



# A Magical World



Stage 1: Use the boxes below to write out a few ideas about what is going to happen in your musical story. As you compose your piece, keep these ideas in mind.

A = Beginning

B = Middle

C = Return to  
Beginning

- Stage 2: Listen to your teacher play different scales. Choose which ones you like and which you think best describe your story. Use them to create 4 short patterns. Play them in various orders, and the version you like the best will be the beginning of your piece!
- Stage 3: Now experiment with your patterns in ways that you think fit your narrative. Explore different rhythms, high and low sounds, making them longer and shorter. This will be your middle section.
- Stage 4: For the return to the start of your magical journey, repeat your original patterns, but perhaps change their order to vary the music slightly.
- Stage 5: Now add the performance details. Using loud and soft sounds, smooth and detached touch, both pedals and different speeds will bring your musical story to life!
- Stage 6: If you would like to make your piece even more interesting, your teacher will show you some simple chords that you could add.

At the end of each stage, you or your teacher can write down the music you have composed in whatever way you find easiest. If you prefer, your parent or guardian can record your hands playing it and send the recording to your teacher to be written out, Then you will be able to practise and remember it.

## Exploring a Theme

### Theme: A Magical World

A theme can be an excellent starting point for a composition, with its potential to invoke the imagination and to utilise the piano as a musical paint pallet. Here are some ideas which will hopefully give your pupils the confidence to 'have a go!'

Structure: Ternary Form

- Stage 1      Explore together a storyline. Give your pupils as much help as they need in plotting out its development in the boxes.
- Stage 2      Play a variety of scales to your pupils, and ask them which ones they think best describe the story. The following are particularly good for creating magical, ominous and mysterious effects!
- a. The whole tone scale.
  - b. The harmonic minor scale.
  - c. The chromatic scale.
- When they have made their choices, demonstrate to the pupils how to create a short pattern/motif. Encourage them to experiment with the scales, and produce four motifs of their own. These will be the material for the beginning A section.
- Stage 3      Ask the pupils to try combining the motifs in ways that they think best fit the narrative. Encourage them to explore using the range of the keyboard, rhythmical variety and varying the lengths of the motifs. This will be the middle B section of the piece.
- Stage 4      For the return to the final A section, suggest to your pupils that they repeat the original motifs, but perhaps change their order for a little variety.
- Stage 5      Now encourage your pupils to add performance details to the piece in a way which reflects the storyline. Dynamics, articulation, tempo changes and use of the pedals will help to bring the Magical World to life!
- Stage 6      If your pupils are interested in harmony you could demonstrate the Primary Triads in a variety of keys. They could then experiment with adding the chords to the piece.

At the end of each stage, you or your pupils can write down the music they have composed in the most convenient format. If preferred, a parent or guardian could record the pupil's hands playing it, and send you a recording for you to notate. Then the pupils will be able to practise and remember it.