

# Unit 2: The Middle Ages and Renaissance Periods

Content Area: **Template**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3 Weeks**  
Status: **Published**

## Essential Questions

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- Type Question 1
- Type Question 2

## Unit Overview - Learning Objectives

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Recognizing the aesthetic and stylistic characteristics of music from the Middle Ages and Renaissance; Identifying the social, cultural, and historical contexts of individual works from the Middle Ages and Renaissance; Understanding the various approaches to the composition and performance of musical works throughout the Middle Ages and Renaissance; Justify the impact of innovations in the arts on societal norms and habits of mind during the Middle Ages, and Renaissance Era.

## Unit Standards

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Standard:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

MU.9-12.1.3B.12acc.Cr1

Generating and conceptualizing ideas.

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

How do musicians generate creative ideas?

Imagine

MU.9-12.1.3B.12acc.Cr1a

Describe and demonstrate how sounds and musical ideas can be used to represent events,

	memories, visual images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2	Organizing and developing ideas.  Musicians' creative choices are influenced by their expertise, context and expressive intent.  How do musicians make creative decisions?  Plan, Make
MU.9-12.1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
MU.9-12.1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
MU.9-12.1.3B.12acc.Cr3	Refining and completing products.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  How do musicians improve the quality of their creative work?  Evaluate, Refine
MU.9-12.1.3B.12acc.Cr3a	Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU.9-12.1.3B.12acc.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
MU.9-12.1.3B.12acc.Pr	Performing
MU.9-12.1.3B.12acc.Pr4	Selecting, analyzing and interpreting work.  Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  How do performers select repertoire?  Select, Analyze, Interpret
MU.9-12.1.3B.12acc.Pr4a	Identify and select specific passages, sections or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., binary, ternary, rondo) or moderately complex forms.
MU.9-12.1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the implications for rehearsal and performance.
MU.9-12.1.3B.12acc.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.  To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  How do musicians improve the quality of their performance?  Rehearse, Evaluate, Refine
MU.9-12.1.3B.12acc.Pr5a	Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
MU.9-12.1.3B.12acc.Pr5b	Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.

MU.9-12.1.3B.12acc.Pr5c	Identify and implement strategies for improving the technical and expressive aspects of varied works.
MU.9-12.1.3B.12acc.Pr6	<p>Conveying meaning through art.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>Present</p>
MU.9-12.1.3B.12acc.Pr6a	Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
MU.9-12.1.3B.12acc.Pr6b	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
MU.9-12.1.3B.12acc.Re	Responding
MU.9-12.1.3B.12acc.Re7	<p>Perceiving and analyzing products.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>Select, Analyze</p>
MU.9-12.1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
MU.9-12.1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
MU.9-12.1.3B.12acc.Re8	<p>Interpreting intent and meaning.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>Interpret</p>
MU.9-12.1.3B.12acc.Re8a	Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
MU.9-12.1.3B.12acc.Re9	<p>Applying criteria to evaluate products.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p> <p>Evaluate</p>
MU.9-12.1.3B.12acc.Re9a	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
MU.9-12.1.3B.12acc.Re9b	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3B.12acc.Cn10	<p>Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p>How do musicians make meaningful connections to creating, performing and responding?</p> <p>Interconnection</p>
MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12acc.Cn11	<p>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>

## Instructional Resources

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- Blackboard
- Handouts
- Internet
- Music Theory texts
- Piano
- Power Point Presentations
- Practica Musica

## Assessments

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### Formative Assessments

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- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Student Work Sample
- Teacher Collected Data

### Unit/Summative Assessments

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- Classwork/homework
- Discussions
- Participation in performance
- Peer Observation

- Teacher observation
- Tests/quizzes