Model-based composition of children’s pieces
Future teachers learn to develop short pieces by means of straightforward composition techniques, drawn from other works, which allows them to develop their own ideas.

OBJECTIVES
The aim is to enable them to draft adequate materials for primary school level, with the best possible aesthetic and technical results.

To develop techniques and skills by means of the right understanding of patterns drawn from other's works.

To provide the tools that will allow future independent work.

THE METHOD: COMPOSITION BASED ON MODEL IMITATION
The learning process (using active and reflexive methods) is based on other authors' works, used as models.

Before, the minimum necessary technical knowledge concerning the underlying theory, the use of language and writing rules should be imparted

Analysis, either auditory or of the scores, is a tool to observe composition techniques and to uncover the mechanisms underlying musical works.

Directives are initially followed that are later progressively dropped. Students' works are performed in order to correct mistakes and polish up the style.

PROPUESTAS
Four pieces are put forward, which correspond to different periods and aesthetical concepts and involve different composition models:

I-MODEL: Mahler: Symphony No. 1, Movement 3
Analysis: Aural analysis with the help of the instruments' musicogram.

Technica: The musicogram

To write: A canon for bar instruments, using only one chord, with a simple accompaniment and a minor contrasting motif.

II-MODEL: Vivaldi's, Bach's and other's fragments
Analysis: Aural analysis.


To write: Group work for instruments by means of addition of sequences, echoes, sevenths and harmony by fifths.

III-MODEL: Gorecki: Three Pieces in Old Style, II
Analysis: Aural analysis and of the score

Technica: Ostinati and modal melody.

To write: Short minimalist work for school instruments with harmonic ostinatos and modal melody with bar changes and duration increase techniques.

IV-MODEL: Mc Lean: Babylone
Analysis: Aural analysis

Technica: Melodic progressions.


CONCLUSIONS AND IMPLICATIONS FOR MUSIC EDUCATION
Future teachers will be able to prepare primary-level materials which they will convey with higher enthusiasm

Composition based on aural or reading-based analysis favours perception, helps to better understand what one listens to, increases interest in other authors' works and brings new ideas and knowledge.

Teachers should allow freedom of expression and progressively polish up students' proposals.

When appraising the work done, not only the end result but also the process leading to it, as well as the interest taken, the originality, the progress achieved and the participation in the interpretations will be considered.

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