

# Unit Four: Western Music History (Common Practice Period)

Content Area: **Fine Arts**  
Course(s): **Renaissance To Rock: Genres Analysis**  
Time Period: **Marking Period 2**  
Length: **6-8 Weeks**  
Status: **Published**

## Course Pacing Guide

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| Unit   | MP | Weeks |
|--|----|-------|
| Unit 1 : Music Fundamentals                            | 1  | 1-2   |
| Unit 2 : Musical Foundations, Music as Culture         | 1  | 1-2   |
| Unit 3: Musical Foundations, Critical Listening        | 1  | 1-2   |
| Unit 4: Western Music History (Common Practice Period) | 2  | 6-8   |
| Unit 5: Western Music History (Popular Music)          | 2  | 6-8   |

## Unit Overview

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1. Students will demonstrate an understanding of the social, artistic, political, and economic contexts of each genre during the Common Practice Period (14th C - 19th C)
2. Students learn how music is categorized into genres, how music is expressed and unified throughout the course of history, and which elements define all musical expression (including but not limited to: tonality, rhythm/tempo, harmony, melody, timbre, etc).
3. After listening to an aural example, students will be able to identify the various instruments, vocal registers, and style of performances discussed in each lesson.
4. Students will provide analysis and musical characteristics for specific elements (i.e. tempo, instrumentation, genre, mood, etc)

## Enduring Understandings

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- A genre is a category of musical composition characterized by similarities in form, harmony, melody, rhythm, style, instrumentation, timbre, and subject matter.
- Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
- Standard music terminology assists the student in the analysis of both aural and written music



examples.

## Essential Questions

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- How does music translate throughout various cultures around the world?
- What global impact can music have on various societies throughout the world?
- Does music in other languages help to broaden your perspective on the culture of that country?
- Does music change history or does history change music?
- What impact did musical icons and their genres have throughout history?
- What makes music culturally specific?

## New Jersey Student Learning Standards (No CCS)

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|------------------|---|
| VPA.1.1.12.B.1   | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.  |
| VPA.1.3.12.B.1   | Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.  |
| VPA.1.3.12.B.2   | Analyze how the elements of music are manipulated in original or prepared musical scores.   |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.  |
| VPA.1.4.12.A.2   | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.  |
| VPA.1.4.12.B.1   | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |

## Amistad Integration

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The student will study, examine, and perform music from a variety of historical periods and cultures, including but not limited to:

- Negro/African American Spirituals
- Slave/Work Songs
- Vocal Jazz
- Vocal Blues

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| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
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| SEL.PK-12.1.2    | Recognize the impact of one's feelings and thoughts on one's own behavior  |
| VPA.1.1.12.B.2   | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.  |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |

## Holocaust/Genocide Education

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N/A

## Interdisciplinary Connections

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| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.   |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |
| CAEP.9.2.12.C    | Career Preparation   |
| CAEP.9.2.12.C.2  | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.3  | Identify transferable career skills and design alternate career plans.   |

## Technology Standards

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| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.   |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.   |
| TECH.8.2.12.D.5   | Explain how material processing impacts the quality of engineered and fabricated products.  |
| TECH.8.2.12.D.6   | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.           |

## 21st Century Themes/Careers

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| CAEP.9.2.12.C   | Career Preparation   |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |



## **Financial Literacy Integration**

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1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

## **Instructional Strategies & Learning Activities**

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- Teach the elements of music and genre. (lecture, modeling)
- Teach the indigenous instruments of other cultures and their unique timbres through modeling, live performance, videos and recordings.
- Model the listening map by playing a piece of music from another culture and dissect it with the goal of critiquing the piece using musical terms (tonality, rhythm, meter, timbre, etc).
- Explore the function of music as it pertains to other cultures by identifying trends in musical events of a region
- Teacher will play examples of the standard repertoire, as students attempt to identify the title, composer, genre, and time period.
- Have students present listening examples of multicultural music and provide a completed “listening maps” as a part of an on-going journal for the students’ thoughts

Students will be able to...

- Identify the music of their culture.
- Connect major musical events and their societal framework.
- Identify specific songs and artists that correlate to historical events.
- Recognize (aurally) any piece of music from the standard repertoire of their culture.
- Identify characteristics of each time period of music.
- Identify characteristics of major composer/artists of each musical time period and genre.
- Compare and contrast the elements of music used to create the stylistic attributes of each time period and genre.
- Trace historical trends and forecast how they will influence new trends in music.
- Explore the role of technology in past, present and future musical composition, performance and listening capabilities.
- Identify (on a map) countries and cities that have made a major contribution to the history of music.



- Identify genres that stem from previous genres of music.
- Compare and contrast music listening examples from various cultures with that of their own.

Students will know...

- Historical time periods not related to music
- Major musical events throughout same historical time periods
- Elements of music
- Standard repertoire
- Biographies of major composers
- Major works from the major composers
- Technological Innovations in music composition
- General facts concerning the geography of countries with various musical styles
- Instruments indigenous to other countries and cultures famous musicians from other countries and cultures
- Basic understanding of languages from other cultures Genres of music throughout the world.
- Importance of music in other cultures.
- Political and social trends in other cultures.

## **Differentiated Instruction**

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- Curriculum Map
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

## **Formative Assessments**

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- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Research Projects
- Power Point presentations
- Classroom Discussions



## **Summative Assessment**

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- Listening Journals
- Listening Quizzes
- Listening Tests
- Content/Knowledge Tests

## **Benchmark Assessments**

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Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

## **Alternate Assessments**

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- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

## **Resources & Technology**

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- Select Concert Literature
- Macbook Pro
- Apple TV/projector
- Canvas
- Spotify
- Google Drive

## **BOE Approved Texts**

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- Burkholder, James Peter., Donald Jay. Grout, and Claude V. Palisca. *A History of Western Music*. W.W. Norton, 2006.
- Stuessy, Joe, and Scott David Lipscomb. *Rock and Roll: Its History and Stylistic Development*. Boston:



Pearson, 2013.

- Gridley, Mark C. *Jazz Styles: History and Analysis*. Upper Saddle River, NJ: Prentice Hall, 2009.

## **Closure**

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- Determine the musical means (source) and size of group of an aural example
- Demonstrate the ability to distinguish between quality and non-quality performance through listening
- Characterize the use of music by its intended function (purpose) and its intended audience
- Describe the musical expression (mood) of an aural example
- Identify and analyze forms and composition techniques

## **ELL**

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- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- IPA pronunciation guides

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the whiteboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between seats.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.



- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

## **504**

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- preferential seating
- extended time on tests and assignments
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use peer supports and mentoring



## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking