Classical Period (Gr. 8)

Content Area: **Instrumental Music**
Course(s): **Generic District Course, Instrumental Music**
Time Period: **Week 1**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Students will learn about the musical elements of the Classical Period, such as musical forms, composers, styles, etc.

Standards

VPA.6-8.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.6-8.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.6-8.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.6-8.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.6-8.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.6-8.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.6-8.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.6-8.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.6-8.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.6-8.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.6-8.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.6-8.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.6-8.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.6-8.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.6-8.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

VPA.6-8.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Essential Questions

1) How is the Classical Period different from the Baroque Period?

2) How would you describe the difference between Binary, Ternary, and Rondo form?

4) When asked to play in the style of dolce, what aspects would you consider in your approach to the piece?

Application of Knowledge and Skills...

Students will know that...

- 1. how the classical period differs from the Baroque Period in characterizing aspects such as styles, forms, and composers.
- 2. how to identify different classical forms.
- 3. how to play in the dolce style.

Students will be skilled at...

- A) demonstrate their knowledge of the Classical Period by explaining differences between the Baroque and Classical Periods, and by playing examples correctly.
- B) identify and explain forms at sight and play them correctly in the form indicated.
- C) demonstrate playing dolce and identify aspects brought to the style by the musician.

Assessments

- Unit Test Summative: Exhibition Students will take a unit test, consisiting of written questions and performance of examples. 1.1.8.B.2 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1-7 1.4.8.B.1 1.4.8.B.2 1.4.8.B.3

- Classical Packet Formative: Other written assessments Students will complete a packet on the Classical Period and use it as a study guide. 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4
- Playing of Classical Examples Formative: Exhibition Students will play examples from the Classical Period, adhering to the the aspects of the time period discussed in class. 1.1.8.B.2 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1-7 1.4.8.B.1 1.4.8.B.2 1.4.8.B.3
- Pre-Assessment: How Would You Describe the Classical Period? Diagnostic: Other written assessments Students will describe the characteristics of the Classical Period. 1.2.8.A.2 1.2.8.A.3

Activities

- Classical Packet
- Playing of Classical examples

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.
- Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide.

Integrated/Cross-Disciplinary Instruction

- Sound Production and Pitch (Vocal Music, Science)
- Note Reading (Vocal Music)
- Note Values (Vocal Music, Math)

Resources

Standard of Excellence, Book 3

Neil A. Kjos Music Company