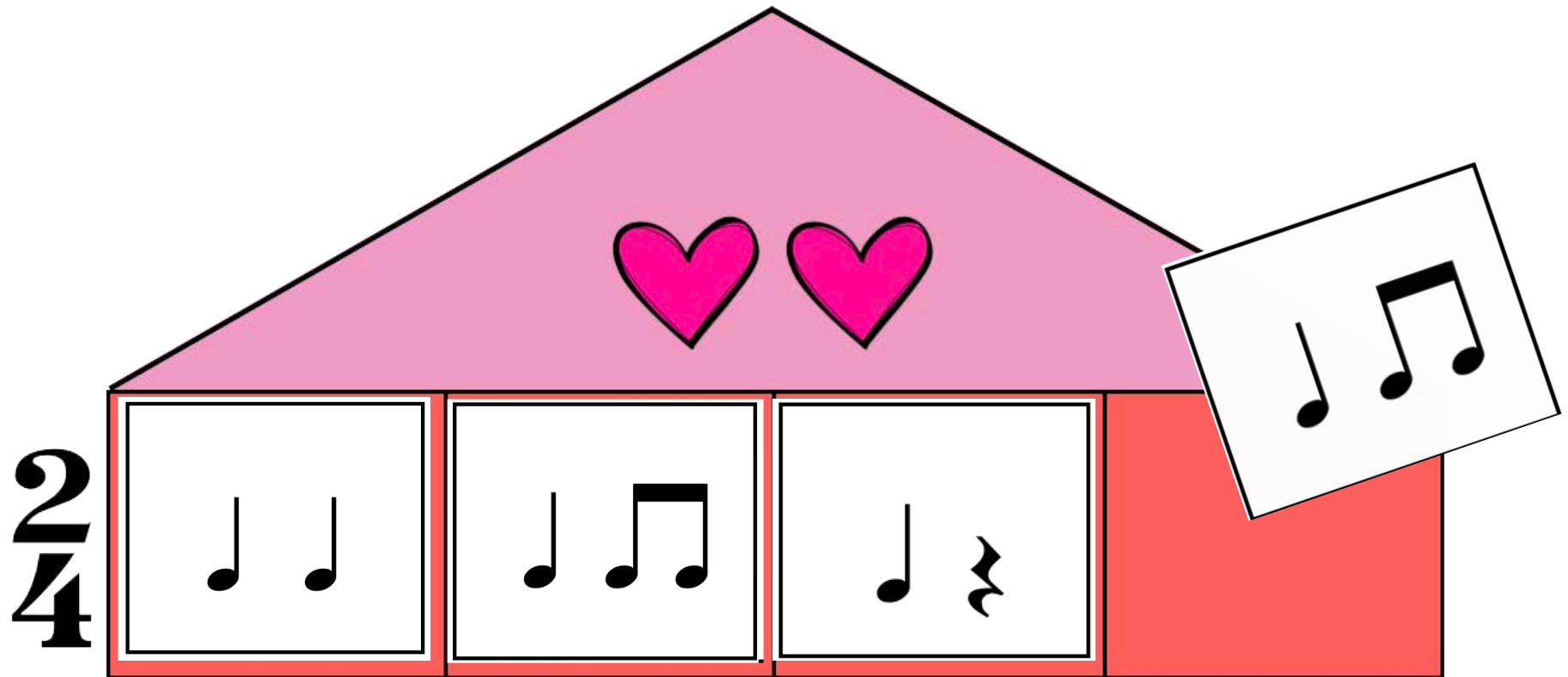




HOUSE COMPOSING



Manipulatives for Hands-On Creating



Ideas by Gemma Arguelles, Julianna Gylseth
Design by Linda Seamons at Floating Down the River

Composing Houses

The composing houses are meant to be an access point for students to compose rhythms in the context of meter. They help “iron” out the challenges the students face when determining if a rhythm has 2 beats, 3 beats, or 4 beats in a measure.

Below you will find some basic lesson outlines, and student focused learning targets. These lesson segments are geared towards 2 meter, however, the same lessons can be done with 2 meter, or any other meter you choose.

Lesson 1 – I can say, tap, and find the rhythms 2 beats long.

