

Original Music Compositions

MYP Personal Project

2020-2021

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Investigating

Goal, Global Context, and Personal Interests

My goal is to artistically express myself by composing and performing three songs of my own creation. These three pieces of music will be performed on different instruments and will convey three different themes: a piano solo written in traditional Chinese folk music style, a layered expressive instrumental song dedicated to my mom made on GarageBand, and a song conveying my experiences and beliefs through lines of rap.

Ever since I started learning the piano when I was 5, music has been a constant passion of mine. However, I only ever played songs by other composers. As a result, I've always wanted to create music that was truly personal to me and that expressed *myself* as an individual. This is what ultimately inspired me to compose three songs of my own.

My goal is highly challenging because composing a full and structured song by myself is highly difficult, let alone three. Even though I have prior experience with music, reading and performing music is completely different from actually composing a song. I will have to study advanced music theory, analyze other music compositions relevant to the themes I have chosen, and learn how to score music and notation. To be successful, I will have to fully use all resources available to me.

My global context is Personal and Cultural expression because I am using music to extend my creativity through three different compositions that are all personal to me and reflect on my cultural identity whilst expressing unity through a repeated chord progression throughout each of the three pieces.

Prior Learning and Subject Specific Knowledge

Concerning prior learning related to my project, I've had piano classes for four years starting when I was five and I self-learned guitar at home in the past three years. In my piano classes, with the help of my piano teacher, I learned fundamental music theory and music notation, such as chords, scales, and the musical alphabet, which is essential knowledge for composing. Furthermore, I have developed moderate technical skills in the guitar and piano, so that I can play basic to intermediate pieces. However, my prior learning was primarily based in the field of classical music, so I didn't particularly engage with other genres of music. Nevertheless, this prior learning was still highly relevant to my project's focus on musical composition, since I would not be able to compose music without the basic foundation of musical knowledge and skill I gained from my prior learning.

In school, I had developed subject specific knowledge about musical theory, structure, and composition in my MYP Music class. In 6th grade music class, I had a brief composing experience when I composed a basic pop song on the ukulele, strengthening my understanding of song structure and chord progressions. In 7th grade, during a unit on GarageBand, I learned how to use the music editing software GarageBand to create electronic music, which taught me how to work with GarageBand.

Research

I organized, analyzed, and efficiently used an extensive range of primary and secondary sources to inform my research, including professional websites, online videos, personal interviews, and various songs of different genres. First, I created a detailed research plan that outlined and organized key questions that I needed to research. The research plan split my research into individual sections based on their relevant topic and specified deadlines for my research (**Appendix 1**). Next, I used the accepted format OPVL to evaluate the relevance and reliability of all key resources by assessing their origin, purpose, value, and limitations. Furthermore, I organized and compiled my key findings in a chart to analyze how my findings impacted the decisions I made towards achieving my goal (**Appendix 2**).

Concerning media literacy skills, I evaluated and selected key research sources based on their appropriateness to my project. For my specific project, I quickly found that online videos and personal interviews proved to be the most effective way to learn about my topic. Since music includes both visual and audio media, it is difficult to understand music through text-based sources because you need to hear the music. After considering numerous sources, I marked Pianote, an educational YouTube channel, because it had consistently in-depth, clear, and easy-to-follow explanations (**refer to Bibliography**). Ultimately, these experiences pushed me to seriously consider how different forms of media have different functions and only certain forms are suitable and relevant to my area of research.

Additionally, I heavily relied on personal interviews with Mr. Kresge to learn important musical concepts. Interviews were highly beneficial because Mr. Kresge was able to show me musical concepts on actual instruments in person (**refer to Bibliography**). Moreover, a large part of my research was to acquire inspiration and insight through analyzing existing music songs to see how other composers used structure, chord progressions, melody, and rhythm to create beautiful songs. In fact, I created a ‘song bank’ comprised of various compositions from different genres that I

analyzed, recording the knowledge and inspiration I gained from each song in an orderly fashion (**Appendix 3**).

Planning

Product Criteria

After gaining a substantial understanding of music composition, I developed 6 specific product criteria based on solid research to evaluate my product (**Appendix 4**). To develop my product criteria, I had to seriously consider the important elements of a song (“Advice for Pianists: How to Compose Piano Music.”). Each criteria is a crucial indicator of a good song, including: quantity, technical skill, audience engagement, style, structure, and expressive impact.

Music is a highly subjective art form, so it is difficult to judge whether a piece is good or not. As you can see, I use the key terms “consistent” and “appropriate” in my criteria because there is no fixed model for a song (“The Five Elements of Music.”). Therefore, to ensure that my songs were successful, I developed a “specific standard” for each song which detailed exactly what was I aiming to achieve, so I could refer to the product criteria in conjunction with the specific standard. This led me to understand how formulating clear, specific goals at the beginning of any project was crucial to success (**Appendix 4**).

My product criteria were informed by my research. I organized an interview with my music teacher to ask him what about the components of a good song; this furthered my understanding of the role of the style and emotional effect of a song, which helped me develop similar categories in my product criteria (Kresge). Furthermore, while researching pop songs, I noticed how every source emphasized the importance of a clear structure, thus leading me to include structure as an individual strand in my product criteria (**Appendix 2**). As I gained more knowledge during my product phase, I changed my criteria by adding an ‘Audience’ criteria and adding ‘appropriate’ as a key descriptor to my criteria.

Action Plan and Record of Development

In the early stages of the project, I developed a comprehensive and detailed action plan that was essential to my success. The action plan included long-term goals designated by our school such as submission deadlines and supervisor meetings, in addition to short-term goals targeting the specific project that I created, and helped me keep on track. The action plan was not a set document; instead,

I used it flexibly by adjusting due dates when the goals turned out to be easier or harder to meet than expected, adding personal notes and thoughts, and editing checklists as I completed specific tasks (**Appendix 5a**). This fits the dynamic nature of my personal project because music composition is a creative process with many mistakes, changes, and improvements. The action plan broke down my project into individual steps, thus making it much easier to approach.

Additionally, I kept a solid record of my development in my process journal. I kept all of my process journal entries in a folder on my MacBook, so I could easily access entries whenever I wanted. In my process journal, I wrote notes about my accomplishments, tasks that I needed to work on, and my reflections on how I was doing (**Appendix 5b**). This helped me be organized and stay on task, especially when I fell behind. Additionally, the process journal was an effective platform for me to collect all my thoughts, ideas, and resources throughout the project, thus functioning also as evidence of my academic honesty. For example, whenever I had a supervisor meeting, I would record everything discussed in the meeting, then afterward, I would refer back to the entry to help me make decisions for moving forward (**Appendix 5b**).

Self-Management Skills

Completing my project, while simultaneously balancing other schoolwork and extracurriculars, was a rigorous task; thus, I had to utilize various time-management skills. Regarding organizational skills, I set appropriate management goals and planned strengths to achieve them. I created a detailed action plan, which broke my project down into manageable goals to complete (**Appendix 5a**). Furthermore, I kept all of my information such as my process journal, sources, and reflections in an organized fashion on my computer and in my notebook. For example, for my process journal, I wrote each entry with an established format, then stored all my entries in a specific place on my computer (**Appendix 5b**).

Concerning affective skills, I made informed choices on behaviors and courses of action. Instead of making all the decisions by myself, I frequently set up meetings with my supervisor and Personal Project teacher to discuss my progress and plan (**Appendix 6**). I would record their constructive criticism and feedback in process journal, then make informed choices based on their feedback. Additionally, balancing my personal project with my extracurriculars and other schoolwork was especially difficult. I used the calendar app to remind myself of all the deadlines and tasks that needed to be completed. Furthermore, I set myself specific tasks at the beginning of every week, which made it easier to focus on my work.

Concerning my reflection skills, I was aware of areas of perceived limitation. At the beginning of the project, I did not keep up with my deadlines, forcing me to quickly realize that procrastination was a major problem for me. As a result, I quickly developed new strategies such as maintaining a calendar to ensure that I finished my work.

Taking Action

Final Product

In response to my global context and product criteria, my final product was three individual songs, including the individual recordings and music scores, leading up to a final display of my music in the exhibition. Each song has its own distinct style, tone, medium, and intended creative impact on the audience, which conveyed my personal identity and beliefs through music (**Appendix 7**). My first song, Night Sky, was a piano solo written using MuseScore in the style of traditional Chinese folk music, meant to explore my own Chinese cultural background. My second song, You Bring the Light, was an instrumental pop song I made on GarageBand that was written for my mother as a tribute to her for always being a positive influence in my life. My final song, Line 24, was a rap song I wrote, mixed, and performed that raises awareness to the issues, such as identity and social pressure, that young adults like myself have to deal with in our daily lives (**Appendix 7**). My product was high quality because each song was well written, coherently structured, and musically correct (based on accurate music theory), so the songs could be enjoyable to a wide audience. At the final exhibition, I was able to share my songs and their meaning with over 100 people of all ages, genders, and ethnicities (**Appendix 10**). This is really important to me and the success of my product, since my music, like any other piece of art, was made to be shared with and enjoyed by others. My product reflected my Global Context of Personal and Cultural expression because each song conveyed a specific idea and message that was personally important to me. When creating my product, I constantly referred back to my product criteria to guide my progress so that my product would be a direct result of my criteria. Consequently, my product is highly successful and each song successfully incorporates the elements of a song.

Thinking Skills

Throughout the making of my product, I had to effectively employ a variety of creative, critical, and transfer thinking skills in order to be successful. Composing music is an inherently creative process, so creative thinking skills were a major part of my project. To start off, I had to record a large

variety of melodies, compile them into an orderly list, and identify which original melody resonates with me the most or has the most practical value. This is an extremely difficult process, because I had to practice flexible thinking to create multiple different melodies by varying the rhythm, notes, arrangement, key of the melodies. During the musical process, I also transferred and applied existing knowledge to generate new ideas since I couldn't just compose a song solely based on my own knowledge. For example, when developing the structure for Night Sky, I used Mozart's 'Twelve Variations of Twinkle Twinkle Little Star' to develop an effective theme & variation, even though Mozart's composition was written in a classical style whilst my song was intended to be in traditional Chinese music (**Appendix 3**). Additionally, I had to practice metaphorical thinking -- for instance, conceptualizing my ideas by representing them figuratively in my rap song lyrics (**Appendix 7c**).

Furthermore, to gain inspiration, I listened to and analyzed various other songs by breaking them down to see how the individual components fit together to form the final song, as seen in my Song Bank (**Appendix 3**). Oftentimes, these songs would have elements or features that I felt may be relevant to my song, which ultimately helped me develop my song through the creative process. For example, I annotated the music score of "River Flows in You", highlighting out elements of the song's structure, melody, notes and left hand accompaniment that I felt were relevant to my project (**Appendix 8**). Using the gained knowledge, I was able to design improvements to enhance my songs based on judgements and observations I made.

Communication and Social Skills

Overall, I demonstrated excellent communication and social skills in my project. A large part of my project involved receiving feedback, advice and inspiration from peers and teachers, which helped me constantly improve and develop my product. At first, communication was one of my weaker skills and I was often reluctant to ask for help; however, at the end of my project, I learned to be more confident, emphatic, and versatile when interacting with others. Collaborating with my supervisor was a crucial part of my project. I maintained a flow of communication with my supervisor, who was also my music teacher, by arranging frequent supervisor meetings throughout the project where I would update my progress, discuss any issues I had, and ask for feedback on my work (**Appendix 6**). Since I knew my supervisor was experienced with music composition, when I became stuck in the creative process, I would ask him for advice and record it in my notebook. (**Appendix 5b**). Furthermore, I would proactively seek out peers, mostly those with musical experience, to show them my product and gain feedback. Collaborating with a peer gave me the

opportunity to bounce my ideas off others and access new outside perspectives, which ultimately furthered my creativity. I used social media as a way to communicate with my peers, creating a WeChat Group where we would support each other. I would send moments reminding my peers of important deadlines, asking for help, sharing ideas, and organizing support sessions.

Additionally, during the exhibition, I used strong collaboration and social skills to interact with a diverse audience, including adults and students ranging from grade 3 to 12 (**Appendix 7d**).

Furthermore, I created a set of surveys with targeted questions, which I gave to my viewers at the Exhibition in order to gain feedback. I created a Basic, Standard, and Advanced survey, and each survey had completely different questions of varying difficulty and complexity (**Appendix 10**). This allowed me to receive quality feedback from all members of my audience, regardless of whether they were an elementary student with little musical experience or a high school teacher.

Reflecting

Evaluation of Product

To evaluate the success of my product, I appraised my final outcome based on my specific success criteria (**Appendix 9**). In the Exhibition, I distributed a detailed set of surveys to my viewers and collected quality feedback (**Appendix 10**). Since music is largely subjective, direct feedback from my audience was crucial to my evaluation. Overall, based on my criteria, my product reached the 7-8 bandwidth and was successful in meeting its intended goal:

1. **Audience:** I produced each of my songs in an accessible audio format. During the Exhibition, I provided headphones for listeners and displayed my compositions electronically on the music softwares GarageBand and MuseScore (**Appendix 7**). I was able to share my songs with over 60 people, with approximately 40 of them filling in detailed surveys.
2. **Technical Skill:** All of my songs were written and produced electronically. As a result, I was able to produce high quality songs that effectively used a variety of instruments. According to my surveys, a vast majority of my audience said that they heard no mistakes in my songs.
3. **Artistic Appeal:** Each of my songs was written to be musically engaging: my piano solo had a constant variation of rhythm and melody, my GarageBand composition incorporated

over 10 different instruments with unique tones and sounds, and my rap solo had a captivating rhythmic beat that complemented the intense lyrics. According to my surveys, my songs received an overall 9.3 out of 10 for how engaging they were.

4. **Style:** I did detailed research on the specific styles of each of my songs and used it to guide the composition of each song. As a result, each of my songs had a very distinct style. In my surveys, I received 3.9 out of 4 to whether my songs were “consistent with the intended style”.
5. **Structure:** Each of my compositions have a clear and connected structure that transitions between different sections. Based on my Advanced Survey results, my songs received 9 out of 10 in regard to the coherency of the songs’ structure.
6. **Impact:** This is undeniably the most important criteria because it directly links to my goal. Each of my song’s was made with a focus on their impact: my piano solo had a clear Chinese Traditional Music style that conveyed my Chinese Culture, my GarageBand composition has a bright and cheery tone that conveys the importance of my mother to me, and my rap song has lyrics that reference the issues of identity and pressure that I face. This criteria was targeted by question 5 in the Standard and Advanced Survey, which showed that audiences gave a 3.5 out of 4 for whether my songs conveyed their intended impacts.

Extension of Knowledge and Understanding of Topic and Global Context

Over the course of the project, I developed a deeper understanding of musical composition. Prior to my project, I had never composed a song. In my research phase, I learned about many important musical concepts such as structure, rhythm, melody, harmony and variation. I have learned how to use music softwares GarageBand and MuseScore to produce high quality recordings. I gained profound knowledge in three distinct musical styles: Chinese traditional folk music, instrumental pop, and rap. I learned that the creative process of composing music is very different from what I previously imagined: there is no “ procedure” to composing music, instead, you have to constantly experiment with, record, and develop ideas into a final composition.

