

2nd Grade - Unit 6 (The Baroque Period)

Content Area: **Music**
Course(s): **Music 2**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Cr3	Refining and completing products.
MU.K-2.1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn	Connecting
MU.K-2.1.3A.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-2.1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- When is a performance judged ready to present?

Enduring Understanding

- Introduce musical ornamentation used in Baroque music.
- Introduce students to famous Baroque composers and orchestra.
- Introduce students to the Baroque Period music, art, and composers.

Purpose

- The purpose of this lesson is to introduce students to Baroque Period music, art, and composers.
- The purpose of this lesson is to introduce students to the musical ornamentation used in Baroque music.
- The purpose of this lesson is to introduce students to the orchestra and most notable composers of the Baroque period.

Key Student Objectives

- Define Composer.
- Name two famous Baroque composers.
- Recall that the Baroque orchestra was small, had no conductor, and featured the harpsichord.
- Recall that trills, turns, and appoggiaturas were ornaments used to make music fancy in the Baroque period.
- Recognize The Baroque Period as a time when music was very fancy.
- Recognize the most notable Baroque composers as Bach, Vivaldi, and Handel.