1. Start with conducting a known song in 2 meter (i.e. Rocky Mountain or Seashells)
2. As a class, look at the powerpoint presentation and find the rhythms that are 2 beats long. Have students place the two beat rhythms into the composing house. If a child chooses a rhythm that does not have two beats, discuss why that rhythm would not belong in the composing house.
3. If needed, the class can read some flashcards that are both 2 beats long, as well as, 3 or 4 beats long. The students will gesture on their hands how many beats long the phrase is. As a class, they pick out the ones that are 2 beats long.
4. Students are given bags of 2 and 4 beat rhythm phrases. They pull out all the ones they can find that are 2 beats long, and create a pile of 2 beat rhythm phrases.

Lesson 2 – I can compose a song with 2 beats in a measure by ordering the patterns in my composing house, and tapping the rhythm to check to see if I like the pattern.

1. As a class, students pick 2 beat rhythms to include in the compartments/measures on the composing house. The teacher can reflect with the class during the process on compositional processes such as repetition, continuity of idea, and form.
2. Students are given their own bags of rhythms, and they order the 2 beat patterns to make their own rhythm song. Alternatively, students who are ready to write their own 2 beat rhythm patterns, may do so without using the cards.
3. Students write down their song on a composing house worksheet (see attached).

Lesson 3 – I can say and tap my own rhythm song, and perform it on an instrument.

1. Students say and tap their rhythm songs and play them on instruments. Prepare the experience by establishing performance expectations.

House Composing ideas by Gemma Arguelles, Julianna Gylseth.,
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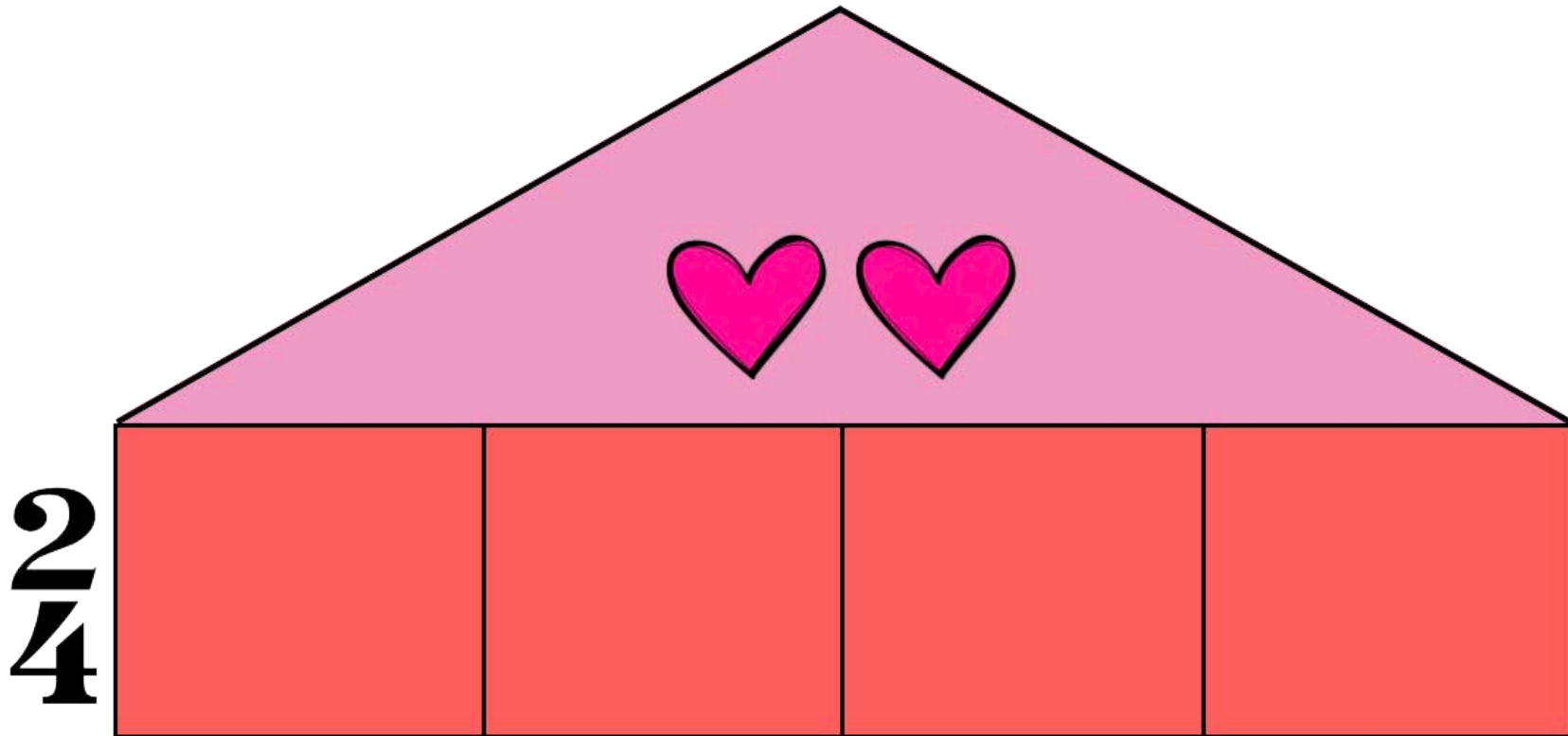