Furthermore, I also deepened my understanding of my Global Context of Personal and Cultural Expression due to its profound impact on my project. My Global Context encouraged me to view music not only as a form of entertainment but also as a means of expressing ideas. I realized that music has a deeper significance in its ability to effectively express feelings and emotions.

Furthermore, it allowed me to realize that art is all about sharing our perspective of the world via a communicable medium.

Development as an IB Learner

Throughout the project, I greatly developed as an IB Learner in two main ways: being Reflective and being a Communicator. In order to be Reflective, I had to constantly be aware of the messages that I wanted to convey through my music. I had to consider not only my own perspective, but also how others would feel and think about my music. Over the course of the project, I had to synthesize feedback from those around me and use it to improve and develop my own songs. I kept a detailed process journal where I would record my thoughts, ideas and reflections as composed my music (**Appendix 5b**). I had to identify areas where I was weak in, then seek help from those with more experience — for example, my supervisor (**Appendix 6**). As a Communicator, I learned how to express myself creatively through my own music. I collaborated with my peers to help me be more organized and motivated, and also to access new perspectives. I understood the importance of how feedback (which I gained through comprehensive surveys) was essential to personal improvement. I learned to be more internationally minded because I had to present my music to people of all ages and cultural backgrounds. The abilities that I have gained from this experience — which includes collaborating effectively, seeking and utilizing feedback, and communicating my ideas in a variety of ways — will be essential in preparing me for the rigors of the IB program, in addition to my life going onwards.

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Appendices

Appendix 1: Research Plan

Research Plan			
Topic	Research Question	Source	Completion Deadline
Inspiration	What are existing Chinese folk songs that are written on the piano?	Free investigation: Youtube, Music apps, Peer recommendations	4th September, 2020
	What are existing rap songs that you like?	Free investigation: Youtube, Music apps, Peer recommendations	
	What are instrumental songs that you like?	Free investigation: Youtube, Music apps, Peer recommendations	
Music structure	What is Theme & Variation?	Online Sources, Example pieces	25th September, 2020
	What are common types of structures found in songs?	Online Sources, Music Teacher	
	How to write a song in Verse-Chorus-Bridge structure?	Online Sources, Example pieces	
Music software	How to use GarageBand to electronically create music?	Online Sources, Music Teacher	30th September, 2020
	What music software is suitable for writing Piano Solo notation?	Peers, Music Teacher	
Writing a piano solo	What are the unique characteristics of Chinese traditional folk music?	Academic reports on Chinese traditional folk music style.	5th October, 2020
	How to develop a chord progressions that follows the melody?	Online Sources, My Piano Teacher	9th October, 2020
	How to decide upon a musical key or scale?	Online Sources, Personal Experimentation	
	How to choose and appropriate left hand accompaniment?	Online Sources	
	How to develop a basic melody on the piano?	Online Sources, My Piano Teacher, Experimentation	
Writing an instrumental song	How many instruments to include?	Online Sources, Music Teacher	2nd November, 2020
	How did different instruments create different tone?	Personal Experimentation, Music Teacher, Testing instruments from our school music department.	
	What instruments would be suitable for different parts of a song (melody, chords, harmony, etc.)	Personal Experimentation, Music Teacher, Testing instruments from our school music department.	
Writing a rap song	What are the unique characteristics of rap music?	Online Sources, Existing Rap Songs	25th December
	What important elements do all rap songs incorporate?	Online Sources	
	How to learn to rap effectively?	Online Sources, Terrence (rapper classmate)	
	What should you consider when writing rap lyrics?	Online Sources, Terrence (rapper classmate)	
	How to choose or create a beat for your rap song?	Online Sources, Terrence (rapper classmate)	

