Unit 5: Baroque: Mystical and political infusions

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

Many works of art are driven by a restless search for truth and grand ambition.

Prior to the use of power tools, the same basic implements were used for stone carving for hundreds of years

Opera is one of Western Civilization's most complete and extravagant artistic forms.

Essential Questions

What music forms and styles flourished during the Baroque era?

How does building a musical vocabulary assist in the appreciation of music?

How did the music of Handel and other composers of the time period differ from that of JS Bach?

What can an analysis of art reveal about the social, political, and artistic elements of Baroque culture?

Content

Potential works of study:

music by Handel, Bach, and Vivaldi, Bernini sculpture and architecture, *Orfeo*, Velázquez, Cervantes, Rubens, Gentileschi, Rembrandt, philosophy of Descartes and Newton

Vocabulary: Absolutism, Empiricism, epistemology, sonata, fugue, madrigal , *chiaroscuro*, opera, aria, recitatives, chordal dissonance, cantata, tonic, modulation

Skills

Analyze (how technological changes have influenced the development of arts.)

Examine (how aspects of meter, rhythm, tonality, intervals, etc. are organized and manipulated to establish unity and variety in musical compositions)

Discern (the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology)

Individually/collaboratively create two and three-dimensional works of art employing the elements and principles of art.

Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.

Resources

Standards

CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.