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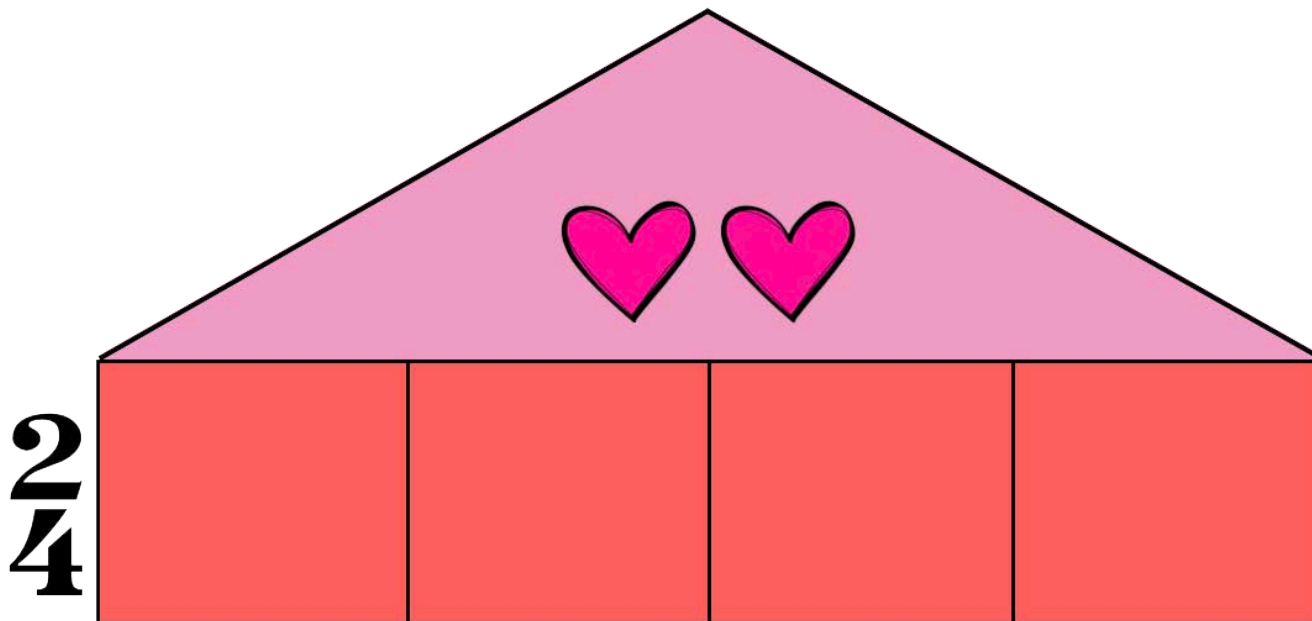


LESSON 1

I can say, tap, and find the rhythms that are 2 beats long, and put them in the composing house.

