

Unit 3: The Baroque Period

Content Area: **Performing Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5 Weeks**
Status: **Published**

Learning Objectives - Unit Overview

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

Essential Questions

- Type Question 1
- Type Question 2

Unit Standards

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| MU.9-12.1.3E.12acc.Cr | Creating |
| MU.9-12.1.3E.12acc.Cr1a | Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources. |
| MU.9-12.1.3E.12acc.Cr2a | Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools. |
| MU.9-12.1.3E.12acc.Cr3a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3E.12acc.Cr3b | Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| MU.9-12.1.3E.12acc.Pr | Performing |
| MU.9-12.1.3E.12acc.Pr4a | Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources. |
| MU.9-12.1.3E.12acc.Pr4b | Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances. |
| MU.9-12.1.3E.12acc.Pr4c | Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. |
| MU.9-12.1.3E.12acc.Pr5a | Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. |
| MU.9-12.1.3E.12acc.Pr6a | Using digital tools and resources, demonstrate technical accuracy and expressive qualities |

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| | in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |
| MU.9-12.1.3E.12acc.Pr6b | Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. |
| MU.9-12.1.3E.12acc.Re | Responding |
| MU.9-12.1.3E.12acc.Re7a | Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. |
| MU.9-12.1.3E.12acc.Re7b | Explain how an analysis of the structure, context and technological aspects of the music informs the response. |
| MU.9-12.1.3E.12acc.Re8a | Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. |
| MU.9-12.1.3E.12acc.Re9a | Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. |
| MU.9-12.1.3B.12acc.Cn | Connecting |
| 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.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Standards

- MU.9-12.1.3B.12acc.Cn10 [Anchor Standard] - Synthesizing and relating knowledge and personal experiences to create products.

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| MU.9-12.1.3E.12acc.Cr | Creating |
| 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.9-12.1.3E.12acc.Cr1a | Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources. |
| MU.9-12.1.3E.12acc.Cr2a | Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools. |
| 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.9-12.1.3E.12acc.Cr3a | Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. |
| MU.9-12.1.3E.12acc.Cr3b | Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas. |
| 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.9-12.1.3E.12acc.Pr | Performing |
| 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.

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| MU.9-12.1.3E.12acc.Pr4a | Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources. |
| MU.9-12.1.3E.12acc.Pr4b | Describe and provide examples of how context, musical aspects of the composition, and digital media/tools inform prepared and improvised performances. |
| 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.9-12.1.3E.12acc.Pr4c | Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. |
| 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.9-12.1.3E.12acc.Pr5a | Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. |
| 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.9-12.1.3E.12acc.Pr6a | Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |
| | When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? |
| MU.9-12.1.3E.12acc.Pr6b | Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. |
| MU.9-12.1.3E.12acc.Re | Responding |
| 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.9-12.1.3E.12acc.Re7a | Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. |
| MU.9-12.1.3E.12acc.Re7b | Explain how an analysis of the structure, context and technological aspects of the music informs the response. |
| 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 |

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| | and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener. |
| MU.9-12.1.3E.12acc.Re8a | Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. |
| 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.9-12.1.3E.12acc.Re9a | Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. |
| MU.9-12.1.3B.12acc.Cn | Connecting |
| 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.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.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Instructional Resources

- "Music: An Appreciation" 7th Ed
- Blackboard
- Handouts
- Internet
- Listening Examples
- Music Theory texts
- Piano
- Power Point Presentations
- Practica Musica
- Sheet music

Learning Plan - Assessments

Formative Assessments

- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Student Work Sample

- Teacher Collected Data

Unit/Summative Assessments

- Classwork/homework
- Discussions
- Participation in performance
- Peer Observation
- Teacher observation
- Tests/Quizzes