

# Baroque Period (Gr. 7)

Content Area: **Instrumental Music**  
Course(s): **Generic District Course, Instrumental Music**  
Time Period: **Week 22**  
Length: **7 Weeks**  
Status: **Published**

## Unit Overview

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

## Standards

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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.

## Essential Questions

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1. How is the Renaissance Period different from the Baroque Period?

## Application of Knowledge and Skills...

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## Students will know that...

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- 1. how the Renaissance Period differs from the Baroque Period.
- 2. aspects of the Baroque Period, such as styles, forms, and composers.

## Students will be skilled at...

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- A. demonstrate their knowledge of the Baroque Period by explaining differences between the Renaissance and Baroque periods, and by playing examples correctly.
- B. identify and explain forms at sight and play them correctly in the form indicated.

## Assessments

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- 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
- Baroque Packet Formative: Other written assessments Students will complete a packet on the Baroque 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 Baroque Examples Formative: Exhibition Students will play examples from the Baroque Period, adhering to 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 Baroque Period? Diagnostic: Other written assessments Students will describe the characteristics of the Baroque Period. 1.2.8.A.2 1.2.8.A.3

## **Activities**

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- Baroque Packet
- Playing of Baroque examples

## **Activities to Differentiate Instruction**

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- 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**

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

## **Resources**

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Standard of Excellence, Book 3

*Neil A. Kjos Music Company*