Romantic Period (Gr. 8)

Content Area: **Instrumental Music**
Course(s): **Generic District Course, Instrumental Music**
Time Period: **Week 9**
Length: **9 Weeks**
Status: **Published**

Unit Overview

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

Standards

VPA.6-8.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
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.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
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 Romantic Period different from the Classical Period?

2) Is the 6/4 time signature simple or compound meter?

3) Is the 5/4 time signature simple or compound meter?

4) What simple meter does 12/8 most closely resemble?

Application of Knowledge and Skills...

Students will know that...

- 1) how the Romantic Period differs from the Classical Period, in characterizing aspects such as styles, forms, and composers.
- 2) how to play in 6/4 time.
- 3) how to play in 5/4 time.
- 4) how to play in 12/8 time.

Students will be skilled at...

- A) demonstrate their knowledge of the Romantic Period by explaining differences between the Romantic and Classical Periods and by playing examples correctly.
- B) play examples in 6/4 time.

- C) demonstrate examples in 5/4 time.
- D) demonstrate playing examples in 12/8 time.

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
- Playing of Romantic Examples Formative: Exhibition Students will play examples from the Romantic Period, adhering to the the aspects of the time period. 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 Romantic Period? Diagnostic: Other written assessments Students will describe the characteristics of the Romantic Period. 1.2.8.A.2 1.2.8.A.3
- Romantic Packet Formative: Other written assessments Students will complete a packet on the Romantic Period and use it as a study guide. 1.4.8.A.2 1.4.8.A.3 1.4.8.A.4

Activities

- Romantic Packet
- Playing Romantic 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