

Composition in the Group and Private Studio: Using Solfège to Bridge the Gap between Reading and Creating

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Hill, J.D. & Miller, K.B. (2013). *Classroom Instruction that Works with English Language Learners* (2nd Ed.). Mid-continent Research for Education and Learning.

Stages of Second Language Acquisition and Tiered Questions

Stages	Characteristics	Approximate Time Frame	Questions (prompts)
Preproduction (pg. 2)	The student <ul style="list-style-type: none"> ● Has minimal comprehension without scaffolds ● Does not verbalize ● Nods yes and no ● Draws and points 	0-6 months	Show me... Circle the... Where is... Who has...
Early Production (pg. 3)	The student <ul style="list-style-type: none"> ● Has limited comprehension without support ● Produces one- or two-word responses. ● Participates using key words and familiar phrases. ● Uses present-tense words. 	6 months-1 year	Yes-no questions Either-or questions Who, what, how many
Speech Emergence (pg. 5)	The student <ul style="list-style-type: none"> ● Has good comprehension ● Can produce simple sentences ● Makes grammatical and pronunciation errors ● Frequently misunderstands jokes 	1-3 years	Why...? How...? Explain... Questions requiring a phrase or short-sentence answers
Intermediate Fluency (pg. 8)	The student <ul style="list-style-type: none"> ● Has excellent comprehension ● Makes few grammatical errors 	3-5 years	What would happen if...? Why do you think...? Questions requiring more than a one-sentence response
Advanced Fluency (pg. 9)	The student has a near-native level of speech	5-7 years	<ul style="list-style-type: none"> ● Decide if... ● Retell...

Preproduction (0-6 months of playing)

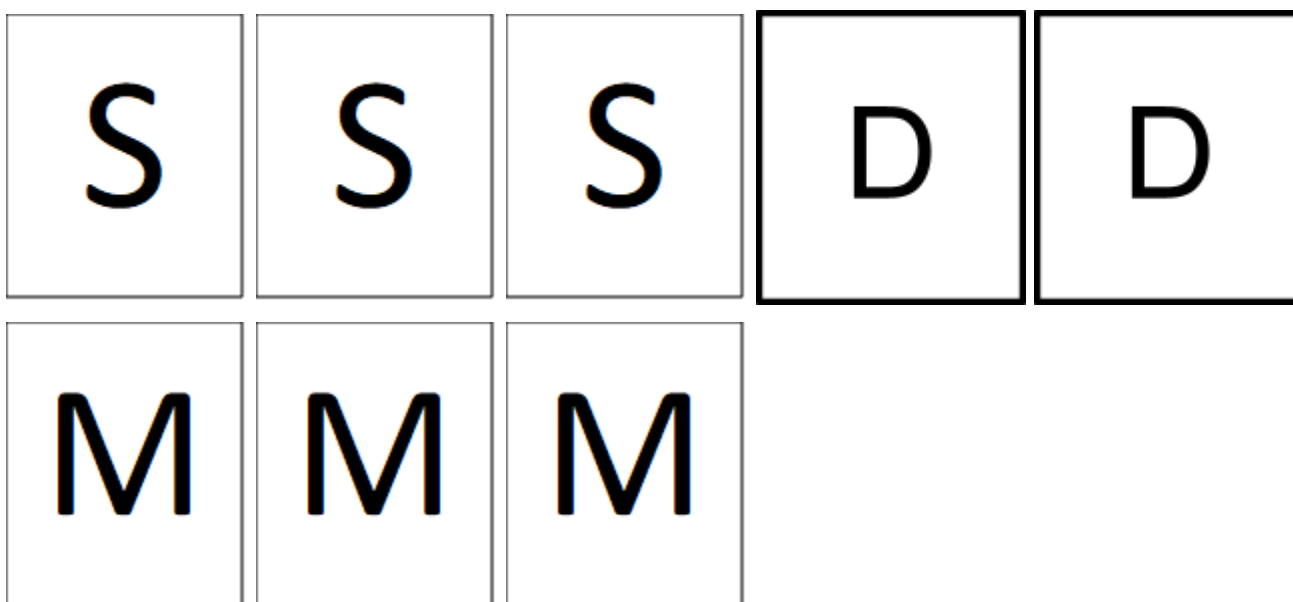
Students can:

- Play repertoire at their level
- Recognize and point to various music symbols, notation, and structures

Teachers can support musical language acquisition (composition) by:

- Having students echo sing and play solfege patterns using the major solfege scale
- Emphasizing that 'fa' points to 'mi' and 'ti' points to 'do', and so-do cadence
 - Trigger Game

So-Mi-Do cards



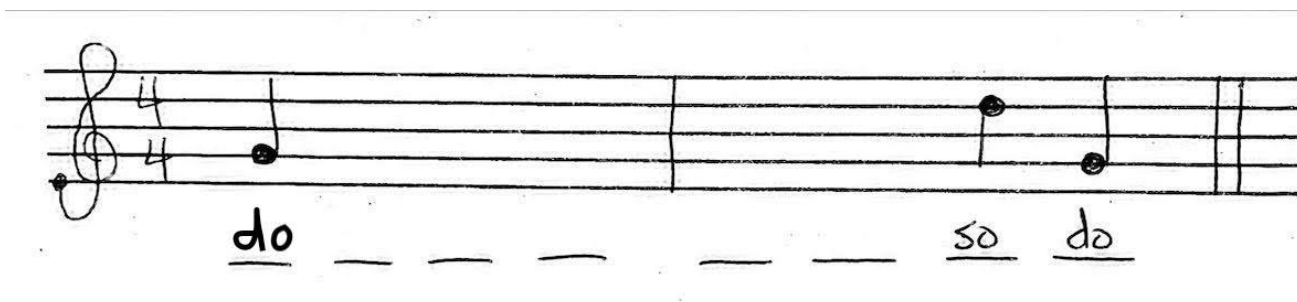
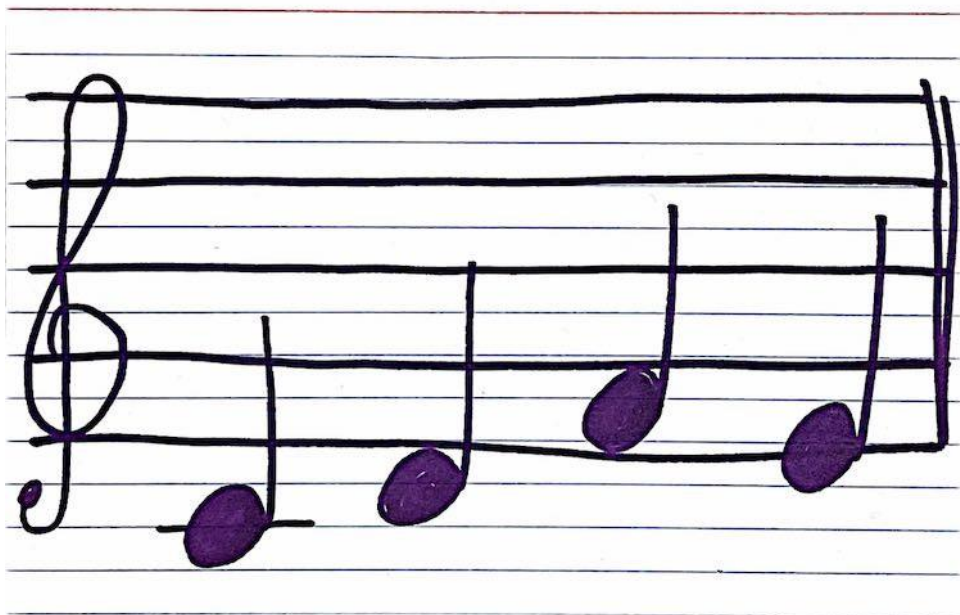
Early Production (6 months-1 year of playing)

Students can:

- Sing and echo solfege patterns by singing and by playing on the piano

Teachers can support musical language acquisition (composition) by:

- Sight-singing notes with the solfege scale
- Exploring the solfege scale in different keys using moveable do
- Playing or singing a melody and have students identify 'do'
- Singing question and answer phrases
 - Two-syllable question (do-another syllable, student responds with so-do)
 - more options of answers (so-do, re-do, fa-mi, ti-do)
- Writing two to four-measure compositions, start and end on do, options given for final cadence as so-do, re-do, ti-do.