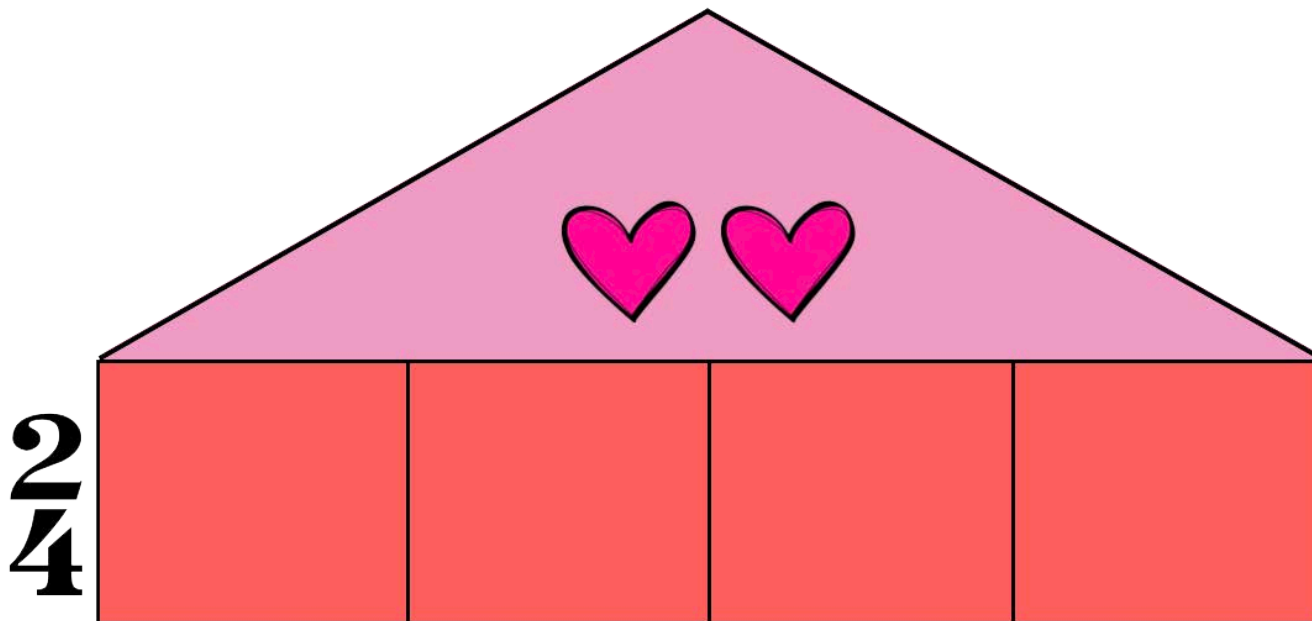


**I can say, tap, and find
the rhythms that are 2
beats long, and put them
in the composing house.**



LESSON 2

I can compose a song with 2 beats in a measure by ordering the patterns in my composing house, and tapping the rhythm to check to see if I like the pattern.