Appendix 2: Source Analysis

Source	Origin & Creator	Target Purpose & Audience	Key Findings	Impact on PP	Value	Limitations
wikiHow Staff Editor. "How to Compose Music on Piano." <i>WikiHow</i> , WikiHow, 10 Feb. 2020, www.wikihow.com/Compose-Music-on-Piano. Accessed 8 Nov. 2020	Creator: Written by WikiHow Contributors. User based websites so anybody can edit the site. Primary/Secondary: Secondary Location: USA Date: 10 Feb. 2020 Source type: Website Page	Purpose: To teach people how to compose music on the piano. Audience: Beginner to intermediate musicians who want to compose a song on the piano. Message: Educational source.	Getting Inspiration: <ul style="list-style-type: none"> Listen to existing piano music, like jazz, classical and pop to get inspiration. Practice scales on the piano to get inspiration for a melody or riff. Record any musical ideas or melodies you have in a notebook or recorder. Think about the theme of your song and base your music off of that. Composing Using Music Theory <ul style="list-style-type: none"> Decide upon a tonality/key and major/minor Explore chord progressions leading from the root chord Develop melodies Record your work via musical notation 	I have no experience with composing songs, even though I have learned and played songs on the piano before. Therefore, I have no idea where to start when composing a full song on the piano. This source gives me an fundamental idea of how to begin my musical composing process. The next step after this source is to look into more detailed sources and analyze existing songs.	Information Provided: This source provides detailed information about how to compose a song on the piano. This is fully relevant to my project and will help me with composing my songs, especially the piano song. Reliability: This source is just giving me advice - facts and statistics aren't really important - so it won't necessarily give me fake information.	Information Provided: The information provided by this source is quite brief and general. It does not give me enough information about specific parts like choosing a key and developing a chord progression. I still need to do more research on specific elements of musical composition. Reliability: This source was written by online editors of WikiHow. Therefore, there is no guarantee that the information there is accurate or backed by evidence.
Pianote. "How To Write A Melody On The Piano (For Beginners)." <i>Youtube</i> , 27 Aug. 2019, https://www.youtube.com/watch?v=AvxevjgKBfo. Accessed 8 Nov. 2020.	Creator: Pianote, a YouTube channel providing content and informational videos regarding piano. Primary/Secondary: Secondary Location: USA Date: 27 Aug. 2019 Source type: Video	Purpose: To teach people how to write a melody on the piano. Audience: Beginner to intermediate musicians. Message: Educational source.	<ul style="list-style-type: none"> Choose a key (eg. Key of D Major) Choose a chord progression that sounds nice (1-6-5-4) Play the scale over each chord Make a note of sounds that you like. Think about the 'role' that each note plays Pick a combination of tones 	This video has given me a much more detailed insight into how to start creating a melody that is based on solid music theory. A melody is really important part of the song, so once I develop the melody I can work on other parts of the song.	Information Provided: This source provides detailed information about how to compose a melody on the piano. It provides examples that help me understand better. Furthermore, it is in the form of a video, so it has visuals and audio that makes it much easier to understand. Reliability: This channel is dedicated to making piano related content, so it's probably trustworthy to a certain extent.	Information Provided: This source includes quite a bit of music theory content and terms that I don't fully understand. Therefore I need to do some more looking into the concepts to fully understand it. Reliability: YouTube is a user-based content website, so anybody can make content, so it may not be too reliable.
Team, Musical U. "Exploring Common Chord Progressions." <i>Musical U</i> , Musical U, 21 Jan. 2020, www.musical-u.com/learn/exploring-common-chord-progressions/.	Creator: Musical U Primary/Secondary: Secondary Location: USA Date: 21 Jan. 2020 Source type: Website Page	Purpose: To teach people how to develop a chord progression Audience: Beginner to intermediate musicians. Message: Educational source.	<ul style="list-style-type: none"> Scale and Chords Naming Progressions What makes a chord progression sound good. A path to resolution A natural order. Popular chord progressions. 	This source gives me a good understanding of how to develop a good sounding chord progression. It provides detailed explanations and examples of how to make a good chord progression. After looking at this source, I was suitably enlightened. Once I figure out how to make a chord progression I can progress to the melody part	Information Provided: This source tells me how to develop a good chord progression. It is relevant to my project because I need to make a good chord progression in order to make a good song. It has a lot of detailed information with in-depth explanations that really help my understanding. Reliability: The website is specifically about music and has lots of music related articles and blogs, so the information on the website should be generally trustworthy.	Information Provided: Although this source has really good information, some of it is a bit theoretically advanced, so I don't completely understand all the information that is presented. Reliability: Again, this source is kind of like a blog/forum, so there isn't any information from professionals; instead, the author of the source is probably a hobbyist who is passionate about music. Second, I don't really know anything about the source so I can't be sure of its accuracy.
http://pianoplayerworld.com/Advanced-Piano-Lessons/How-to-Compose-a-Piano-Solo.html	Creator: Piano Player World Primary/Secondary: Primary Location: USA Date: Unknown Source type: Website Page	Purpose: Teach people How to create a great Piano Solo. Audience: Beginner to intermediate musicians. Message: Educational source.	How to harmonize melodies: <ul style="list-style-type: none"> Once your melody is written, the next step is crafting the harmony and chord progression. Depending on what genre of music you are writing, harmony can be as simple as the I IV V progression, or can be as complex as changing the key every few measures. The harmony is used to create mood and emotion and the use of tension and release will dictate what emotion or mood you are setting. When creating a melody that inspires anger or sadness, more tension will be used rather than release. 	I need to develop a foundation of knowledge about musical composition, including harmony and melody which are really important. Since I have little experience with piano solo composition, getting advice and information from an advanced piano solo composer could be highly beneficial to my creative process.	This source provides specific advice about how to write harmonies. Since I don't know much about harmony and melodies, this fills in some information for me that is crucial to understand. It explains in detail what are the components that make up a good piano solo.	This source appears visually to be quite unprofessional. It appears to be a blog that someone is able to edit without too much or any oversight and rules. Furthermore, the author talks about many other more comprehensive topics that may not be relevant to my project.
https://www.wikihow.com/Write-a-Rap-Song	Creator: WikiHow Primary/Secondary: Secondary Location: USA Date: Dec 11, 2020 Source type: Website Page	Purpose: To teach viewers how to effectively write a rap song.	Relevant topics <ul style="list-style-type: none"> Writing Lyrics: (brainstorming, write the hook, follow the words, be believable, revise). Picking beats: (pick a pre-made beat, consider making your own beats, find the melody in the beats, listen to a lot of beats before settling on one). Putting it together: (structure the song, rap and refine, memorize your song, produce the song). 	I am working to develop a rap song for my pp. I have pretty much zero experience writing rap songs, and I don't frequently listen to rap songs either. This will help me develop a plan and figure out how I will write a rap song that can be effective in its purpose and intention.	This source provides step-by-step information about how to write a song. The information is well structured into three parts, Writing Lyrics, Picking beats, and Putting it together. Each part is divided into individual steps that are explained in detail. It covers some important parts that I did not consider, including making a beat and hooks in the lyrics.	WikiHow is a user based source, so essentially anybody can edit the source. In addition, I am unsure whether this source is from a professional or just a hobbyist. Either way, I don't believe that this is an extremely big limitation because I am not looking for concrete evidence, just basic advice and guiding points for my musical composition.
https://www.dummies.com/art-center/music/piano/great-left-hand-accompaniment-patterns-for-the-piano-or-keyboard/	Creator: Holly Day , Jerry Kovarsky , Blake Neely , David Pearl , Michael Pilhofer Primary/Secondary: Secondary Location: USA Date: Unknown Source type: Website Page	Purpose: To teach people how to create Great Left-Hand Accompaniment Patterns for the Piano Audience: Beginner to intermediate musicians. Message: Educational source.	The different type of left hand accompaniments that you include in your piano solo: <ul style="list-style-type: none"> Fixed and Broken Chords Chord Picking Octave Hammering Bouncy Rock Patterns Melodic Bass Lines 	I was struggling with developing a left hand accompaniment to my piano solo during the making phase, so this source perfectly helped me overcome that issue.	It provided detailed information on many different left-hand accompaniments that I could include in my piece. It explains how each type worked, the benefit of each type, and what song each type was suitable for.	This source only provides inspiration for me when developing a left hand accompaniment, it doesn't provide me any concrete solutions for me. I still have to develop my own unique left hand accompaniment because none of the provided examples are fully suitable for my song.
https://www.wikihow.com/Rap	Creator: WikiHow Primary/Secondary: Secondary Location: USA Date: Jan 3, 2021 Source type: Website Page	Purpose: To teach viewers how rap with skill.	Included information: <ul style="list-style-type: none"> Learning the Basics (Listen to lots of rap, get rhythm, rap along, rap a cappella) Developing your own style (Write some lyrics, rap constantly, learn how to rap effectively, be real, try to freestyle, making your own beats) Taking the Next Steps (Rap with friends, perform, record your raps, put your music on the internet) 	In my rap song, I am planning to record my own rap. As I mentioned before, I have very limited experience with rap, so not only do I have to learn how to write a rap song, but I also need to learn how to rap. This source will help me learn how to develop the skills necessary to rap successfully.	This source provides step-by-step information about how to write a song. The information is well structured into three parts, Learning the basics, developing your own style, and taking the next steps. Each part is divided into individual steps that are explained in detail. It covers some important parts that I did not consider, including being real, trying to freestyle, and making your beats.	WikiHow is a user based source, so essentially anybody can edit the source. Furthermore, this source does not teach me specifically the method of rapping, since rapping is a process that can only be learned through constant experience. As a result, I can only use this as a guiding source.

