

Music Lesson Plan Form

Teacher: Chris Nation

Class/Course: AP Music Theory

Grade Level: 10-12

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

Creating (MU:Cr2.1.C.IIIa)

Include one or more Core Standards that the lesson focus include:

- [Core Music Standards \(Composition/Theory\)](#)
- [Core Music Standards \(Music Technology\)](#)

B. Optional: List your state standards that are addressed in this lesson

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<http://www.ti-me.org/index.php/home/areas-of-tapsu.html>

1. Computer Music Notation
2. Productivity Tools, Classroom and Lab Resources

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Identify preparation, suspension, and resolution parts of different suspensions
2. Label different kinds of suspensions (9-8, 7-6, 4-3, 2-3) with Roman numeral analysis
3. Compose suspensions in a chorale setting

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

Prior to this lessons, students will have looked at examples of suspensions, discussed the three parts (preparation, suspension, and resolution), and learned about the different kinds of suspensions. They also will be comfortable with Roman numeral analysis and voice leading practices. They will also be comfortable entering notes in NFL, as well as coloring notes

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

Devices with Noteflight Learn capabilities

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

- Peer partners
- Preferential seating
- Other accommodations as required per IEP's

H. Assignments:

What must the students do after the class in preparation for the next class?

- Play/sing their compositions to develop suspension aural skills
- Edit their compositions for proper voice leading

I. Evaluation

(optional: include a grading rubric <http://research.franklin.uga.edu/assessment/content/rubrics>)

Rubric to evaluate Suspension Composition included at the end of this lesson plan

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: Suspension Labeling Activity (Part 1) – 10 minutes

- Brief review of suspension parts discussed in last class
- Students will complete the NFL Suspension Parts Labeling Activity in pairs
- For this activity, students will label the three parts of each suspension using colors in NFL. The preparation note should be labeled blue, the suspension labeled red, and the resolution labeled green
- One example is done for students on the worksheet to indicate the colors
- LINK: [Suspension Labeling Activity](#)

Suspension Labeling Activity

$\text{♩} = 120$

C: IV I (9-8 sus)

2

e:

8

C:

Activity 2: Suspension Labeling Activity (Part 2) – 10 minutes

- Briefly review kinds of suspensions (9-8, 7-6, 4-3, 2-3)
- Using the same NFL document from Activity 1, students label the suspension type in the chord annotation below each measure
- Students include a Roman numeral harmonic analysis below each chord
- The first example includes all of this information
- LINK: [Suspension Labeling Activity](#)

Activity 3: Suspension Composition Activity – 20 minutes

- Students will demonstrate an understanding of suspension concepts by composing suspensions in a chorale prompt
- Using the Suspension Composition worksheet, students will add to the composition by writing 3 suspensions in the chorale. The suspensions may be in any voice, and should be all different kinds.
- Students will label the suspensions and color code them based on the criteria established above
- LINK: [Suspension Composition Activity](#)

Suspension Composition

From "God Grant We Grace" by Thomas Tallis

Compose three different suspensions to add to the piece below. They should be different kinds, and may be in the voice of your choice. Color code the suspensions by preparation (blue), suspension (red), and resolution (green).

♩ = 120

The first system of music consists of two staves, treble and bass clef, in G major and 4/2 time. The tempo is marked as ♩ = 120. The music is a simple harmonic exercise with quarter notes and rests. The treble staff starts with a G4 quarter note, followed by a whole rest, then a G4 quarter note, and finally a G4 quarter note. The bass staff starts with a G3 quarter note, followed by a whole rest, then a G3 quarter note, and finally a G3 quarter note.

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The second system of music consists of two staves, treble and bass clef, in G major and 4/2 time. The music is a simple harmonic exercise with quarter notes and rests. The treble staff starts with a G4 quarter note, followed by a whole rest, then a G4 quarter note, and finally a G4 quarter note. The bass staff starts with a G3 quarter note, followed by a whole rest, then a G3 quarter note, and finally a G3 quarter note.

	4 Exceeding	3 Meeting	2 Approaching	1 Little Evidence
Correct suspension notes	All suspensions include correct notes	Most suspensions include correct notes	Some suspensions include correct notes	No suspensions use correct notes
Use of varied kinds of suspensions	3 different kinds of suspensions are used	2 different kinds of suspensions are used	1 kind of suspension is used	No suspensions are used
Correct suspension voice leading	All voice leading is correct	Most voice leading is correct	Some voice leading is correct	No voice leading is correct
Suspension part color labeling	All notes are labeled correctly	Most notes are labeled correctly	Some notes are labeled correctly	No notes are labeled correctly