

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, consisting 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