Impressionism/20th Century (Gr. 8)

Content Area: **Instrumental Music**
Course(s): **Generic District Course, Instrumental Music**
Time Period: **Week 22**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will learn about the 20th Century Art Music/Impressionism Period and musical elements from it, such as 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.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 20th Century Art Music/Impressionism Period different from the Romantic Period?

2) How is Debussy's whole tone scale important to the music of the 20th Century Art Music/Impressionism Period?

3) How can you subdivide through asymmetrical meters?

4) What is twelve-tone row, and what is its relevance to the period?

Application of Knowledge and Skills...

Students will know that...

- 1) how the Romantic Period differs from the 20th Century Art Music/Impressionism Period and its characterizing aspects, such as styles, forms, and composers.
- 2) how to construct and play a whole tone scale in any key.
- 3) how to subdivide through asymmetrical meters.
- 4) how to create and play a twelve-tone row.

Students will be skilled at...

- A) demonstrate their knowledge of the 20th Century Art Music/Impressionism Period by explaining differences between the Romantic and 20th Century Art Music/Impressionism Periods, and by playing examples correctly.
- B) construct a whole tone scale given any pitch and be able to play it on their instrument.

- C) play examples containing asymmetrical meters.
- D) create a twelve tone-row and play it on their instruments.

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
- 20th Century/Impressionism Packet Formative: Other written assessments Students will complete a packet on the 20th Century/Impressionism 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 20th Century/ Impressionistic Examples Formative: Exhibition Students will play examples from the 20th Century/ Impressionistic 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 Impressionistic Period? Diagnostic: Other written assessments Students will attempt to describe the characteristics of the Impressionistic Period. 1.2.8.A.2 1.2.8.A.3

Activities

- 20th Century Art Music/Impressionism Period Packet
- Playing of 20th Century Art Music/Impressionism Period 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