In the first stage of investigation, I tried the flexible pedagogical sequences in a classroom with students between the ages of 11 and 13 in three schools in Canada, Switzerland, and Argentina (first level of research). During this stage, the sequences were implemented and modified. This chapter is about the observations made during this stage, and the decisions I made in order to modify our work in the hope of allowing students access to the production and writing of music during their composition task, and to foster a discussion between the students and the teacher.

1. Implementation, observations, and transformations made in Switzerland

**Energizing the group composition task**

The first lessons were carried out at Site 1 where I worked as Teacher of Music Education with students between the ages of 12 and 13. This institution carried a variety of small percussive instruments (a metallophone, a xylophone, timbales, and djembés), various recorders, a piano, a synthesizer, and a drum set. A large hall was used for the music-education lessons, choral practices, and the school band. We utilized this same hall for the lessons. This means that the different groups worked in the same space at the same time on completing their composition tasks. In the map of the structure of the first filmed lesson, which is illustrated in
Figure 7.1  Structure of lesson 1