Appendix 3: Song Bank

Song/Composer	Genre/Description	Uses/Impact	Extra notes	Source/Location
Jasmine Flower	Chinese folk music Traditional Chinese pop song that is very popular in China. I remembered this song from having listened to it as a child.	This song is a genuine Chinese folk song, and therefore it has a distinct Chinese musical style inherent in the song. I want to analyze this song and see how its note are arranged, and what specific elements make it fit into the Chinese folk music genre.	- The verse includes a repeating melody with slight variation every repeat.	www.youtube.com/watch?v=0cBmapbH9R8 www.youtube.com/watch?v=crr_e-laUNk
Liuyang River	Chinese folk music A flowing piano folk song written by a famous Chinese composer who lived during the 20th century. It was written to represent the Liuyang River, hence the title.	This song is a Chinese folk song, and therefore it has a Chinese musical style. Furthermore, I really like the sound of this song, and I'm hoping to use and gain some inspiration from the way this composer uses various musical techniques.	- The composer incorporated the melody into beautiful flowing appreagios that play throughout the song.	www.youtube.com/watch?v=TEmst1WVTik
Oogway Ascends From Kung Fu Panda Hans Zimmer John Powell Adapted by Patrik Pietschmann	Chinese themed music – backtrack for Disney movie This song was one of the main themes in the popular movie KongFu Panda. It was adapted into a piano solo by Pietschmann.	This is a song that I attempted to learn to play some months ago. It has a distinct Chinese theme and I really really like this song. As opposed to some other songs, it has some sections with large chords and low bass notes that convey this sense of epic-ness. It also has a really beautiful theme that is actually quite simple.	- I like quite like the structure of the verse, so I might include a similar structure in my actual song. It is easy enough so that it is suitable for a beginner composer like me to write. - Transitions from a lower octave to higher octave then back to another lower octave.	PDF file on my computer. Titled: Oogway_Ascends_Piano_Sol_o_Sheet_Music
12 Variations on (Twinkle Twinkle Little Star) Arranged by Mozart	Classical Popular children's song originating in France. It includes twelve variations of the melody Ah!vous dirai-je, mamam,	This song includes 12 variations of a simple melody. In each variation, Mozart adds slight variations to the rhythm, structure, and sometimes even the key to convey different feelings and styles with the exact same melody. I will study how Mozart does this. This will be extremely helpful, because when I create a melody, I can know how to add variation and style to a simple melody.	- This song was recommended to me by my music teacher Mr. Kresge. He said that I should find the little tricks that Mozart uses to change up the composition and look at what Mozart does different with each different variation.	PDF file on my computer.
River Flows In You Composer: Yiruma Adapted by: Epiary	Modern/Contemporary Pop Beautiful flowing song by famous Japanese composer Yiruma. Characterized as soothing, calm, peaceful.	I will use this song to gain insight and inspiration when developing the structure for my song. This song has a quite simple and easy to understand structure that works very well at the same time. I want to see how this piece uses repetitions of phrases in the composition. An added benefit is to see different types of left hand accompaniments.	- This song is suitable for my analysis because it incorporates a tone and style similar to the intended emotional effect of my song.	Website: https://musescore.com/user/35478073/scores/6218599

Appendix 4: Success Criteria

Goal	To compose 3 different styles of song to represent 3 different areas, including a dedication, Chinese culture, and my own identity					
Global Context	Personal and Cultural Expression					
	<u>Audience</u>	<u>Technical Skills</u>	<u>Artistic Appeal</u>	<u>Style</u>	<u>Structure</u>	<u>Impact</u>
1-2	Each composition was able to impact a limited range of listeners, about 1 – 10 listeners.	Each composition does not show technical musical skill in the chosen instrument (piano, guitar, electronic GarageBand)	Each composition does not engage or entertain the target audience – it is not interesting or pleasing to listen to.	Each composition is inconsistent with its intended theme, gender and style.	Each composition does not have a clear musical structure and is incoherent .	Each of the compositions does not meet its specific impact on the audience: 1) to express myself through music, 2) to convey a message to someone important to me, 3) to represent my Chinese cultural background.
3-4	Each composition was able to impact a small range of listeners, about 11 – 20 listeners.	Each composition shows a low level of technical musical skill in the chosen instrument (piano, guitar, electronic GarageBand)	Each composition somewhat engages and entertains the target audience – it is somewhat interesting and pleasing to listen to.	Each composition is sometimes consistent with its intended theme, gender and style.	Each composition has an occasionally clear musical structure and is sometimes coherent .	Each of the compositions somewhat meets its specific impact on the audience: 1) to express myself through music, 2) to convey a message to someone important to me, 3) to represent my Chinese cultural background.
5-6	Each composition was able to impact an appropriate range of listeners, about 21 – 30 listeners.	Each composition shows a good level of technical musical skill in the chosen instrument (piano, guitar, electronic GarageBand)	Each composition engages and entertains the target audience – it is interesting and pleasing to listen to.	Each composition is generally consistent with its intended theme, gender and style.	Each composition has a connected musical structure and is generally coherent	Each of the compositions generally meets its specific impact on the audience: 1) to express myself through music, 2) to convey a message to someone important to me, 3) to represent my Chinese cultural background.
7-8	Each composition was able to impact a large range of listeners, about 31 or more listeners.	Each composition shows a high level of technical musical skill in the chosen instrument (piano, guitar, electronic GarageBand)	Each composition successfully engages and entertains the target audience – it is interesting and pleasing to listen to.	Each composition is fully consistent with its intended theme, genre and style.	Each composition has a constantly fluent and connected musical structure and is always coherent .	Each of the compositions fully meets its specific impact on the audience: 1) to express myself through music, 2) to convey a message to someone important to me, 3) to represent my Chinese cultural background.

Appendix 5: Organization

a. Action Plan

Date	Type	Priority	Description	Notes	Modifications
4th September, 2020	Deadline	1	"Upload summer reflection to ManageBac Final goal and global context are decided"	I decided that I want to create a music based project because I'm interested in exploring this area.	I'm not doing my original goal of making an online Youtube teaching course. I don't feel like I have enough passion in my previous goal to sustain me for the entire time.
9th September 2020	Personal Deadline	3	Decide on the style, intended impact, and audience for each of your three individual songs. Talk to Mr. Kresge for advice regarding musical choices.	Listen to songs from different styles and see what you want to replicate. I chose to a chinese style song, a instrumental song, and a rap song.	I'm not doing a pop song, because I don't have the ability to sing and I don't want to invite someone else to sing for me because it detracts from the personal aspect of my song.
25th September, 2020	Meeting 0	1	Time to discuss any obstacles/problems, including ATL skills that need to be focused on. Next Steps (Adding 'to-do' items on ManageBac)	From our talk, I realized that I probably do need to work on my Self management skills. Also, I really don't know anything about composing, and I wasn't able to answer most of Mr. Kresge's questions.	
25th September, 2020	Personal Deadline	3	1. Find a music software to use for your projects, and learn how to use it. 2. Find 3 song examples for each of your songs (piano solo, instrumental, rap) and insert them into your song bank. 9 songs in total.	I planning to use Musescore and Garage band to compose my songs.	
9th October, 2020	Deadlines	2	Source evaluation upload to ManageBac	Analyze websites about music theory. Things to learn about include: how to compose, inspiration for composition, and how to write music. Follow according to Research Plan	According to my supervisor, I have to use the OPVL format when analyzing the source, so I'm going to have to edit my previous source analysis.
23rd October, 2020	Meeting 1	1	Discuss success criteria before uploading it to ManageBac Time to discuss any obstacles/problems, including ATL skills that need to be focused on. Sign ACADEMIC HONESTY FORM	Ask Mr.Kresge: What does a piece of music need to succeed?	I changing my success criteria for audience and structure. Mr. Kresge said that I don't need to specify which song structure to include, because no song structure is better than other. Instead, I should just make sure the structure is "appropriate".
30th October, 2020	Deadline	2	Upload success criteria for product/outcome to ManageBac	Turned it in a day late, have to be more organized in the future.	
10th November, 2020	Personal Deadline	2	Finish your first song, the piano solo. Checklist steps: 1) Decide on a key, 2) Decide on a chord progression, 3) Construct a unique melody, 4) Create an effective left hand accompaniment, 5) Develop the melody into a full song.	I chose F major. I really like this chord progression. Since I'm already familiar with this chord progression, I'm planning to use it for my future songs too.	I chose a theme and variation structure, because I thought it was suitable for a chinese styled song, with emphasis on they idea of simplicity and complexity at the same time.
20th November, 2020	Deadline	1	Students upload first draft of A and B the report to ManageBac	Finished the draft for A and B. For now, I haven't added the citations or the Appendix.	
27th November, 2020	Meeting 2	2	Discuss first draft of A & B Supervisor to upload first draft feedback Sign ACADEMIC HONESTY FORM 1	Mr. Kresge said that I am doing well overall for now. I should focus on being more concise. Also, using evidence is important and always drawing back to my references and extracts.	
1st December, 2020	Personal Deadline	2	Finish your instrumental songs. Checklist steps: 1) Decide on a key and chord progression. 2) Choose the appropriate instruments that can take the place of the melody and also the harmony. 3) Develop the melody and record it. 4) Mix the sounds together and export it as a recording	My main melody instruments are the piano and string ensemble. This song process was very quick compared to my first song. I believe that I am improving in my efficiency as a composer.	I used the same chord progression as my Chinese styled song. This helped create a common link between both of these songs, which I really like in hindsight.
30th December, 2020	Personal Deadline	2	Finish the lyrics for your rap song. Checklist steps: 1) Find inspiration and record ideas, 2) Choose a beat and listen to it, 4) Write your verses, 4) Structure the lyrics appropriately to make it fit an entire song.	I am choosing to rap about issues that are important to young adults. I think this is something that is relevant, and also something I find important to myself. Recently, I have been encountering some issues that I will leave disclosed, but it has really inspired me to rap about this.	I am going for a relatively shorter structure. Verse-chorus-verse. The song is more packed with emotion and meaning, so I think I should tone down the length.
15th January, 2021	Personal Deadline	1	Finish the rap song. Checklist steps: 1) Finalize the beat, drum track, etc. 2) Record your rapping multiple times until its perfect, 3) Edit your voice on the music software if necessary, 4) Mix instruments, sounds and effects together into a final recording.	I am really proud of this song. I showed it to my family and they all showed very good responses. My classmate Terrence was very helpful during this process.	
22nd January, 2021	Meeting 3	2	Check-in meeting Proof of finished product/outcome SIGN ACADEMIC HONESTY FORM 2 Next Steps (Adding 'to-do' items on ManageBac)	Mr. Kresge said that my final product was looking good. He especially liked the piano solo and the rap song.	Mr. Kresge suggested a few changes to be made to the song. 1) Try out the automation section on GarageBand to automate the dynamics etc. 2) Fix up the few small minor technical mistakes.
26th January, 2021	Personal Deadline	1	Finish all your physical preparations for Exhibition: print out of all your documents, decorations. Furthermore, finish preparing all of you surveys. Following this you will be practicing what you will say and speak during the Exhibition.	I have all of my posters, documents and evidence ready to print immediately. I will print them later during the Exhibition day instead of today because my supervisor said that there is time on Friday to complete the printing.	I'm not going to make a script as I previously planned. That was a bad plan because it wouldn't be natural when I presented to my audience.
29th January, 2021	Deadline	2	Upload evidence of final product/outcome to ManageBac (Five photographs/screenshots, or 30 seconds video. If the final product is a movie, then the student must upload 30 seconds video, not screenshots).	Talk to Ms. Mockler about how to include all of my songs in the evidence.	
29th January, 2021	Exhibition	1	Students will present their PP Action at the PP exhibition	I got everything prepared in time. Although, the live performance for my piano solo was quite difficult, so I definitely could've improved that.	