Speech Emergence (1-3 years)

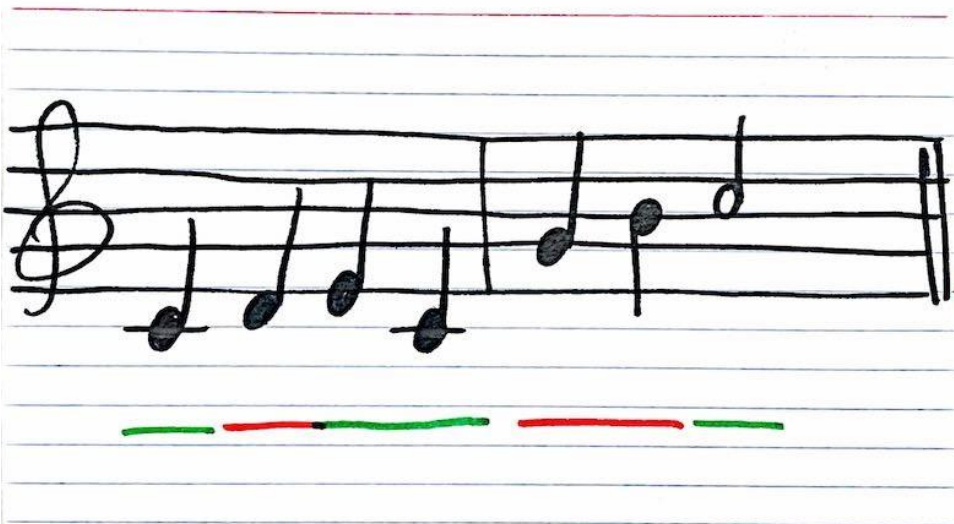
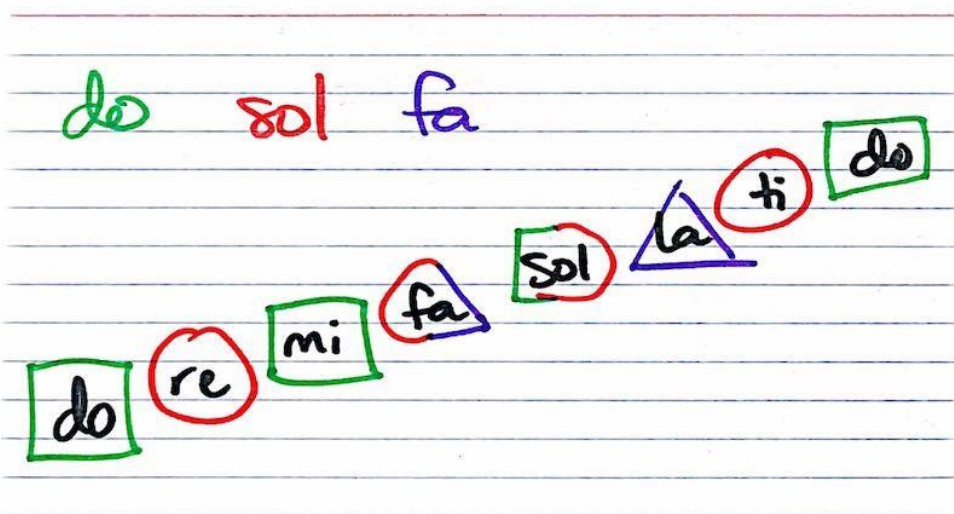
Students can:

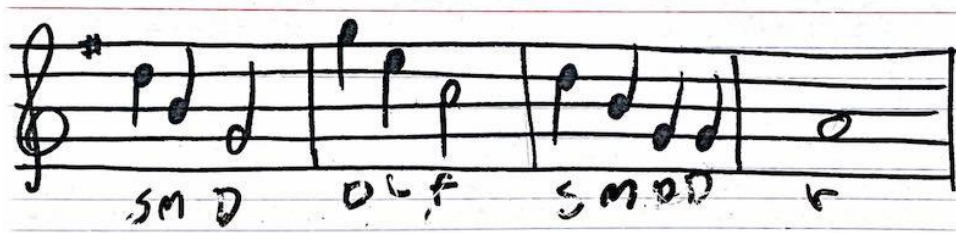
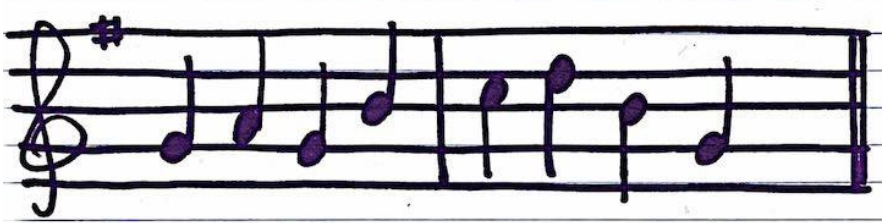
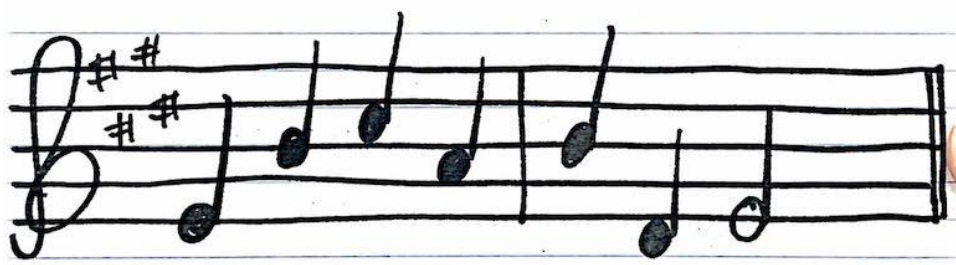
- Recognize 'do' given a melody by rote
- Sight-sing notes with the solfege scale
- Comfortably transpose solfege patterns in different keys using moveable do
- Complete question-and-answer phrases with a cadential pattern (so-do, re-do, fa-mi, ti-do).
- Write four-measure compositions

