

**LISBON SCHOOL DEPARTMENT**  
**UNIT DESIGN OUTLINE**

Unit Title: Unit 2: Music in the Middle Ages Ch. 1-5

Unit Designers: Jonathan Carsley

Level(s): Gr. 9-12 Time Span: 2 weeks

**Content Area:**

- |  |                                      |   |   |
|--|--------------------------------------|---|---|
| <input type="checkbox"/> Career Prep           | <input type="checkbox"/> Health/PE   | <input type="checkbox"/> M&C Languages  | <input type="checkbox"/> Social Studies                 |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input checked="" type="checkbox"/> Visual & Perf. Arts |

**Summary of Unit:**

In this unit we will examine the cultural components of medieval civilization that served as the foundation for music. This unit focuses heavily on the profound impact that the monks of the Catholic order had on the development of chant and the system of notating pitch (neumes) and rhythms. Also discussed in this unit is secular music and the nomadic minstrels known as trouveres and troubadours who began to use the monk's notation to preserve music of non-religious origin.

**Content Standards/Performance Indicators:**

**A3. Listening and Describing:** Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter

**D1. Aesthetics and Criticism:** Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts)

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.
- d. Research and explain how art and artists reflect and shape their time

**E1. Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction

**E1. The Arts and History and World Cultures:**

- a. Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

**E2. The Arts and Other Disciplines:**

- a. Students analyze skills and concepts that are similar across disciplines.

**E5. Interpersonal Skills:** (Learning Behaviors) Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for

**21<sup>st</sup> Learning Expectations:**

1. Communicate effectively (oral, written, nonverbal)
2. Utilize available resources to find, analyze, evaluate, and synthesize information in an effective and ethical manner.
3. Use critical thinking skills, creativity, and innovation to solve problems and achieve goals.
5. Incorporate self-reflection and positive and negative feedback to learn from and fix mistakes.
6. Demonstrate global awareness and act responsibly with the interests of the larger community in mind.

**Key Pre-Requisites:**

(Before beginning this unit, students should know/understand/be able to...)

**Knowledge:**

- 9<sup>th</sup> Grade level of vocabulary and reading and writing skills
- Previous social studies knowledge as acquired in middle school and late elementary school
- Music terminology acquired in Unit 1 Elements of Music by Roger Kamien

**Skills:**

- Able to take notes from lecture
- Know how to study for quizzes and exam and understand the different types of test questions ie: multiple choice, true or false, fill in the blank, short answers, and fill in the blank.

**Enduring Understandings:**

- The monks of the Catholic order played a critical role in the development of music notation.
- The dark ages saw many technological innovations such as gun powder and mechanical clocks.
- Gregorian chant was monophonic in texture and consisted of melody set to sacred Latin text
- Composers of sacred music set the Latin text in 3 different ways: syllabic, neumatic, and melismatic
- Melodies were based on church mode rather than the traditional Major and minor scales with use today.

- Secular music was popularized by Trouveres and Troubadours some of which was notated; many of these songs were derived from dances of the period
- Polyphony emerges in the years 700-900 with a second improvised line that moved in parallel motion to the chant. This technique was known as organum
- The Notre Dame style was developed by composers in residence Leonin and Perotin and was characterized by the use of measured rhythms.
- The new style of the 14<sup>th</sup> century (ars nova) was characterized by the addition of borrow secular melodies, use of the new notation system for pitch and rhythm, and the use of syncopation

### **Essential Questions that Guide and Focus This Unit:**

- What role did the monks of the Catholic Church play in the development of music notation?
- Who were the key composers/figures that shaped the style, both sacred and secular, of the middle ages?
- What is Gregorian chant and in which ways do the composers of chant set the sacred text?
- How do church modes different modern major and minor modes and how are they similar?
- What were some of the secular music forms that originated in the middle ages? Who was responsible for disseminating this music throughout Europe?
- What new innovations were made by the composers of the Notre Dame School?
- What are the characteristics of the “ars nova” style?
- Which parts of the Mass utilized music to glorify the text and which parts were spoken and/or chanted?

### **Key Knowledge and Skills students will acquire as a result of this unit:**

#### **Knowledge:**

- Students will understand the important role that the monks of the Catholic Church played in the development of early music and notation
- Students will be able to name some of the key figures of the middle ages that had a hand in develop of the early system of notation and stylistic characteristics of the period.
- Students will understand that music of the middle ages is based on medieval church modes that function in a similar fashion to our modern major and minor scales.
- Students will be able to discuss what contributions the Notre Dame School of composers made with regard to notating rhythm and meter.
- Students will be able to describe the characteristic of the Ars Nova style
- Students will be familiar with the 5 parts of the Mass ordinary that are set to music.

#### **Skills:**

- Students will be able to aurally identify the 3 types of text setting: syllabic, neumatic, and melismatic
- Students will be able to aurally identify the secular forms: Estampie, balata, and rondeau
- Students will be able to write a descriptive paragraph(s) in their listening journal about what they are hearing using the terminology learned in Unit 1 Elements of Music

**How will students provide evidence of their understandings? (*Be specific*)**

- Written quizzes and exams which utilize a variety of different question styles
  - I.e: multiple choice, short answer, fill in the blank, true or false, etc.
- Questioned posed during the course of the lecture.
- Online multiple choice quizzes that provided by the McGraw-Hill textbook company

**Teaching and Learning experiences used to help students understand:**

- Students will be provided a copy of the PowerPoint handouts used for class lecture
- Students will take an active role in assisting with presenting materials found on each slide.
- Each chapter in the textbook have specific listening examples for students
  - Students will keep a listening journal to record their thoughts on each of the assigned listening examples. Students will be given a list of adjectives used to describe music to enhance the quality of their journal entries. The teacher will model what a journal entry should look like in class.

**Provisions for Extending Learning:**

- The textbook comes with an interactive CD-ROM that features short video clips of each of the instruments of the orchestra
- Students can access interactive flashcards through the online learning center on [www.mhhe.com/kamien](http://www.mhhe.com/kamien) to help them practice key terminology
  - This site also has an interactive glossary and web exercises

**How will technology be used to increase student achievement? (*Be specific*)**

- Music is organized into playlist by unit using iTunes
- LCD Projector is used to projected slide show on the board
- Various video file excerpts have been complied by instructor using YouTube and most often embedded directly into the PowerPoint Slide Show
- Interactive companion CD-ROM (See Above for Further Details)

**Instructional Resources:**

- Music: An Appreciation, 10<sup>th</sup> edition by Roger Kamien
- Basic CD Set 9 Discs for Music: An Appreciation, 10<sup>th</sup> edition by Roger Kamien
- Interactive companion CD-ROM
- Various video file complied by instructor using YouTube
- *The Dark Ages: The Fall of Civilization and the Rise of a New World Order* (DVD)

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

*(Name of Assessment listed here)*