February 18th, 2021	Personal Deadline	2	1) Finish Criterion C of your first draft, 2) Start works cited 3) Choose 10 appendices.	I finished everything except for a little bit of the last strand.	I will leave 2 empty spaces for my Appendices so I can incorporate any new evidence that I find.
5th March, 2021	Deadline	1	Upload final report draft on to ManageBac	Citations, appendices, and writing is all finished as of now.	
12th March, 2021	Meeting 4	1	Discuss first draft Next Steps (Adding 'to-do' items on ManageBac)	Meeting with Supervisor on March 11.	Mr. Kresge suggested me to reference my appendices as evidence more. My content is good overall, but I need to fix up some of the formatting.
19th March, 2021	Sign off Meeting	1	Before you submit the final report - make sure your supervisor has signed the academic honesty form for the third time SIGN ACADEMIC HONESTY FORM 3	Mr. Kresge sent an email with the attached document because it wasn't working during the last meeting.	
19th March, 2021	Deadline	1	Final Report Due to ManageBac	Done!	
24th March, 2021	Grading	1	Supervisors: Moderation, grading and report card comments	TBD	TBD
2nd April, 2021	Grading	1	Supervisors to agree on final grades Submit grades	TBD	TBD

b. Process Journal

Process Journal: Supervisor Meeting 1: Oct 10, 2020

Today I had my Supervisor Meeting 1 with my supervisor Mr. Kresge. We discussed a variety of subjects in our meeting, including my product criteria, academic honesty form, and some difficulties and obstacles I encountered along the way.

For my product criteria, Mr. Kresge said that my product criteria was suitable and appropriate for my specific project of composing a song and approved all of my criteria. However, he did give some constructive criticism regarding the "Structure" criteria. He said that I should not use the words basic/complex as key descriptors in my criteria, because a complex structure in a song doesn't necessarily mean that the song is good and a basic structure doesn't mean the song is bad. Instead, he said the most important thing about a song's structures is that it is appropriate to the style and genre, because different songs require different structures.

Other points of discussion include:

- Mr. Kresge said to further decide on the genres of my song.
- Classical Music —> see composer —> Mozart, Bach, Beethoven
- Learning about how to make a simple melody into complex songs with different emotions —> check out the "12 variation on twinkle twinkle little star"
- Being inspired for creating the Chinese piano music
- Search up songs related to Chinese traditional piano music
- Chord progressions —> eg. 1, 4, 5, 1
- Understand the specific style for your music — each style has different "rules"
- Developing lyrics

Process Journal: Supervisor Meeting 2: Dec. 9, 2020

Today I had my supervisor meeting 2 with Mr. Kresge, where we discussed many important parts of my personal project.

First off, I discussed my Personal Project Report Criterion A & B draft. I reviewed some of the comments that Mr. Kresge wrote on my report. Overall, Mr. Kresge did not have any feedback on big changes that I should make. Most of his comments were in regard to small mistakes in my report. One thing that I thought that was important to note was my Works Cited pages. I need to keep on filling in my works cited pages along the way so I record all of my sources. Furthermore, my personal project specifications were good.

Next, I discussed some specific notes about my songs

Song 1: Chinese song

- I can copy a melody from a Chinese song, then add variation and theme to make it unique and original. I previously thought that this would be considered to be copying, but Mr. Kresge said that using a common melody is ok.
- To get an example of them and variation, I can look at Mozart's Twinkle Twinkle Little Star 12 variations
- Mozart Twinkle Twinkle Little Star Variation document
- Finding the little tricks that Mozart uses to change up the composition
- Look at what Mozart does different with each different variation
- Look at other existing songs and compositions: go to the public domain music website: imslp.org

Song 2: Pop song

- Find a melody
- Find chords to go along with the melody
- Then add lyrics

I want to have a common thread that connects through the song. It can be a very simple thing that just connects all the songs.

Process Journal: Exhibition Checklist: January 25, 2020

General Information:

- Personal Project Goal
- Personal Project Global Context
- Personal Interests — Why you created the product

Product Presentation

- Separate sections for each song
- General information for each song
- Album photo —> put it in a glass case/frame?
- Photos of the creative process — computer screenshots, real life screenshots

Background Board:

Investigating:

- Goal
- Global Context
- Personal interests
- Annotation
- Source Evaluation
- Song Bank
- Photos of research

Planning:

- Product Criteria
- Action plan
- Process journals
- Supervisor meeting journals

Creating product:

- **Song 1**
 - Album cover on stand
 - Description
 - Music score printed
- **Song 2**
 - Album cover on stand
 - Description
 - Pictures of GarageBand
- **Song 3**
 - Album cover on stand
 - Description
 - Scripts Lyrics
 - GarageBand pics
- **Computer Display**
 - Product time lapse video
 - Song 1 Musescore file
 - Song 2 Garageband file
 - Song 3 Garageband

Other

- Speaker
- Keyboard
- Music Scores
- Guitar
- Surveys
- Main posters

Process Journal: Supervisor Meeting 0: Sept. 8, 2020

Today, I had my first meeting (Introductory Meeting) with my Personal Project Supervisor Mr. Kresge. After the meeting, I felt like I made a lot of progress in my planning. We had many beneficial discussions on various aspects of my project which has made me more confident about moving forward with my goal. Mr. Kresge is really easy to talk to and, as our Upper Music teacher, he has lots of good advice on the musical aspect of my project.

