

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Arts and Humanities

Unit Name: Renaissance Period Music

Objectives:

- **World Events-** understand how world events changed music and how music effected world events
- **Inventions-** understand specific inventions and their impact on music and the world
- **Composers-** know specific composers of the time period and understand how and why their music sounded the way it did—how did culture affect their music and how did their music affect culture
- **Compositional Techniques—**understand specific music process and theories of music and how they canged and advanced over time
- I can identify key composers of the musical time periods
- I can identify specific musical advances that were made in each time period
- I can understand how and why music advanced through the ages
- I can describe the differences in the musical time periods
- I can use technology in presenting learned information to my classmates

Purpose of the Unit:

To analyze and evaluate how factors such as time, place, and ideas are reflected in music.

Prerequisites:

Comprehension of music elements: Rhythm, Tempo, Melody, Harmony, Form, Dynamics, Style (genre), and Timber/Tone Color

Daily Lesson Guide

NafME Standards/Program Review/21st Century

4,5,6,7,8,9; Cl.1.a,b,c,Cl.2.b,c,Cl.3.a,b,c,d,e

Cl.4.a,b,c,d, FSA.1.a,b, FSA.2.C FSA.3.d,e,f, FSA.4.d

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	<ul style="list-style-type: none"> • I can identify key composers of the music time periods • I can identify specific musical advances that were made in each time period • I can understand how and why music advances through the ages • I can describe the differences in the musical time periods • I can identify cultural changes that shaped the music of the 	<ul style="list-style-type: none"> ➤ What are the characteristics of Renaissance music? ➤ What are some of the facts about the Renaissance period? ➤ How do you describe music in terms of the elements of music? 	<p>Concept Formation</p>	<ol style="list-style-type: none"> 1. Perceptive listening- Palestrina “Sicut Cervus” 2. Go over listening (be sure there is understanding) 3. Concept Formalization- students vocalize all information about Renaissance 4. Students categorize all information into different groups 5. Give each category a heading 6. Direct instruction—How to recognize a Renaissance piece 	<p>Teacher observation of concept formation activity—(look for understanding of students when place information in categories)</p>

	musical time periods				
2	<ul style="list-style-type: none"> • I can identify key composers of the musical time periods • I can identify specific musical advances that were made in each time period • I can understand how and why music advanced through the ages • I can describe the differences in the musical time periods • I can identify cultural changes that 	<ul style="list-style-type: none"> ➤ How would you describe polyphony? ➤ How was polyphony used in the Renaissance? ➤ Can you define and describe imitative counterpoint? ➤ How was word painting used in Renaissance music? 	<ul style="list-style-type: none"> • Discussion (full class and peer group) – use of concept attainment • Textual reading and peer discussion 	<ol style="list-style-type: none"> 7. Pre-assessment using Renaissance Quick Quiz 8. Perceptive listening—Palestrina “Pope Marcellus Mass-Gloria” 9. Go over listening (be sure there is understanding) 10. Direct instruction—how to identify a Renaissance piece 11. Class discussion: <ol style="list-style-type: none"> a) Polyphony b) Imitative counterpoint c) Continuous imitation d) Word Painting <p>Play musical examples of each</p>	Pre-assessment—Renaissance Quick Quiz

	shaped the music of the musical time periods				
3	<ul style="list-style-type: none"> • I can identify key composers of the musical time periods • I can identify specific musical advances that were made in each time period • I can understand how and why music advanced through the ages • I can describe the differences in the musical time periods • I can identify 	<ul style="list-style-type: none"> ➤ How did the printing press change the history of music and the world? ➤ What impact did John Smith have on music? ➤ How did the merchant class affect the European culture and music? 	<ul style="list-style-type: none"> • Discussion (full class and peer group) – use of concept attainment • Textual reading and peer discussion 	<p>12. Perceptive listening— Palestrina “Pope Marcellus Mass – Kyrie”</p> <p>13. Go over listening (be sure there is understanding)</p> <p>14. Direct Instruction— cultural history of the Renaissance</p> <p>15. Class discussion</p> <ul style="list-style-type: none"> a. Printing press b. John Smith c. Merchant class d. Role of Church/Monarchy/City 	

	<p>cultural changes that shaped the music of the musical time periods</p>	<p>➤ What was the role of the church/monarchy/city as it pertains to music?</p>			
4	<ul style="list-style-type: none"> • I can identify key composers of the musical time periods • I can identify specific musical advances that were made in each time period • I can understand how and why music advanced through the ages • I can understand the impact the 	<ul style="list-style-type: none"> • Who was Martin Luther? • What impact did Martin Luther have on Music? • What are the major points to the Protestant Reformation • How did the Council of Trent change 	<ul style="list-style-type: none"> • Discussion (full class & peer group) – use of concept attainment • Textual reading and peer discussion • Student Fact Storm 	<ol style="list-style-type: none"> 1. Perceptive Listening – Palestrina “Pope Marcellus Mass – Agnus Dei” 2. Go over listening (be sure there is understanding) 3. Direct Instruction – Protestant Reformation 4. Class Discussion: <ol style="list-style-type: none"> a. Martin Luther – student Fact Storm b. Tetzel/Indulgences/95 Theses/connection to Reformation c. Church 	

	<p>Protestant Reformation had on music</p> <ul style="list-style-type: none"> • I can understand the impact the Counter Reformation/ Council of Trent had on music • I can identify cultural changes that shaped the music of the musical time periods 	<p>music?</p>		<p>building projects</p> <p>d. “Reformation Polka” review</p>	
5	<ul style="list-style-type: none"> • I can identify key composers of the musical time periods • I can identify specific musical advances that were made in each time period • I can understand how and why music 		<ul style="list-style-type: none"> • Cooperative Learning • Peer discussion 	<ul style="list-style-type: none"> • Perceptive Listening – William Byrd “Sing Joyfully” • Go over listening for understanding • Pass out text • Cooperative learning over Renaissance Key components 	<p>Cooperative-learning</p>

	<p>advanced through the ages</p> <ul style="list-style-type: none"> • I can understand the impact the Protestant Reformation had on music • I can understand the impact the Counter Reformation/ Council of Trent had on music • I can identify cultural changes that shaped the music of the musical time periods 				
6	<ul style="list-style-type: none"> • I can work with others • I can implement technology • I can implement varied use of technology 		<ul style="list-style-type: none"> • Cooperative-learning 	<ol style="list-style-type: none"> 1. Report to computer lab 2. Discuss options for technology use 3. Group presentation preparation time 	Cooperative-learning

7	<ul style="list-style-type: none"> • I can effectively communicate content knowledge • I can use different modes of presentation • I can implement technology into my presentation 			<ol style="list-style-type: none"> 1. Group presentations 2. Review content using quick recall (if time permits) 	Renaissance Period presentations
8	<ul style="list-style-type: none"> • I can recall information learned in unit 			Pass out summative exam	Summative exam – Renaissance Period Exam
9	<p>NAfME Standards/Program Review/21st Century</p> <p>4,5,6,7,8,9; Cl.1a,b,c,Cl.2.b,c,Cl.3.a,b,c,d,e Cl.4.a,b,c,d, FSA.1.a,b, FSA.2.c, FSA.3.d,e,f FSA.4.d ICTL,FA,ISD,SCCS,PA,L R,CTPS,COM,COL,CRE ,IL,ML</p>				