

Unit 05: Music as an Interdisciplinary Study of History and Culture

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

All music is created and exists within the social structure of a time period and culture. Students will recognize the fact that music-making affects and is affected by the society in which it is written and performed. The class will explore how these facts influence the way music is interpreted and its meaning to us here and now.

Transfer

Essential Questions

- • How and why do historical and cultural influences affect musical performance?
- • How do personal values and social mores affect music and our reactions to music?

Essential Understandings

- • discovering and identifying the influences of a composer leads to a higher level of understanding and performance.
- • it is the responsibility of the performers to convey an interpretation to the audience based upon informed musical decisions, as well as the conductor's wishes.
- • music is always linked to the time period of its composer and its country/region of influence or origin.
- • music plays an essential role in the ceremonies and traditions of our lives and culture.

Students Will Know

- • how music, the arts, and various disciplines outside the arts are interrelated.
- • how to respect and respond to cultural diversity within music.
- • how to speak about music and art using language common across disciplines.
- • key terms and vocabulary, including art, culture, societal values and mores, context, interpretation, Baroque, Classical, Romantic, Impressionistic, Western and non-Western.
- • the context, background, and authors of the texts sung, and their connection to culture, history,

religion, poetry, and/or literature.

- • the cultural and historical background of the music they perform, including information about the time period, style, composer, and his influences.
- • the music history time periods and basic characteristics and important composers of each.
- • translations of music sung in foreign languages.

Students Will Be Skilled At

Evidence/Performance Tasks

- • evaluate performances (individual, corporate, and those of other performing groups) for accuracy and effectiveness of style and interpretation.
- • explore and reflect on the essential questions through discussions and journaling.
- • identify musical time periods within choral repertoire.
- • perform music from all over the world with cultural, historical, and stylistic awareness and integrity.
- • reflect on social issues that music being performed may address.
- • write and reflect upon music being performed based upon knowledge, opinions, and personal beliefs.

Learning Plan

- • Preview the essential questions and connect to learning throughout the course.
- • Students and teacher prepare and perform music from different genres, world cultures, and time periods.
- • Students experience musical examples via recordings, live performances, etc. in which they identify historical and cultural elements of the music, and determine how that was interpreted and conveyed by the performers.
- • Students write about the historical and cultural influences upon them, their lives, the traditions and ceremonies of their lives, and the music they listen to and perform.
- • Teacher encourages students to be culturally and situationally aware when singing and performing. Do different social and cultural settings require different performance styles? How do different musical styles necessitate differences in performance technique? Why? Students reflect in both written and oral formats.
- • Teacher engages students in a brief overview of music history, in which students learn the musical time periods and their characteristics: Antiquity, Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20th and 21st Centuries. Students create group presentations based upon a piece/composer from the time period.
- • Teacher engages students in an examination of any non-Western and/or non-traditional repertoire, studying the global and cultural influences and implications of the repertoire. Students reflect upon the issues raised and the connection and application to their own lives.
- • Teacher leads students in identifying the origin of a piece of music and discussing relevant

historical and cultural information, as well as global issues that will enhance the understanding and performing of the music.

Materials

Suggested Strategies for Modifications

- • Allow students freedom in producing creative projects on the musical time periods that could take any form they desire. Encourage students to look to their own strengths and the strengths of their group in order to decide what type of creative presentation (story, video, skit, visual art, song etc.) they will produce.
- • Allow students to choose from several journal, essay, or discussion prompts and allow for multiple methods of response.
- • Provide ample space for all students to participate and respond during class discussions.