This is a general record of the things I discussed and the decisions I made in the first introductory meeting:

1. Global Context: First of all, I talked to Mr. Kresge about how my vision for my product could fit with a specific Global Context. After narrowing it down to two Global Contexts — personal & cultural expression and identities & relationships — we ultimately decided on Personal & Cultural Expression as my official Global Context. This fits my project well because I am hoping to express ideas about myself and my culture through multiple songs.
2. Final Product: Second, we started to plan out how my final product would look like. So far, I am planning to make multiple songs, some lyrical and some instrumental (for example a piano solo). These songs will be from multiple different genres.
3. Connection & Global Context: Lastly we discussed how we could relate the songs to our global context. We found out many ways that we could potentially add more meaning to our songs. Here are some ideas:
 1. Programatic songs: songs that are based on and made to represent a poem or a story (inspiration from another media). For example: Tchaikovsky's Romeo and Juliet Overture. One of the songs I make could be based on a story or poem that is meaningful to me.
 2. Writing a song for a person: One of the songs I make could be a gift for a specific person who is important to me. This would make my song more meaningful and personal.
 3. Songs with strong cultural themes: One of the songs I make could be deeply rooted in a specific culture, like Chinese music, Classical music, Modern music, etc.
 4. Next Step: Mr. Kresge told me that the next step — after I finish my creative planning for what to do — would be to do some research on the musical and theoretical aspect of composing. However, this step would come later after I get all of my inspiration. Mr. Kresge also told me to ask him for help when I get to this phase, because he can offer me resources and advice about composing.

Appendix 6: Supervisor Meeting Email Record

Wu 19

AW

Andy Wu

Fri 9/4/2020 10:05 AM

To: Kyle Kresge

Hi Mr. Kresge,

Thank you for being my supervisor for the Personal Project.

My goal is to artistically and personally express myself by composing, learning, and performing a song of my own creation. Since a young age, music has been a passion of mine and I enjoy playing a variety of instruments. However, there was always something that bothered me: for all my life, I only played songs by other composers. This is what ultimately inspired me to compose a song of my own. My goal is highly challenging because composing a full and structured song by myself is highly difficult. Even though I have prior experience with music, playing an instrument is completely different than composing a song. I will have to study advanced music theory, analyze other music compositions, and learn how to write music. I will have to fully use all resources available to me to be successful. My global context is personal and cultural expression because I am using music to reflect on my feelings, express my emotions, and extend my creativity.

If possible, I would appreciate it is we can schedule a meeting before October break to discuss my plan moving forward?

Kind Regards,

Andy Wu

AW

Andy Wu

Mon 11/23/2020 2:28 PM

To: Kyle Kresge

Dear Mr. Kresge,
I just wanted to let you know that I turned in my Personal Project Report Draft A&B this afternoon. This was due last Friday, but I couldn't finish on time, and just finished right now. I hope this didn't cause any problems for you.

Regards,
Andy Wu

KK

Kyle Kresge

Mon 12/7/2020 1:19 PM

To: Andy Wu

Wu_Andy_CriteriaA_B_Draft K...

125 KB

Hi Andy

Nice work with your first draft. Just a few comments attached in the body of your work. Let me know if you have any questions.

Best,

AW

Andy Wu

Mon 11/9/2020 3:24 PM

To: Kyle Kresge

Dear Mr. Kresge,
Could we have a meeting afterschool this week to discuss my personal project? I was hoping to discuss my success criteria and my plan for moving forward. Perhaps tomorrow on Tuesday?

Regards,
Andy

KK

Kyle Kresge

Mon 11/9/2020 4:43 PM

To: Andy Wu

Hi Andy

Sure thing, can you stop by right at 3?

Best,

Appendix 7: Evidence of Product

c. Line 24 - Lyrics

Line 24: Lyrics

Hey brother
Yo look, there's a mountain of gold in the sea
Yeah, yeah, get ready,
You know what, I guess I'll just begin
1, 1, 2, 3

Im on the line 24, flashing eyes,
watching eyes, looking for the truth but I'm blind.

I'm sitting on the subway, a crowd of cries
Looking at me with those goddamn eyes, I wanna say

Hey! Turn around, walk away,
I can't stand this pressure, I'm gonna crack underway,

But I can't, I'm stuck, I'm stuck in a glass cage,
my hands are tied, and my mouth is sewn shut

Hey, Yo
Yeah that's right
You know what I mean bro
Don't talk to me like that
Ey ey ey

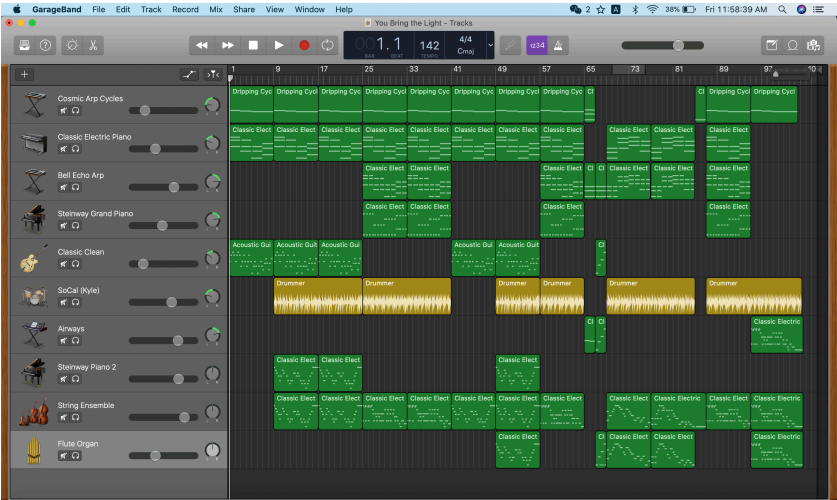
Im on the line 65, flashing eyes,
watching eyes, looking for the truth but Im blind,

I'm looking in the mirror, with the lights on part,
And a smile on my face but a knife in my heart,

I wanna say, Hey! Run away, disappear,
Disseminate, disintegrate, I don't care,

Just leave me alone, just leave me to be,
I'll give you anything, I promise, just let me goddamn free.

a. You Bring the Light - GarageBand



b. Line 24 - GarageBand



d. Exhibition — Presentation of Musical Composition



e. Night Sky - Music Score

Night Sky
Original Traditional Chinese Styled Piano
Wu 20

Andy Wu

$\text{♩} = 76$

Appendix 8: Annotated 'River Flows in You'

River Flows In You Annotated Analysis Jan. 7, 2021

broken chord
chord broken
appoggiato
melody line
Yiruma

$\text{♩} = 70$

First note is the chord root

A B

B Var. 1 B

B Var. 2

C - connection phrase

D

2nd time

D with slight Var.

D change

D with slight var.

Epiary

FCAC → F major
root ↓ ↓
down 3rd down

Basic structure:

Measures: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Intro Verse

Classic structure, suitable for my song

connection phase

repeating chorus

D A E } A
A E C }
E B G } E

1/8 root
1/8 dominant
1/4 third

Key Takeaways

Using E as the base note for the melody

The only melody note is A (1st)
the other notes are all decorative notes that root and dominant of chord A minor

Very subtle, very small variation. Still able to add much more depth to the song.

