

03 - Chapter 18 - The Classical and Romantic Periods

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

General Overview, Course Description or Course Philosophy

Music Appreciation - Grade 8 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

- As composers created more music, patterns began to form into stylistic characteristics.
- The Classical Period has unique symmetry and repetition with extremes in dynamics.
- The Romantic Period reflected to evolution of artistry and the importance of personal relationships in art.

CONTENT AREA STANDARDS

MU.9-12.1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
MU.9-12.1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
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.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.9-12.1.3B.12prof.Pr6b	Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.K-12.1.3C.12nov.Cn10a	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.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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.
DA.PK.4.4	View dance from other countries and cultures.
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 Classical Era was responsible for creating repetition that produced a formal structure to music.
- Sonata, Sonata Allegro, Concerto, Symphony, and Rondo are all Classical Forms of music.
- The Romantic Era was marked with expression and emotion.
- Germany produced many Romantic composers.

Procedural Knowledge

Students will be able to:

- Compare and contrast classical composers W.A. Mozart, L. van Beethoven, and Franz Schubert.
- Compare and contrast Brahms, Verdi, Liszt, Strauss, Grieg and Tchaikovsky, noted composers of this Era.
- Identify a musical form.
- Evaluate devices that elicit emotion in a Romantic Era piece.
- Discuss how historical events had an affect on musical compositions.

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

- Chapter Written Exams
- Listening Activities

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.