

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

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| 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.6-8.1.3A.8.Re8a | Apply appropriate personally developed criteria to evaluate musical works or performances. |
| 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.9-12.1.3B.12prof.Pr6b | Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. |
| 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)

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| DA.PK.4.4 | View dance from other countries and cultures. |
| LA.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| 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. |
| 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. |
| 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 |
| 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. |
| TECH.K-12.1.6.b | create original works or responsibly repurpose or remix digital resources into new creations. |
| TECH.K-12.1.7.c | contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. |

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.