A easy, nice sounding left hand breaks the chord down to root, dom, 3rd, dom

Appendix 9: Product Criteria Evaluation

Criteria	Grade Level	Descriptor	Justification
Audience	8	Each composition was able to impact a large range of listeners, about 31 or more listeners.	<ul style="list-style-type: none">- Accessibility: My songs were available in an accessible audio format. It was extremely easy for my audience to listen to them through the head phones.- Range: I presented my songs to a large range of viewers, approximately 70 viewers, during the exhibition.- Variety: I presented my songs to various audience groups, including: primary school children, middle school children, high school children, upper school teachers, and visiting adults and parents
Technical Skills	7	Each composition shows a high level of technical musical skill in the chosen instrument (piano, guitar, electronic GarageBand)	<ul style="list-style-type: none">- Sound Quality: My songs were produced with superb sound quality. However, my rap song's sound quality wasn't the best because I lacked proper microphones or recording equipment.- Technical Skill (Night Sky): I made a few minor mistakes during my live performance of Night Sky, therefore, this limits my technical skill.- Mistakes: There were minimal mistakes across my songs.
Artistic Appeal	7	Each composition successfully engages and entertains the target audience – it is interesting and pleasing to listen to.	<ul style="list-style-type: none">- Rhythm: My songs have engaging rhythms that add interest and emotion to the song. I avoid repetitive, boring rhythms.- Musical Theory: My songs follow conventional music theory. I am consistent between my music key, chord progression, and melody.- Variety: I avoided excessive repetition in my song. I used a good variety of instruments, rhythm, and song structure throughout my song.
Style	8	Each composition is fully consistent with its intended theme, genre and style.	Each song followed its specific style, guided by extensive research: <ul style="list-style-type: none">- Song 1:<ul style="list-style-type: none">- Focuses mainly on major chord progressions- Flowing, fluent style- Use of pedal to emphasize flowing style- Focusing on 'natural beauty'- Simple melodic structure- Song 2:<ul style="list-style-type: none">- Focuses on instrumental tones.- Specific instruments take the roles of melody and harmony.- Variety of instrumental tones.- Expressing emotion.- Song 3:<ul style="list-style-type: none">- Song revolves around an engaging beat.- Lyrics follow the beat.- Lyrics are expressive- Clear structure- Rapping is clear and understandable- There is appropriate emotion in the voice.
Structure	7	Each composition has a constantly fluent and connected musical structure and is always coherent .	<ul style="list-style-type: none">- Clarity: Each song has a structure that is clearly follows. There is no confusion over the structure or the coherency of the song. However, I believe that the Night Sky song structure may be slightly repetitive.- Fluency: The songs transition effectively between different parts of the song through the use of musical links.
Impact	8	Each of the compositions fully meets its specific impact on the audience: 1) to express myself through music, 2) to convey a message to someone important to me, 3) to represent my Chinese cultural background.	<ul style="list-style-type: none">- Song 1: My song accurately follows traditional Chinese styled folk music, which conveys my Chinese culture.- Song 2: My song expresses the emotion of happiness and excitement, and has a bright and cheery tone, which expresses my appreciation of my mother.- Song 3: The song lyrics allude to and reference issues that I believe are important to me and other young adults, including: finding your identity, dealing with social and academic pressure, and being proud of who you are.

Appendix 10: Surveys and Survey Results

Basic Survey: Original Music Composition
Andy Wu • Grade 10 • MYP Personal Project

Your Name:
Song Name:

1. Do you like this song? Rate this song:
1 2 3 4 5 6 7 8 9 10

2. Does the song flow nicely?
1 2 3 4 5 6 7 8 9 10

3. What does this song make you feel?
Relaxed Happy Sad Excited Angry

4. What might you suggest I could improve on?

Standard Survey: Original Music Composition
Andy Wu • Grade 10 • MYP Personal Project

Your Name:
Song Name:

1. Considering the artistic intention of the song, rate the song overall from a scale of 1-10:
1 2 3 4 5 6 7 8 9 10

2. What emotion does this song make you feel? Circle all that apply:
Relaxed Happy Sad Nostalgic Excited
Energetic Peaceful Angry Tense Hyped

3. Does the structure of the song sound fluent and coherent?
Yes Mostly Sometimes No

4. Do you hear any mistakes in the song?
Yes Mostly Sometimes No

5. Does my song meet my artistic intention (choose the song)?
- **Night Sky:** To convey my Chinese cultural background. My song is about a peaceful night in nature.
- **You Bring the Light:** To represent a sense of freeness, excitement, and joy.
- **Line 24:** To talk about issues about identity and pressure encountered by young adults, through the harsh tone of rap.
Yes Mostly Sometimes No

6. Are there any issues you notice or improvements you suggest?

Advanced Survey: Original Music Composition
Andy Wu • Grade 10 • MYP Personal Project

Your Name:
Song Name:

1. Rate how engaging and entertaining the song is:
1 2 3 4 5 6 7 8 9 10

2. Rate the technical skill of the song:
1 2 3 4 5 6 7 8 9 10

3. Rate the coherency of the song's structure:
1 2 3 4 5 6 7 8 9 10

4. Is each song consistent with the intended style?
- **Night Sky:** Chinese folk music
- **You Bring the Light:** Instrumental music
- **Line 24:** Rap
Yes Mostly Sometimes No

5. Is each song consistent with its intended musical impact?
- **Night Sky:** To convey my Chinese cultural background. My song is about a peaceful night in nature.
- **You Bring the Light:** To represent a sense of freeness, excitement, and joy.
- **Line 24:** To talk about issues about identity and pressure encountered by young adults, through the harsh tone of rap.
Yes Mostly Sometimes No

6. What might you suggest I could improve on?

Line 24

	Question	Average Score	Suggestions
Basic Survey (3)	1	10 out of 10	"Better bars" - "Share it online" -
	2	10 out of 10	
	3	excited (3) happy (2)	
	Question	Average Score	Suggestions
Standard Survey (11)	1	9.5 out of 10	
	2	hyped (7) excited (5) energetic (8) tense (4) sad (1) relaxed (1)	
	3	3.6 out of 4	
	4	3.6 out of 4	
	5	3.9 out of 4	
	Question	Average Score	Suggestions
Advanced Survey (14)	1	9.4 out of 10	"Not all rap music is harsh
	2	9.4 out of 10	
	3	9.2 out of 10	
	4	3.9 out of 4	
	5	3.8 out of 4	

You Bring the Light

	Question	Average Score	Suggestions
Basic Survey (7)	1	8.6 out of 10	
	2	9.6 out of 10	
	3	excited (3) happy (3) rainbow (1)	
	Question	Average Score	Suggestions
Standard Survey (7)	1	9.3 out of 10	"Add lyrics" - "You can try to use some chinese instruments"
	2	sad (1) excited (1) energetic (1) relaxed (1) peaceful (3) happy (5)	
	3	3.6 out of 4	
	4	3.6 out of 4	
	5	3.6 out of 4	
	Question	Average Score	Suggestions
Advanced Survey (1)	1	9.0 out of 10	
	2	9.0 out of 10	
	3	9.0 out of 10	
	4	4.0 out of 4	
	5	4.0 out of 4	

Night Sky

	Question	Average Score	Suggestions
Advanced Survey (2)	1	9.0 out of 10	
	2	9.5 out of 10	
	3	8.5 out of 10	
	4	4.0 out of 4	
	5	4.0 out of 4	