**Music Theory Lesson Plan – Composition and Aural Dictation**

1. **Introduction**
   1. This lesson should take place after students have mastered the recognition of notes, scales, intervals, and chords on a staff as well as have had extensive practice on recognizing and identifying intervals and rhythm in a short musical composition. Students will be able to listen to a performed musical composition and notate the notes and rhythm of the piece accurately. They will also be able to follow music theory guidelines to create their own compositions using computer technology.
2. **Group Size**
   1. Any
3. **Learning Objectives**
   1. Students will be able to accurately aurally identify tones in a short musical composition.
   2. Students will be able to notate an aural dictation based on the short musical composition.
   3. Students will be able to follow music theory guidelines to create their own compositions using computer technology.
4. **Guiding Question**
   1. What combinations of notes, rhythm, and melody can make up a theoretically acceptable composition?
   2. What are the tones, rhythms, and melodies being played?
5. **Materials**
   1. Computer for websites
   2. Manuscript (staff) paper
   3. *Finale* musical composition computer program
6. **Procedures**
   1. Have students practice aurally identifying intervals and chords by using the website <http://www.musicalintervalstutor.info/listenpg.html> and having them write down the answers.
   2. Have students then complete a timed activity in order to test their aural recognition of the intervals and chords.
   3. Divide students up into groups of two to review the rules and guidelines of composing music.
   4. Have students work with the computer program *Finale* to compose a short composition, up to one minute long. Teacher will walk around the class to review that students understand and have applied music theory rules.
   5. Have students exchange musical compositions with their partner and have them complete an aural dictation assignment using the student-created pieces.
   6. Rejoin as a class and use the website <http://www.wmich.edu/mus-theo/courses/aural/> and play a composition several times using only one voice. Have the students notate what they heard on *Finale*. Have them save their answer and send it to the teacher as a file.
   7. Review strategies students may use in order to make aural dictation easier.
7. **Assessment**
   1. Use a timed activity that requires students to notate what they heard in an aural dictation played on <http://www.wmich.edu/mus-theo/courses/aural/>to turn in, using *Finale*.
8. **Answer Key**
   1. Replay the composition and tell the students the correct answers while giving strategies to improve aural dictation skills. Use *Finale* to grade notes and rhythm, separately. Notate the correct notation with a different font color and resend each student their graded assignment.
9. **Benchmark or Standards:** 
   1. **Benchmark #** MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear.
   2. [Benchmark # MU.68.F.1.2](http://www.floridastandards.org/Standards/PublicPreviewBenchmark4156.aspx?SubjectAreaID=34): Create an original composition that reflects various performances that use "traditional" and contemporary technologies.

Grade Level: Varies

Subject Area: Music Theory