

Imagination Sheet

Student Name _____

Date 11-22-16

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>D</u> Meter <u>$\frac{4}{4}$</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, 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 th 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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ii (supertonic)	<u>E</u>	<u>E, G, B</u>																	

Measure Number	1-Introduction	2-Introduction
Chord Choice	<u>E</u>	<u>A</u>
Accompaniment Pattern	<u>Whole note</u>	<u>Whole note</u>

Measure Number	3	4	5	6
Chord Choice	<u>G</u>	<u>G</u>	<u>A</u>	<u>E</u>
Accompaniment Pattern	<u>Half Note</u>	<u>Half note</u>	<u>Half Note</u>	<u>Half Note</u>

Measure Number	7	8	9	10
Chord Choice	<u>A</u>	<u>A</u>	<u>E</u>	<u>E</u>
Accompaniment Pattern	<u>Quarter Note</u>	<u>Quarter Note</u>	<u>Quarter Note</u>	<u>Quarter Note</u>

Measure Number	11	12	13	14
Chord Choice	<u>G</u>	<u>G</u>	<u>A</u>	<u>A</u>
Accompaniment Pattern	<u>Whole</u>	<u>Whole</u>	<u>Whole</u>	<u>Whole</u>

Measure Number	15	16	17	18
Chord Choice	<u>E</u>	<u>A</u>	<u>G</u>	<u>E</u>
Accompaniment Pattern	<u>Whole</u>	<u>Whole</u>	<u>Whole</u>	<u>Whole</u>

Harmonization Plan Worksheet

Student Name _____

Date 12/7/16

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

<p>Key <u>D</u></p> <p>Meter <u>4/4</u></p> <p>Mode (indicate major or minor) <u>Major</u></p>	<p>Identify the chords for each harmonic function</p> <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>DFA</u></td> </tr> <tr> <td>IV (subdominant)</td> <td><u>G</u></td> <td><u>GBD</u></td> </tr> <tr> <td>V (dominant)</td> <td><u>A</u></td> <td><u>ACE</u></td> </tr> <tr> <td>vi (submediant)</td> <td><u>B</u></td> <td><u>BDF</u></td> </tr> <tr> <td>ii (supertonic)</td> <td><u>E</u></td> <td><u>EGB</u></td> </tr> </tbody> </table> <p>* a 7th may be added to any of these chords if desired</p>	Harmonic Function	Chord Name	Chord Spelling	I (tonic)	<u>D</u>	<u>DFA</u>	IV (subdominant)	<u>G</u>	<u>GBD</u>	V (dominant)	<u>A</u>	<u>ACE</u>	vi (submediant)	<u>B</u>	<u>BDF</u>	ii (supertonic)	<u>E</u>	<u>EGB</u>
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ii (supertonic)	<u>E</u>	<u>EGB</u>																	

Measure Number	1-Introduction	2-Introduction
Chord Choice	<u>I</u>	<u>IV</u>
Accompaniment Pattern	<u>♩♩♩♩</u>	<u>○</u>

Measure Number	3	4	5	6
Chord Choice	<u>IV</u>	<u>IV</u>	<u>V</u>	<u>I</u>
Accompaniment Pattern	<u>♩♩♩♩</u>	<u>♩♩♩♩</u>	<u>♩♩♩♩</u>	<u>○</u>

Measure Number	7	8	9	10
Chord Choice	<u>I</u>	<u>I</u>	<u>V</u>	<u>I</u>
Accompaniment Pattern	<u>♩♩</u>	<u>♩♩</u>	<u>♩♩♩♩</u>	<u>○</u>

Measure Number	11	12	13	14
Chord Choice	<u>IV</u>	<u>IV</u>	<u>V</u>	<u>I</u>
Accompaniment Pattern	<u>♩♩</u>	<u>♩♩</u>	<u>♩♩♩♩</u>	<u>○</u>

Measure Number	15	16	17	18
Chord Choice	<u>I</u>	<u>IV</u>	<u>V</u>	<u>I</u>
Accompaniment Pattern	<u>♩♩</u>	<u>♩♩</u>	<u>♩♩♩♩</u>	<u>○</u>

Describe why your harmonic accompaniment best fits the melody.

Chords I, IV, and V are perfect.

Presentation Preparation Worksheet

Student Name: _____

Date _____

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.

The image shows three musical staves in treble clef. Each staff contains rhythmic notation consisting of diamond-shaped notes with stems, representing strumming patterns. Chord choices are indicated by letters above the notes: D, G, and A. The first staff has four measures with chords D, G, A, and D. The second staff has four measures with chords A, D, G, and A. The third staff has four measures with chords D, G, A, and D. Below the three staves are two blank staves for additional notation.

Explain your harmonic and rhythmic choices.

I chose these so I could move my fingers quickly to the next chord and the D, G, and A chords sounded good with the melody.

Self-Evaluation Form

Student Name _____

Date 12/21/16

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.	<u>The presentation was generally accurate and usually matched the written harmonization.</u>	There were no noticeable errors in 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.	<u>The chord choices and accompaniment pattern usually fit and supported the melody.</u>	The chord choices and accompaniment pattern nearly always fit and supported the melody.

a. Describe what you discovered about harmonizing a melody.

~~It~~ I realized it is harder than it looks.

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

It ~~not~~ made it easier after I understood the my instrument.

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

If not for chords, I wouldn't have achieved my goals to play.