LESSON 3

**I can say and tap my own rhythm song,
and perform it on an instrument.**

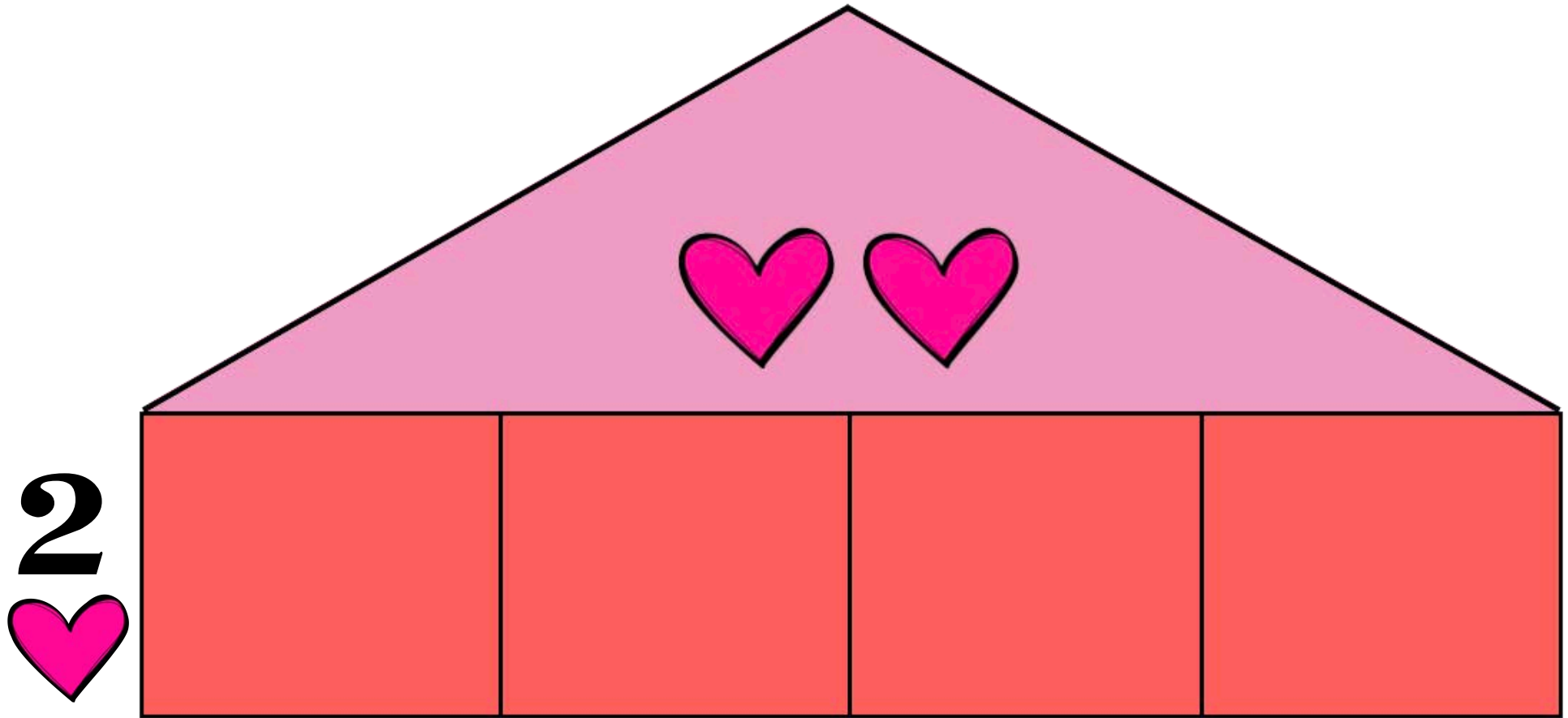


A strong performer:

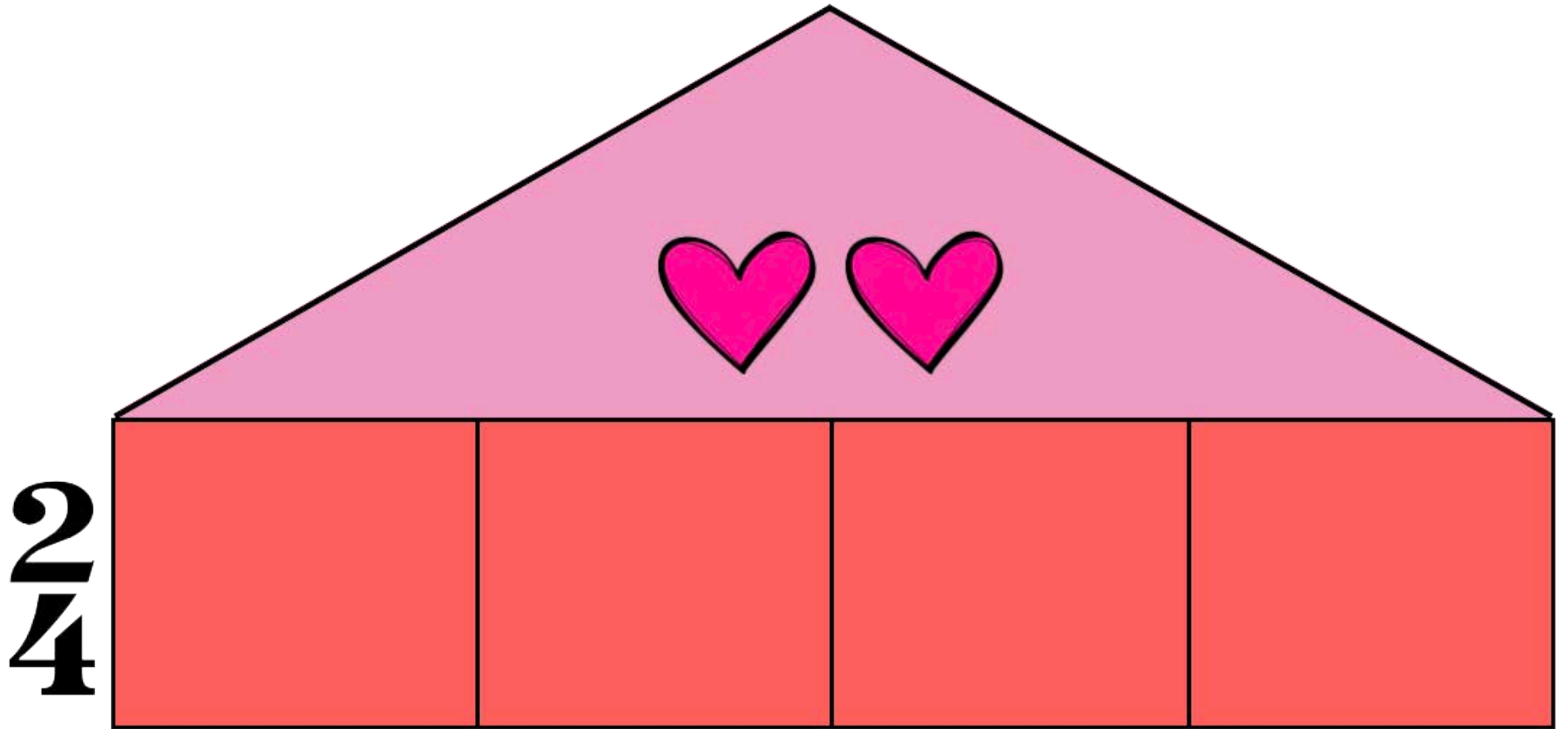


- **Stays steady on the beat.**
- **Precisely and clearly taps the rhythm.**
- **Plays the entire phrase, and flows from one measure to the next.**
- **Performs the instrument with good technique.**

