

LAMusArt
LIVE!



Classical Student Compositions

VOLUME 1, ISSUE 6 STUDY GUIDE

**CLASSICAL STUDENT
COMPOSITIONS
PERFORMED BY A**

CLARINET QUINTET

The world premiere of LAMusArt's Music Composition Students' original works!

LAMusArt Live! is proud to present this special concert presenting the original works of our students and in celebration of all they have accomplished, especially this year.

Last summer, at the height of the COVID-19 pandemic, 10 students were part of a virtual Music Composition course under the tutelage of Austin Chanu that introduced classical writing techniques and gave them an opportunity to create an original work.

These compositions are now coming to life. Led by Dr. Ashley Salinas, each composition will be performed by professional musicians. Enjoy this world premiere and feel the power of music behind every phrase!



**Robin Cecil, Violin | Laura Bedol, Violin | Ashley Ng, Cello
Ashley Salinas, Viola | Christopher Elchico, Clarinet**

PROGRAM

POLYSEMIC

Aaron Pasillas

**"...AS I STARE INTO THE OCEAN,
IN GOLDEN LIGHT, IT BEAMS..."**

Azucena Ortega

CLARINET QUINTET

Christopher Aviles

MADNESS

Kaitlyn Alejandre

HAZED DAYS

Kevin Hernandez

A FOREST DREAM

Lukas Neff

FAR

Avi Garcia

SKETCHES FOR CLARINET QUINTET

Alejandra Ortega

**BEHIND THE SHED:
"THE FIRST TIME"
"THE PARTING OF TWO LOVING
SOULS"**

Diana Zayas

CLARINET QUINTET IN F MAJOR

Julia Zayas

COMPOSERS



Aaron Pasillas



Kevin Hernandez



Alejandra Ortega



Christopher Aviles



Azucena Ortega



Diana Zayas



Kaitlyn Alejandre



Lukas Neff



Julia Zayas



Avi Garcia

AUSTIN CHANU

MUSIC COMPOSITION TEACHING ARTIST



What were you hoping to achieve with the Music Composition class?

My goal or hope with the Music Composition class was to show the students a wide range of compositional styles from Johannes Brahms to Florence Price to Andrew Norman. I wanted to give them the idea that there is no right or wrong when it comes to composing music. As a composer you can go in so many different directions it just depends on your style, language, and taste.

Something that really surprised me was how strongly the students felt about their music. They had very specific ideas and goals in mind when composing. In the composition process there is a lot of editing and rewriting, but the freedom the students had was quite amazing to see.

What is unique about this class from other orchestral programs for students?

What is unique about the class is that younger students (ages 12+) have the opportunity to learn tools that can help them create their own music as well as then having it performed by professional musicians. I didn't have this opportunity until I was 18 or 19 years old. The experience of hearing your music live is indescribable and truly amazing!

More Videos!





Interview with Dr. Ashley Salinas

As a performer or conductor, what surprised you about the student compositions?

As performers, we were immediately impressed by the maturity of these compositions in regard to musical ideas and effective use of instrumentation. Each work had an individual style unique to the composer.

What would you say to young composers to inspire them to keep working at their craft?

Keep observing the world around you - keep listening - keep creating - keep going. Life experiences, no matter how positive or negative, have such an impact on our craft and how we choose to refine it. We can use these experiences to inspire new musical ideas that convey our voices in the present.

What was the ensemble experience like when performing these compositions?

Performing these compositions served as a reminder that young artists bring hope to the future of live music. I hope to see these students evolve as composers and look forward to working with them more in the future!

Exploring

MUSIC COMPOSITION:

TEMPO

Larghissimo – very, very slow (24 bpm and under)

Grave – very slow (25–45 bpm)

Largo – broadly (40–60 bpm)

Lento – slowly (45–60 bpm)

Larghetto – rather broadly (60–66 bpm)

Adagio – slowly with great expression (66–76 bpm)

Adagietto – slower than andante (72–76 bpm) or slightly faster than adagio (70–80 bpm)

Andante – at a walking pace (76–108 bpm)

Andantino – slightly faster than andante (80–108 bpm)

Marcia moderato – moderately, in the manner of a march (83–85 bpm)

Andante moderato – between andante and moderato (thus the name) (92–98 bpm)

Moderato – at a moderate speed (98–112 bpm)

Allegro moderato – close to, but not quite allegro (116–120 bpm)

Allegro – fast, quickly, and bright (120–156 bpm)

Vivace – lively and fast (156–176 bpm)

Vivacissimo – very fast and lively (172–176 bpm)

Allegro vivace or Allegrissimo – very fast (172–176 bpm)

Presto – very, very fast (168–200 bpm)

Prestissimo – even faster than presto (200 bpm and over)

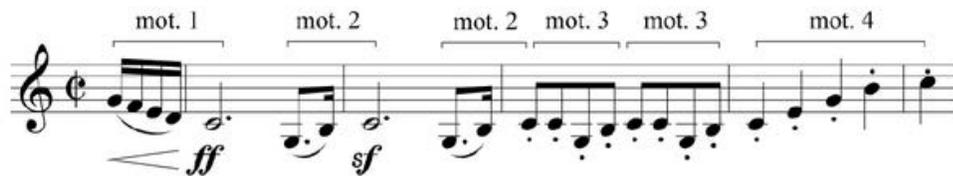
42	
46	
50	
54	
58	
60	
66	
76	Larghetto
80	
88	
100	Adagio
108	
116	
120	Andante
126	
132	
144	Andante
152	Moderato
168	Allegro
176	
184	
200	Presto
208	

Willner

Exploring MUSIC COMPOSITION: TECHNIQUES

Motives: A motive is the smallest identifiable melodic idea in music. These ideas can be developed throughout the composition.

