

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

Unit Title: Unit 4: Music in the Baroque Ch. 1-16

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. 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 traveling minstrels who preserved the genre.

**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

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

**Enduring Understandings:**

- Baroque composers sought to add melodic embellishments such as mordents, turns, trills, and grace notes.
- Stylistic innovations/characteristics can be used to classify the genres of the period
- Concerto grosso is a multi-movement work for a group of soloists (concertino) and reinforcing or full orchestra group (ripieno)
- Fugue subjects can be varied in 4 ways: inversion, retrograde, augmentation, and diminution
- Opera is a staged drama sung to orchestral accompaniment and was one of the dominant forms of the period.
  - Henry Purcell and Claudio Monteverdi are pioneering composers in the genre of opera
- Antonio Vivaldi and Arcangelo Corelli were key figures in the advancement of string technique and pedagogy
- Johann Sebastian Bach was one of the most prolific composers of both sacred and secular music of his period.
- George Frederic Handel's Oratorio, *the Messiah*, is among his greatest legacy

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

- What are the key characteristics that define baroque style?
  - The basso continuo is the nucleus of the orchestra
- What is ritornello form and how does it function in the context of concerto grosso? What is the role of the ripieno and concertino groups?
- What is fugue and in what ways can the subject be varied to create contrast?

- What are the smaller structural components that make up the large scale work that is opera? Who were the key figures in the development of opera as a genre?
- What contributions did Vivaldi and Corelli make in the advancement of string technique and pedagogy?
- Who was JS Bach and what innovations did he leave to serve as an example for his successors?
  - What role did Bach's music play in the Lutheran church setting?
- How does oratorio differ from opera and what similarities do the two genres share?

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

**Knowledge:**

- Students will understand who the major composers of period were and what innovations they made that defined the baroque style
- Students will be familiar with the formal structures of the time period such as concerto grosso, fugue, baroque suite, cantata, mass, opera, and oratorio.

**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 follow a diagram of the formal structure of the listening examples provided in the text book
- Be able to distinguish between concertino and ripieno group in the concerto grosso form
- Be able to identify the differences and similarities of opera and oratorio

**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
- *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)*