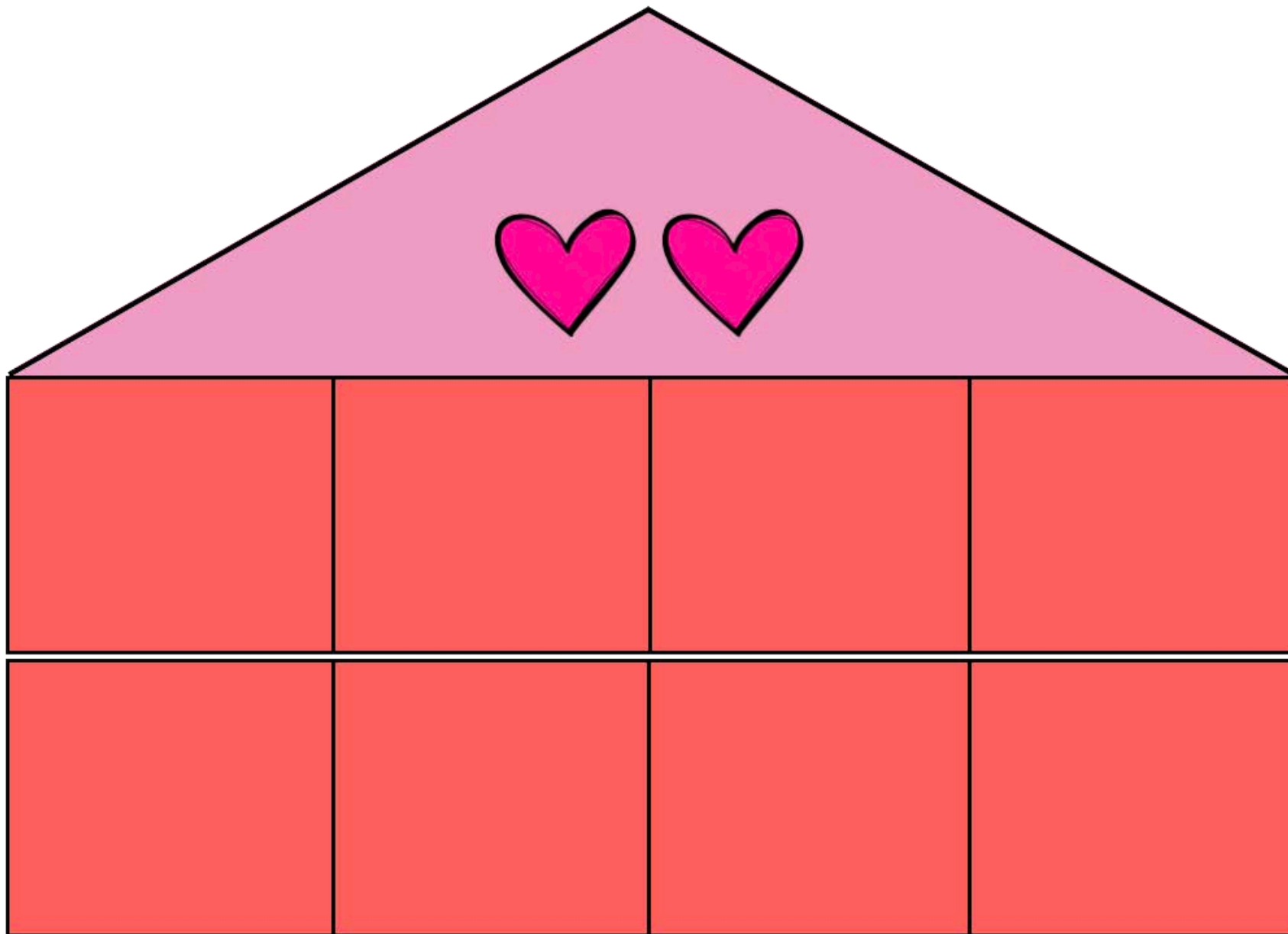
House Composing




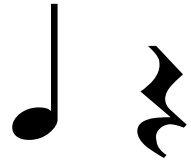




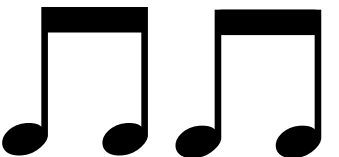





House Composing



2
4















2/4 House Composing Rhythms (some do not have 2 beats)

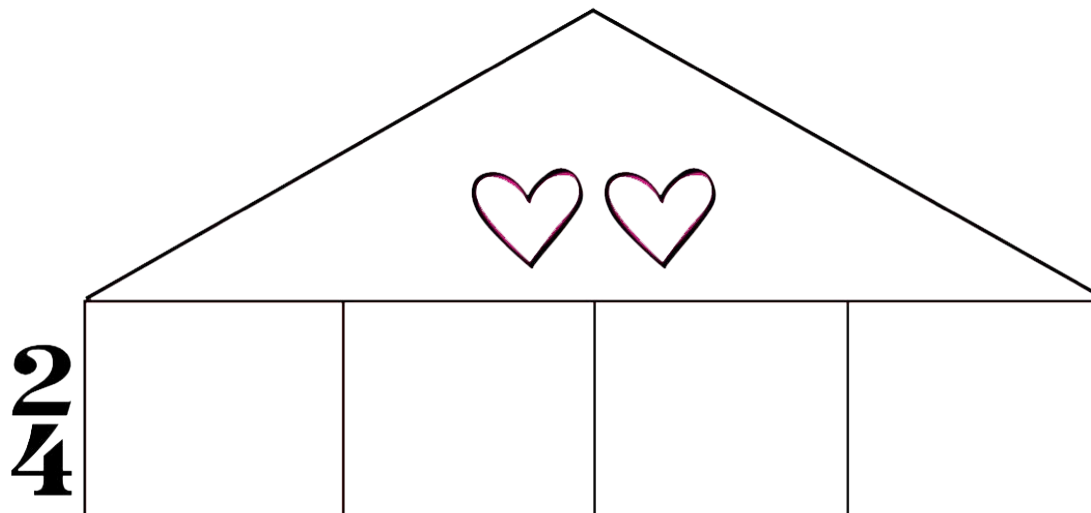
			
			
			

Name _____

Cross out the rhythm motives that don't have 2 beats in a measure.

Compose your own song using 2 beats in a measure. Fill in each box of the house with a 2 beat rhythm.



2
4