**Technology in the Music Classroom Lesson Plan Assignments**

**Name \_Donna Kennedy\_ Lesson Plan Type \_Creating\_**

**Lesson Title/Description:** Writing 4-part harmonies based on short progressions that end in half and authentic cadences.

**Class/Grade:** Music Theory II

**Lesson Time:** 1 hour

**Standards:** 2014 Music Standards (Music Technology) Proficient

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| **Learning Outcomes** | **Assessment Evidence** |
| By the end of this lesson, students will know the difference between half and authentic cadences. | Evidence: Students will have correctly identified phrases ending in V as half cadence, and ending in I or i as authentic, perfect authentic if the root is in the soprano and bass. |
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| By the end of this lesson, students will be able to notate 4-part harmonies into notation software. | Evidence: Students will be able to show their SATB work on NoteFlight and play progressions for their peers and teacher for feedback. |
| By the end of this lesson, students will be able to create 4 measure SATB phrases ending in half or authentic cadences. | Evidence: Students notation will indicate SATB phrases that correctly follow the chord structure, in correct voice ranges, follow leading tone rules, and end in the chord given |

**Prior Knowledge and Skills:** Students should have completed Chapter 12 thru Assignment 12.4. Students should be able to correctly identify and explain the differences between a half cadence, imperfect authentic cadence, and perfect authentic cadence. Students should have a basic understanding of correct SATB chord spacing and voice ranges.

**Materials:**

* Theory Workbook
* Pencil and eraser
* NoteFlight on computer, tablet, or phone
* Whiteboard with staves
* Dry erase markers and eraser

**Learning Activities:**

* Review student’s work on Assignment 12.1, have a short discussion on the difference between a half cadence, imperfect authentic cadence, and a perfect authentic cadence. https://viva.pressbooks.pub/openmusictheory/chapter/intro-to-harmony/
* Review proper voice ranges for SATB part writing. <https://viva.pressbooks.pub/openmusictheory/chapter/roman-numerals/>
* Have students copy Assignment 12.5 A into NoteFlight. Have a student play the phrase. Discuss why the cadence for this phrase is a half cadence (ends on V).
* Remind students to carefully read instructions on the assignment, including proper placement of key signatures.
* Have students work independently for 15 minutes on the remaining assignment.
* Have students work in groups of 2-3 for 15 minutes sharing and listening to their notation work for feedback and refinement.
* Final 10 minutes open class up to problem solve using the whiteboard for any voicing or cadential questions students might have. Refer them back to textbook and open sources as well. Remind them that the complete assignment should be submitted to Blackboard by midnight.