Teachers can support musical language acquisition (composition) by:

- Playing a pattern on the piano, student echoes the pattern with solfege syllables
- Using a solfege harmonization card to harmonize the scale with do, so, and fa
 - Sing or play the card; student plays the scale, teacher plays the harmony note
 - Then student plays the harmony note, teacher plays the scale
 - Student plays both parts with both hands
- Using color-coded melody cards to practice harmonizing
 - Sight-sing melody, write in solfege initials as needed

- Play melody by itself
- Use color code to play the harmony notes along with the melody
- Harmonizing using eight-measure cards without color codes
 - Can also harmonize melodies in their repertoire
- Helping students determine solfege for familiar tunes by ear and then harmonize them
- Having students write four and eight-measure melodies with a harmony note in the left hand
 - Students know to start on do, end on do, and the middle is so.
 - After writing melody, students write the harmony note for the left hand to play.



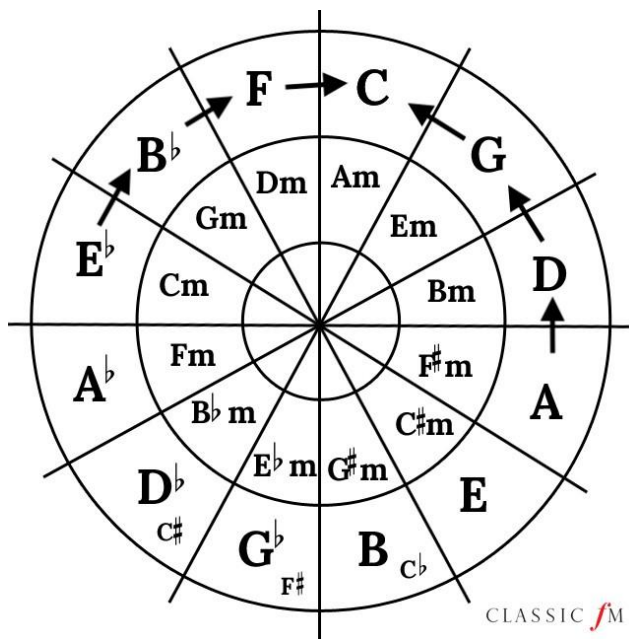


Intermediate/Advanced Fluency (3-7 years)

Students can:

- Recognize solfege of melodies easily with many key signatures
- Comfortably play solfege syllables with right hand and harmonize with left hand using do, fa, and so notes
- Compose eight-measure melodies with one-note harmonies in left hand
- Teachers can support musical language acquisition (composition) by:
 - Introducing minor solfege
 - Exploring what would happen if a different chord was placed in a section of their repertoire
 - Chords and inversions
 - Triads of each scale degree (I, ii, iii, IV, V, vi, vii^o, I)
 - Chord patterns: I V I, IV V I
 - Use harmonizing cards with chords in the left hand

- Compose eight-measure compositions with chords in left hand
- Circle of fifths relationships
- Octave harmonizing



Major I V I IV⁶ I⁶ IV V I I V vi iii IV V⁶⁻⁵ I

Natural Minor i V i iv⁶ i⁶ iv v i i V⁷ → III iv V⁶⁻⁵ i

Harmonic Minor i V i iv⁶ i⁶ iv V i i V VI III iv V⁶⁻⁵ i

Melodic Minor i V i iv⁶ i⁶ IV V i i V⁷ → III iv V⁶⁻⁵ i

Go On ▶