This example below is from Beethoven's Symphony No. 1. In this example there are four different motives, as labeled.

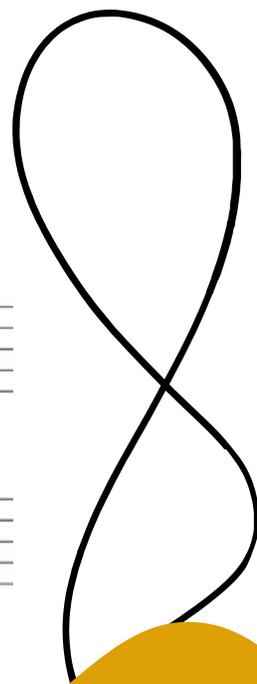


Phrase: A phrase is a musical thought that is typically four measures long and ends naturally. When two phrases are combined it is called a phrase group, and more likely than not creates a melody.



Try it out yourself!

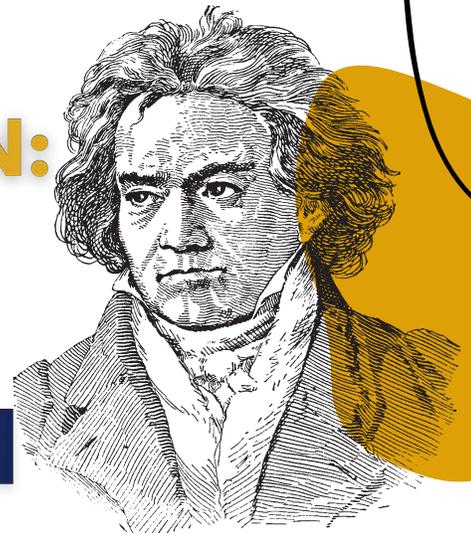
Write a 4-bar phrase in any key or no key. Compose what you hear in your head, at the piano, or your instrument and then write it down. Compose this in 4/4 time signature. Remember to write the treble clef, time signature, and bar lines!

Two sets of blank musical staves, each consisting of five horizontal lines, provided for the student to write their 4-bar phrase.

Having fun with

MUSIC COMPOSITION:

FAMOUS COMPOSER WORD SEARCH



M E N D E L S S O H N P I D D I S V A P J S
W S G O R O T C G O Y M Q V B E I T Z Z E C
N A S V S W X M E B A C H P E Q B W M O N H
F T G W S T R A U S S M R E A R Y U U Q I U
K S E N I B H V C V Z J I D V B D D S H U B
A M U L E B E T R H N X G A C V Y I E S L E
Q A O A E R Z E G Y O D S Z W I B E I T Y R
A H G Z Z M A T T Y K P D I S V C R B C K T
U L B F A S A I E H Z C I F R A F O O H S Y
M E U Y Q R Q N Z V O A R N O L F N C A D O
K R P M C M T T N Z V V H A N D E L C I O X
B T F L I S Z T Q Y U P E F Q I V M H K T O
V R H P R O S S I N I Q O N B M J G E O L Z
X X A A C N G R A C H M A N I N O V R V M X
U K Y H Y S Y P Y S C H U M A N N N I S M K
M A W T M D C J H M P A G A N I N I N K H D
L R T S Y S N Z R P O I K M B R Z Y I Y D I
T X P C S H O S T A K O V I C H C C V G L W

SCHUBERT
BRAHMS
HAYDN
VERDI
MAHLER
MOZART

ROSSINI
HANDEL
SCHUMANN
SHOSTAKOVICH
TCHAIKOVSKY
BOCCHERINI

TELEMANN
LISZT
BACH
WAGNER
DEBUSSY
BEETHOVEN

RACHMANINOV
VIVALDI
CHOPIN
STRAUSS
MENDELSSOHN
PAGANINI



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The Los Angeles Music and Art School (LAMusArt) is a 501(c)(3) nonprofit arts organization whose mission is to offer the community of East Los Angeles, primarily its K-12 population, with equitable and affordable access to multidisciplinary arts education programs.

The services we provide as a cornerstone of arts education are integral to the community's cultural identity. Since its founding in 1945 by Ms. Pearle Irene Odell, LAMusArt has served over 100,000 students, employed over 200 Teaching Artists, and provided over 2,000,000 lessons.

We believe affordable and accessible arts education programs work to benefit the students and the community by expanding one's world outlook, sharpening one's creative skills, and contributing to one's social, behavioral, and academic development.



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