02 - Chapter 17 - Medieval, Renaissance, and Baroque Music

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **6-8 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

<u>Music Appreciation - Grade 8</u> is a course based on the study of how music influences history, culture and societies around the world. Students explore music from a sociological perspective and trace the history and influence music has on cultures. Students gain a basic knowledge of music notation and develop a vocabulary with which to discuss music elements and characteristics.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- All early music is classified as sacred.

- The history of Western Music began after the fall of the Roman Empire.

CONTENT AREA STANDARDS

MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.K-12.1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
TECH.K-12.1.4.a	know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
TECH.K-12.1.4.d	exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
TECH.K-12.1.7.c	contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
DA.PK.4.4	View dance from other countries and cultures.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
AAAA.K-12.2.7.6	Interpret materials related to the arts, such as fine art, music, drama, and film
AAAA.K-12.2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- The early origins of Western music live in prehistoric times, Ancient Period, Medieval Music, and the Renaissance.
- Prehistoric music began with natural sounds and birdsongs.
- The Ancient Period developed a form of writing called "cuneiform" (4,000 years age from Ur).
- Medieval Music yielded Gregorian Chant, Polyphonic Music, Organum and a system of notation.
- The Baroque Era marked a beginning of "tonal" rather than "modal" music.
- Instrumental music was dominant and counterpoint was recognized in Baroque Era.

Procedural Knowledge

Students will be able to:

- Comprehend and explain characteristics of the evolution of music from early times to the Renaissance.

- Compare and contrast Baroque composers J.S. Bach, A. Vivaldi and G.F. Handel.

- Differentiate between sacred and secular medieval music.
- Identify musical instruments of each time period.
- Describe the relation between words and music.
- Compare Baroque and Renaissance music.
- Analyze the musical characteristics of each musical period.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Portfolios
- Group Projects

Formative Assessments

- Aural and Visual Identification

- Improvisation and Composition

- Class Notes Creation

- Class Discussions

- Student Generated Questioning

Summative Assessments

- Listening Projects
- Chapter Written Assessment

RESOURCES (Instructional, Supplemental, Intervention Materials)

Primary Texts

DeGraffenreid, Fowler, Gerber, and Lawrence. Music! It's Role and Importance in Our Lives. New York: The McGraw-Hill Companies, Inc, 2006.

Technology Aids

- Live Performances for Critique and Understanding - Youtube
- Interactive Music Theory exercises at Music Theory. Net

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: Music Appreciation

Career Readiness: Applicable career options are discussed as they arise throughout the course

Social Studies: Current Events and Historical Research

Technology/Multimedia: Google and Research Based Writing

English/Language Arts: Implementation of conventions of Standard English

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.