

Contextual Listening Lesson Plan  
Sara Potts

**Objective:** Students will be able to recognize basic non-harmonic tones both visually and aurally, and be able to differentiate between the given types. Non-harmonic tones covered in this lesson include passing tones, neighbor tones, escape tones, appoggiaturas, anticipations, retardations, and suspensions.

**Pre-Requisite Material:** Students must have knowledge of intervals, chord spellings, and harmonic progressions.

**Procedure:**

1. Lecture: present and define various non-harmonic tones through lecture, giving examples of how to remember them:
  - a. **Non-Harmonic Tones:** Notes that do not belong to a certain chord.
  - b. **Passing Tone (PT):** Approached by step and continues in the same direction to the next chord tone.
    - i. *Memory tool: just passing through to the next note!*
  - c. **Neighbor Tone (NT):** Approached by step then returns by step to the original note.
    - i. *Memory tool: walk to your neighbor's house, then home again.*
  - d. **Escape Tone (ET):** Approached by step and leaves by skip in the opposite direction.
    - i. *Memory tool: to **escape** a burning building, you must first **step** onto the window ledge, then **skip** out the window!*
  - e. **Appoggiatura (App):** approached by skip and leaves by a step in the opposite direction.
    - i. *Memory tool: the OPOSITE of an escape tone.*
  - f. **Anticipation (Ant):** approached by step and stays the same (the next note played early)
    - i. *Memory tool: you are "anticipating" the arrival of the next note!*
  - g. **Retardation (Ret):** one note stays the same while the next chord is sounded, then moves *up* by step to fit the chord.
    - i. *Memory tool: just like a ritard- one note moves slower.*
  - h. **Suspension (Sus):** one note stays the same while the next chord is sounded, then moves *down* by step to fit the chord
    - i. *Memory tool: one note stays suspended in mid-air before falling.*
2. Look at and listen to examples using an online interactive site, noting how to label the non-harmonic tones in a score: [http://musictheory.net/lessons/html/id53\\_en.html](http://musictheory.net/lessons/html/id53_en.html)
3. Give students brief written examples from scores to label the appropriate non-harmonic tones ("Circle and label the non-harmonic tone in measure 3"). Use cut-and-dry examples from text book or workbook.

4. When students are finished with written examples, use <http://gmajormusictheory.org/Listening/nonharmonic/Nonharmonic.html> to demonstrate with contextual listening examples. Pick examples of different types of non-harmonic tones. On the first listening, students should listen for the non-harmonic tone. On the second listening, students should raise hand or stand when a non-harmonic tone sounds. See if students are able to identify which non-harmonic tone is used.

**Homework:** Go to <http://www.musictheoryexamples.com/> and find five examples from chapters 15, 16, and 17 (use examples from different non-harmonic tone categories). On a blank piece of paper, write down which examples you chose, and notate where in the score the non-harmonic tones are found (there may be more than one!) and what kind they are. Make sure you look and *listen* to the examples so you are able to recognize them by sight and sound!