

7th Grade - Unit 2 (Composers in Music History)

Content Area: **Music**
Course(s): **Music 7**
Time Period: **Generic Time Period**
Length: **10 Lessons**
Status: **Published**

Established Goals/Standards

MU.6-8.1.3A.8.Cn	Connecting
MU.6-8.1.3A.8.Cr	Creating
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.6-8.1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do context and the manner in which musical work is presented influence audience response?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of music inform a response?
- When is a performance judged ready to present?
- When is creative work ready to share?

Enduring Understanding

- Explore the characteristics of music during the Baroque Period and composers Bach, Handel, and Vivaldi.
- Explore the characteristics of music during the Classical Period and composers Mozart, Beethoven, and Haydn.
- Explore the characteristics of music during the Impressionist Period and composers Ravel and Debussy.
- Explore the characteristics of music during the Romantic Period and composers Chopin, Wagner, Brahms, and Tchaikovsky.
- Overview of four musical time periods.
- Review and assess student knowledge of time periods.
- Students create a Composer Profile and begin work on their Bach's Brain skit.
- Students create props and put their skit together.
- Students perform their Bach's Brain skits live or show videos to a live audience.
- Students rehearse for a live performance or record their Bach's Brain skit.

Purpose

- The purpose of this lesson is for each student group to present their video skit and composer profile verbal presentation for a live audience.
- The purpose of this lesson is to assist student groups as they continue developing all aspects of their composer profile projects.
- The purpose of this lesson is to assist student groups as they put their finishing touches on all aspects of their composer profile projects.
- The purpose of this lesson is to introduce the goals of the project and define, listen to, and compare the music of six musical periods (medieval - impressionist period).
- The purpose of this lesson is to introduce the key features of the Baroque period with a focus on three of its most famous composers: Bach, Vivaldi, and Handel.
- The purpose of this lesson is to introduce the key features of the Classical period with a focus on two of its most famous composers: Mozart and Beethoven.
- The purpose of this lesson is to introduce the key features of the Impressionist period with a focus on two of its most famous composers: Debussy and Ravel.
- The purpose of this lesson is to introduce the key features of the Romantic period with a focus on some of its most famous composers.
- The purpose of this lesson is to lean students through the process of conducting research for a chosen composer.
- The purpose of this lesson is to review the four musical periods and project goals needed for students to create composer profiles and Bach's Brain videos.

Key Student Objectives

- Analyze and identify three Classical pieces.
- Answer two critical thinking questions, one about Mozart and one about Haydn.
- Compare and contrast two elements of Baroque music with two other styles of music.

- Correctly answer at least nine of twelve questions on a quiz covering the four musical periods.
- Create two rhythmic ostinatos to accompany an Impressionist piece.
- Define Motif.
- Describe the six elements of the project grading rubric.
- Evaluate both our own and other groups' presentations based on the criteria laid out in the grading rubric.
- Have each group choose a composer to profile and a story to dramatize.
- Have each group choose a presenter for their composer profile.
- Have each group complete their script and action sequence.
- Have each group definitively choose a composer to research and profile.
- Have each group definitively choose a story from their composer's life to dramatize.
- Have each group rehearse their entire skit so all group members know their parts.
- Identify Debussy and Ravel as the most notable Impressionist period composers.
- Identify three elements that distinguish Romantic Period music from other musical periods.
- Implement three "good speech" keys into the verbal presentation of their composer profile.
- List and implement eight mini-goals to ensure the success of their presentation.
- Name three musical elements of Classical music.
- Name two emotions highlighted in Romantic music (ex. passion, joy, sadness).
- Name two famous composers of the Baroque Period.
- Outline a plan to edit the video elements of their skit.
- Outline the five project goals for the composer profile and Bach's Brain skit/video.
- Present a Bach's Brain video skit.
- Present a verbal composer profile.
- Recall at least five effective research skills and methods.
- Recall three musical elements of Baroque music.
- Recognize at least one characteristic of each of the following musical periods: Medieval, Renaissance, Baroque, Classical, Romantic, and Impressionist.
- Recognize that Impressionist music sought to convey subtle pictures, sounds, moods, and dream-like feelings.
- Summarize the five goals of the project.