**Harmonic Progression in Perspective (Active Learning Project)**

Learning outcome #1: Students will gain understanding of basic harmonic progressions through exploration of the circle progression and commonality.

Using the chord wheel, write out roots for the circle progression and/or variants

in the given keys:

CIRCLE PROGRESSION

[I-iii-vi-ii-V-I]

A, B, F

4th up, 2nd up, CIRCLE PROGRESSION

[I-IV-V-I]

Db

4th up, CIRCLE PROGRESSION

[I-IV-ii-V-I]

C, Eb, D

3rd down, CIRCLE PROGRESSION

[I-vi-IV-ii-V-I]

G

3rd down, 4th down, CIRCLE PROGRESSION

[I-vi-iii-vi-ii-V-I]

F#

**FINDING the CIRCLE in the CIRCLE**

OBJECT: to create functional, non-modulating chord progressions as a class.

**WHAT YOU NEED:**

Staff paper

Repeat cards (4)

Perfect/imperfect authentic cadence cards (2)

Half cadence card (1)

**HOW to PLAY:**

\*Students form a circle in the classroom.

\*The youngest person in the room chooses a tonic.

\*The second (and thereafter) chooses chords based on the RMRs below.

\*If a student lands on a V or I or is just plain stuck, s/he can pass by playing one of their game cards (repeat, authentic cadence, or half cadence).

**Choose from the following ROOT MOVEMENT RULES:**

RMR #1: Circle progression 5th—strong motion to the tonic

RMR #2: Circle progression 4th—motion away from the tonic

 (Player needs to find way to hook back into the circle.)

RMR #3: Descending 3rds—motion away from the tonic

 (Player needs to find way to hook back into the circle.)

RMR #4: Ascending 2nds—in switching to another circle progression

\*In order to win the game, you must get rid of all your cards, observe the RMR, and NOT modulate.

\*No modulations allowed. The first person to move out of the progression is eliminated.