

## LESSON PLAN -Tonal Organization

	<u>Melody -Tonal Organization</u>
Name	Lesson topic
<u>Music - Grade 5 - 7</u>	<u>40 - 50 minutes</u>
Subject	Estimated Time

I. Teaching Model: Direct instruction.

II. Objective(s):

- Students will be able differentiate between major and minor tonalities in different examples.
- Students will be able to compose a short piece demonstrating each tonality.

III. Materials/Resources:

Overhead projector

Piano

Recording of *Little Fugue in G Minor* by Johann Sebastian Bach

Recording of *Unaccompanied Sonata in E Major* by Johann Sebastian Bach

Chalkboard (or equivalent)

Staff paper

IV. Instructional Procedures Methods:

Introduction:	
<ul style="list-style-type: none"> <li>• Play a major triad on the piano</li> <li>• Direct half of the class to sing the root of the chord and the other half to sing the fifth.</li> <li>• As students continue to sing the root and fifth, the teacher sings a major third and then a minor third.             <ul style="list-style-type: none"> <li>○ When students hear the major third, they should stand.</li> <li>○ When students hear a minor third, they should sit.</li> <li>○ Switch between major and minor several times.</li> </ul> </li> <li>• If students are able, divide class into threes – have each group sing one note of the chord – root, fifth, third             <ul style="list-style-type: none"> <li>○ Have the group singing the third move back and forth between major and minor as the teacher directs.</li> </ul> </li> </ul>	10 – 12 minutes

Activities or Learning Experiences:	
<ul style="list-style-type: none"> <li>• Play the chord progression I, IV, V, I in major and minor (I, iv, V, i). <ul style="list-style-type: none"> <li>○ Ask students to describe how the progressions sound</li> <li>○ Alternative: have students choose 2 descriptive words for the different progressions.</li> </ul> </li> <li>• Play the recording of the <i>Little Fugue</i> <ul style="list-style-type: none"> <li>○ What do they hear?</li> <li>○ Play the major and minor chord progressions – which one best matches the overall mood of the <i>Little Fugue</i>?</li> </ul> </li> <li>• Play the recording of the <i>Unaccompanied Sonata</i> <ul style="list-style-type: none"> <li>○ What do they hear? <ul style="list-style-type: none"> <li>▪ Which one of the chord progressions best matches the mood of the <i>Unaccompanied Sonata</i>?</li> </ul> </li> </ul> </li> <li>• Write a simple four-measure melody on the chalkboard. <ul style="list-style-type: none"> <li>○ Write A major and a harmonic minor scales on the board</li> <li>○ Write triads above the scale degrees 1, 4 and 5.</li> </ul> </li> <li>• Have students help decide which chords should go with the melodic line <ul style="list-style-type: none"> <li>○ Do this with both major and minor scales.</li> </ul> </li> </ul>	25 – 30 minutes
<p>Closure</p> <ul style="list-style-type: none"> <li>• Play the examples on the piano as written by the class.</li> <li>• Discuss the best progressions and chord matches. <ul style="list-style-type: none"> <li>○ Why do some “work” better than others?</li> </ul> </li> </ul>	5 – 10 minutes
Extension/Contingency Plans or Accommodations	
<ul style="list-style-type: none"> <li>• Provide the students with another melody and have them compose a harmony in small groups or individually.</li> <li>• Have students compose their own melody and harmonize it.</li> <li>• Direct students to perform a Major and minor scale on their primary instrument or on Orff instruments.</li> </ul>	
Assessment/Evaluation of Learning:	
<ul style="list-style-type: none"> <li>• Were the students able to differentiate between major and minor tonalities in different examples? 5 4 3 2 1</li> <li>• Were the students able to compose a short piece demonstrating each tonality? 5 4 3 2 1</li> </ul>	

