

## Imagination Sheet

Student Name: \_\_\_\_\_

Date: 11/22/10

After listening to the given melody, fill in all the possible chords and accompaniment patterns. Check that your harmonization supports the phrase structure, uses chords that provide clear cadences, and avoids dissonance.

Key: <u>G D</u> Meter: <u>4/4</u> Mode (indicate major or minor): <u>major</u>	Identify the chords for each harmonic function <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Harmonic Function *</th> <th style="text-align: left; border-bottom: 1px solid black;">Chord Name</th> <th style="text-align: left; border-bottom: 1px solid black;">Chord Spelling</th> </tr> </thead> <tbody> <tr> <td>I (tonic)</td> <td><u>D</u></td> <td><u>D, F<sup>*</sup>, A</u></td> </tr> <tr> <td>IV (subdominant)</td> <td><u>G</u></td> <td><u>G, B, D</u></td> </tr> <tr> <td>V (dominant)</td> <td><u>A</u></td> <td><u>A, C, E</u></td> </tr> <tr> <td>vi (submediant)</td> <td><u>B</u></td> <td><u>B, D, F<sup>*</sup></u></td> </tr> <tr> <td>ii (supertonic)</td> <td><u>F</u></td> <td><u>F, G, B</u></td> </tr> </tbody> </table> <p>* a 7<sup>th</sup> may be added to any of these chords if desired</p>	Harmonic Function *	Chord Name	Chord Spelling	I (tonic)	<u>D</u>	<u>D, F<sup>*</sup>, A</u>	IV (subdominant)	<u>G</u>	<u>G, B, D</u>	V (dominant)	<u>A</u>	<u>A, C, E</u>	vi (submediant)	<u>B</u>	<u>B, D, F<sup>*</sup></u>	ii (supertonic)	<u>F</u>	<u>F, G, B</u>
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Measure Number	1-Introduction	2-Introduction
Chord Choice	<u>E</u>	<u>G, B</u>
Accompaniment Pattern	<u>    </u>	<u>     </u>

Measure Number	3	4	5
Chord Choice	<u>G</u>	<u>B, D</u>	<u>D C</u>
Accompaniment Pattern	<u>    </u>	<u>    <sup>K</sup> <sup>J</sup>  </u>	<u>     </u>

Measure Number	7	8	9
Chord Choice	<u>B D</u>	<u>A</u>	<u>G</u>
Accompaniment Pattern	<u>   <sup>J</sup>   </u>	<u>    </u>	<u>    </u>

Measure Number	11	12	13
Chord Choice	<u>G</u>	<u>A</u>	<u>D</u>
Accompaniment Pattern	<u>   </u>	<u>    </u>	<u> </u>

Measure Number	15	16	17
Chord Choice	<u>D</u>	<u>F</u>	<u>D</u>
Accompaniment Pattern	<u>   </u>	<u>    </u>	<u>  </u>

Measure Number	18
Chord Choice	<u>D</u>
Accompaniment Pattern	<u> </u>

# elective

## Harmonization Plan Worksheet

Student Name \_\_\_\_\_

Date 12/13/16

Use this sheet to make your final decisions on your harmonization and chord progressions for the given melody.

Key _____ Meter _____ Mode (indicate major or minor) _____	Identify the chords for each harmonic function <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Harmonic Function</th> <th style="text-align: left; border-bottom: 1px solid black;">Chord Name</th> <th style="text-align: left; border-bottom: 1px solid black;">Chord Spelling</th> </tr> </thead> <tbody> <tr> <td>I (tonic)</td> <td><u>D</u></td> <td><u>D, F, A</u></td> </tr> <tr> <td>IV (subdominant)</td> <td><u>G</u></td> <td><u>G, B, D</u></td> </tr> <tr> <td>V (dominant)</td> <td><u>A</u></td> <td><u>A, C, E</u></td> </tr> <tr> <td>vi (submediant)</td> <td><u>B</u></td> <td><u>B, D, F</u></td> </tr> <tr> <td>ii (supertonic)</td> <td><u>E</u></td> <td><u>E, G, B</u></td> </tr> </tbody> </table> * a 7 <sup>th</sup> may be added to any of these chords if desired	Harmonic Function	Chord Name	Chord Spelling	I (tonic)	<u>D</u>	<u>D, F, A</u>	IV (subdominant)	<u>G</u>	<u>G, B, D</u>	V (dominant)	<u>A</u>	<u>A, C, E</u>	vi (submediant)	<u>B</u>	<u>B, D, F</u>	ii (supertonic)	<u>E</u>	<u>E, G, B</u>
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Measure Number	1-Introduction	2-Introduction
Chord Choice	D	<del>          </del>
Accompaniment Pattern		<del>          </del>

Measure Number	3	4	5	6
Chord Choice	D	D	D	E7
Accompaniment Pattern				

Measure Number	7	8	9	10
Chord Choice	E7	E7	E7	D
Accompaniment Pattern				

Measure Number	11	12	13	14
Chord Choice	<del>A7 D</del>	<del>A7 D</del>	<del>A7 D</del>	<del>A7 D</del>
Accompaniment Pattern				

Measure Number	15	16	17	18
Chord Choice	<del>A7 D</del>	<del>A7 D</del>	<del>A7 D</del>	<del>A7 D</del>
Accompaniment Pattern				

## Presentation Preparation Worksheet

Student Name \_\_\_\_\_

Date 12/21/10

For the class presentation of your harmonization, you will submit a final notated version of your harmonization to the teacher, and then present your harmonization for the class as follows:

- Announce the title of the harmonization.
- Persuasively describe to your classmates how you chose the chords and accompaniment pattern.
- Perform your harmonization with the given melody.
- Complete a self-evaluation.
- At the end of class, submit to the teacher;
  - Presentation Preparation Worksheet, Peer Responding Form, a Recording of your harmonization, and Self-Evaluation.

*(complete the following to prepare your presentation)*

Student inserts chord choices with strumming patterns or harmonization patterns in rhythmic notation on the blank staff provided below.

intro D D D D | E7 D | D

D | E7 | E7 E7 E7 E7 | E7

E7 | D | D | D | D | D

D | D | D | D | D

Explain your harmonic and rhythmic choices.

It went with the Tythym

## Self-Evaluation Form

Student Name: \_\_\_\_\_

Date \_\_\_\_\_

Circle the descriptors that match your harmonization and presentation. Then answer the three questions below.

	Emerging	Approaching Standard	Meets Standard	Exceeds Standard
Presentation	The presentation was generally not accurate and did not match the written harmonization.	The presentation was sometimes accurate and sometimes did not match the written harmonization.	The presentation was generally accurate and usually matched the written harmonization.	There were no noticeable errors in the either the accuracy of the presentation, and it exactly matched the written harmonization.
Melodic Interpretation	The chord choices and accompaniment pattern did not fit or support the melody.	The chord choices and accompaniment pattern sometimes fit or supported the melody.	The chord choices and accompaniment pattern usually fit and supported the melody.	The chord choices and accompaniment pattern nearly always fit and supported the melody.

- a. Describe what you discovered about harmonizing a melody.

I discovered that it was ~~not~~ pretty easy to harmonize a melody

- b. Describe how your understanding of playing your instrument changed after harmonizing this melody.

I got better at moving my finger around on the finger board

- c. Explain how your understanding of chords and accompaniment patterns helped you achieve your musical goals.

different chords can go very well with accompaniment patterns