may need to view the video again. Direct students to open the Lesson Seven exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Seven video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Seven video • Lesson Seven exercise file.
15 minutes	Discuss Once the students have completed the Lesson Seven exercise, they can share and discuss. Students should be trying to learn from others' attempts at the exercises. If there is time, students perform the rhythms they created, or practise some as a class. Practising the rhythms becomes an important part of the learning as the rhythms become more complex. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument.	

- Join with a partner to perform compositions together by singing or playing an instrument.

Course: Compose Yourself

Lesson Eight: Note Groupings and Rests

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Note Groupings and Rests and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Eight video and discuss Note Groupings and Rests. Direct students to open the Lesson Eight exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from Lesson Eight video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Eight video • Lesson Eight exercise file.
15 minutes	Discuss Once the students have completed the Lesson Eight exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Nine: The Dotted Crotchet & Dotted Minim

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Dotted Crotchet and the Dotted Minim and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Lesson Nine video and discuss the Dotted Crotchet and Dotted Minim. Direct students to open the Lesson Nine exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from The Lesson Nine video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Nine video • Lesson Nine exercise file.
15 minutes	Discuss Once the students have completed the Lesson Nine exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Ten: The Semiquaver and Dotted Quaver

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Semiquaver and the Dotted Quaver and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Ten video and discuss the Semiquaver and Dotted Quaver. Direct students to open the Lesson Ten exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Ten video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Ten video • Lesson Ten exercise file.
15 minutes	Discuss Once the students have completed the Lesson Ten exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Eleven: The Tie

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about the Tie and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Eleven video and discuss the Tie. Direct students to open the Lesson Eleven exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Eleven video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Eleven video • Lesson Eleven exercise file.
15 minutes	Discuss Once the students have completed the Lesson Eleven exercise, they can share and discuss. Students should be trying to learn from others' attempts at the exercises. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another known instrument. • Join with a partner to perform compositions together by singing or playing an instrument.	

Course: Compose Yourself

Lesson Twelve: Time Signatures – 3/4 and 4/4

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about time signatures – 3/4 and 4/4 and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Twelve video and discuss the Time Signatures – 3/4 and 4/4. Direct students to open the Lesson Twelve exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Twelve video.	Relevant ARTS:LIVE resources Compose Yourself Lesson Twelve Lesson Twelve exercise file.
15 minutes	Discuss Once the students have completed the Lesson Twelve exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencil • paper • ruler • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: Write out a composition on paper. Rehearse an exercise by singing or using a recorder, percussion or another known instrument. Join with a partner to perform compositions together by singing or playing an instrument. If this is proving to be difficult, clap rhythms instead.	

Course: Compose Yourself

Lesson Thirteen: More Time Signatures

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students learn about more time signatures and practise using computer scoring software.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Process Watch the Compose Yourself Lesson Thirteen video and discuss the 3/8, 6/8, 9/8 and 12/8 time signatures. Direct students to open the Lesson Thirteen exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Thirteen video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Thirteen video • Lesson Thirteen exercise video.
15 minutes	Discuss Once the students have completed the Lesson Thirteen exercise, they can share and discuss. If there is time, students perform the rhythms they created, or practise some as a class. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers • pitched instruments like xylophone or a recorder (optional).
5 minutes	Extension Students who finish quickly can undertake one of the following: • Write out a composition on paper. • Rehearse an exercise by singing or using a recorder, percussion or another familiar instrument. • Join with a partner to perform compositions together by singing or playing an instrument	

Course: Compose Yourself

Learning Area: The Arts

Strands: Music

Lesson Fourteen: Revise and Compose Part One

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students review the topics covered in this course and complete a rhythm composition.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
30 minutes	Process Watch the Compose Yourself Lesson Fourteen video from the video playlist and discuss the topics covered in this course. Direct students to open the Lesson Fourteen exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Fourteen video.	Relevant ARTS:LIVE resources • Compose Yourself Lesson Fourteen video • Lesson Fourteen exercise file.
15 minutes	Discuss Once the students have completed the Lesson Fourteen exercise, they can share and discuss.	Additional resources required • computers with internet access • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers.

Course: Compose Yourself

Learning Area: The Arts

Strands: Music

Lesson Fifteen: Revise and Compose Part Two

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).

Learning Focus:

- Students review the topics covered in this course and complete a rhythm composition.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
30 minutes	Process Watch the Compose Yourself Lesson Fifteen video and discuss the topics covered in this course. Direct students to open the Lesson Fifteen exercise file in your chosen scoring software. Complete the exercises for the lesson, taking direction from the Lesson Fifteen video.	Relevant ARTS:LIVE resources • Lesson Fifteen video • Lesson Fifteen exercise file.
15 minutes	Discuss Once the students have completed the Lesson Fifteen exercise, they can share and discuss. Review and re-cap the concepts from the lesson.	Additional resources required • computers with internet access for each student • scoring software (e.g. MuseScore, Sibelius, Finale) • headphones • pencils • paper • rulers.