

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

Unit Title: Unit 3: Music in the Renaissance Ch. 1-4

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 renaissance civilization that served as the foundation for music. The composers of the Catholic Church such as Josquin Desprez and Giovanni Palestrina still had the strongest influence on music of this time period. The use of music in the liturgical setting was strictly monitored by the Council of Trent, a religious group that sought to put an end to malpractices within the church. We will examine one ruling that council made had to do with limiting the use of instruments in the Mass. Martin Luther emerges as figure that challenges the views of the Catholic Church and becomes the founder of a new faith as well as prolific composer of church hymns. We will also discuss secular music and the numerous new musical instruments that are invented during this period. Venice's St. Mark's Cathedral and composer Giovanni Gabrieli play an important role in establishing instrumental music as equally important to vocal. He also pioneers new techniques by experimenting with acoustics inside the church.

**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 studied 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 exams and understand the different types of test questions ie: multiple choice, true or false, fill in the blank, and short answers

**Enduring Understandings:**

- The Renaissance was a period of exploration and curiosity. The major intellectual movement of the period was called humanism which celebrated the accomplishments of mankind.
- The two primary sacred forms of the renaissance were masses and motets
- The 5 parts of the mass ordinary that are set to music are: Kyrie, Gloria, Credo, Sanctus, and Agnus Dei

- Text painting, when the music illustrates what the text is saying, became a popular compositional technique
- Instruments of the Renaissance were categorized into two classes: outdoor instruments which were capable of producing loud dynamics and indoor instruments which were more subtle in dynamic level.
- Composers of the Venetian school experimented with the acoustic properties of St. Mark's Cathedral in Venice and specified instrumentation in their scores.

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

- What were the two primary sacred genres of the Renaissance?
- Which portions of the Mass ordinary are most commonly set to music?
- What is text painting and why did it become a popular compositional technique during the renaissance?
- How do music historians classify instruments of the renaissance?
- What are some examples of secular forms used in the Renaissance?
- What role did the Council of Trent play in shaping how music was used in the mass setting?
- What is the Venetian School? Who are the major figures that shaped the Venetian style and what were the compositional innovations they made to the renaissance style.

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

#### **Knowledge:**

- Students will be able to understand the differences between a mass and a motet
- Students will understand who the major composers of period were and what innovations they made that defined the renaissance style

#### **Skills:**

- 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
- Students will be able to aurally identify examples of text or word painting through careful listening and following along with the guided listening map
- Students will be able to identify instruments of the period aurally when provided a listening guide w/ description of the formal structure

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

- Written quizzes and exams which utilize a variety of different question styles
  - Ie: 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
- *Just the Facts Learning Series: The Renaissance* (DVD)

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

*(Name of Assessment listed here)*