

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Arts and Humanities

Unit Name: Baroque Period

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 was going on historically during the baroque period? ➤ Who are the main composers from this period of music? ➤ How are the musical elements used throughout the Baroque period? 	<p>Concept Formation</p>	<ol style="list-style-type: none"> 1. Perceptive listening- G.F. Handel “Hallelujah” 2. Go over listening (be sure there is understanding) 3. Concept Formalization- students vocalize all information about Baroque 4. Students categorize all information into different groups 5. Give each category a heading 6. Direct instruction—How to recognize Baroque 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"> ➤ What was going on historically during the baroque period? ➤ Who are the main composers from this period of music? ➤ How are the musical elements used throughout the Baroque period? 	<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. Perceptive Listening, Vivaldi’s “The Four Seasons, Spring—Allegro” 8. Lecture <ul style="list-style-type: none"> -Understanding the Baroque time -How it came to be -The key differences between it and the Renaissance Period -show how the elements were used 9. Quiz over lecture 	Quiz given over lecture

	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"> ➤ What was going on historically during the baroque period? ➤ Who are the main composers from this period of music? ➤ How are the musical elements used throughout the Baroque period? 	<ul style="list-style-type: none"> • Discussion (full class and peer group) – use of concept attainment • Textual reading and peer discussion 	<p>10. Perceptive listening—J.S. Bach “Well Tempered Clavier”</p> <p>11. Go over listening (be sure there is understanding)</p> <p>12. Think-Pair-Share with partners</p> <p>13. Discussion with the entire class.</p>	Class Participation and Teacher Observatio

	<p>cultural changes that shaped the music of the musical time periods</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"> • What was going on historically during the baroque period? • Who are the main composers from this period of music? <p>How are the musical elements used throughout the Baroque period?</p>	<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 – Handel “Giulio Cesare” 2. Go over listening (be sure there is understanding) 3. Direct Instruction – 4. Class Discussion <ul style="list-style-type: none"> - Philosophies/Philosophers - Monarchies 	-Teacher Observation

	<p>Protestant Reformation had on music</p> <ul style="list-style-type: none"> • I can identify cultural changes that shaped the music of the musical time periods 				
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 advanced through the ages • I can identify cultural changes that shaped the music of the 	<ul style="list-style-type: none"> • What was going on historically during the baroque period? • Who are the main composers from this period of music? <p>How are the musical elements used throughout the Baroque period?</p>	<ul style="list-style-type: none"> • Cooperative Learning • Peer discussion 	<ul style="list-style-type: none"> • Perceptive Listening – Antonio Vivaldi, “Gloria” • Go over listening for understanding • Pass out text • Cooperative learning over key Baroque components 	Cooperative-learning

	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) 	Baroque 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	NAfME Standards/Program Review/21st Century				

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				
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