

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Arts and Humanities

Unit Name: Romantic 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 changed 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 musical time periods 	<ul style="list-style-type: none"> ➤ What are the characteristics of Romantic music? ➤ What are some of the facts about the Romantic period? ➤ How do you describe music in terms of the elements of music? 	Concept Formation	<ol style="list-style-type: none"> 1. Perceptive listening- Brahms various pieces 2. Go over listening (be sure there is understanding) 3. Concept Formalization- students vocalize all information about Romantic 4. Students categorize all information into different groups 5. Give each category a heading 6. Direct instruction—How to recognize a Romantic piece 	Teacher observation of concept formation activity—(look for understanding of students when place information in categories)

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 shaped the music of the musical time periods 	<ul style="list-style-type: none"> ➤ What advancements were made in instruments? ➤ How did that affect/effect the orchestra and composition ➤ How did historical events shape the music of this 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. Pre-assessment using Romantic Quick Quiz 8. Perceptive listening—Berlioz Symphony Fantastique 9. Go over listening (be sure there is understanding) 10. Direct instruction—how to identify a Romantic Piece 11. Class discussion 	Pre-assessment—Romantic Quick Quiz
3	<ul style="list-style-type: none"> • I can identify key composers of the musical time periods • I can identify 	<ul style="list-style-type: none"> ➤ How did historical events shape the music of this period? 	<ul style="list-style-type: none"> • Discussion (full class and 	<ol style="list-style-type: none"> 12. Perceptive listening—Beethoven 9th Symphony 13. Go over listening (be sure there is understanding) 14. Direct Instruction—cultural 	

	<p>specific musical advances that were made in each time period</p> <ul style="list-style-type: none"> • 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 shaped the music of the musical time periods 	<p>➤ Describe the specific changes that have taken place in music during this period – as compared to Classical music.</p>	<p>peer group) – use of concept attainment</p> <ul style="list-style-type: none"> • Textual reading and peer discussion 	<p>history of the Romantic period</p> <p>15. Class discussion</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 	<ul style="list-style-type: none"> • How has literature made an important impact on music? 	<ul style="list-style-type: none"> • Discussion (full class & peer group) – use of conce 	<ol style="list-style-type: none"> 1. Perceptive Listening – Tchaikovsky – nutcracker suite 2. Go over listening (be sure there is understanding) 3. Direct Instruction – Importance of Ballet to Music 4. Class Discussion: <ol style="list-style-type: none"> a. Carnival of the Animals 	

	<p>advanced through the ages</p> <ul style="list-style-type: none"> I can identify cultural changes that shaped the music of the musical time periods 		<p>pt attainment</p> <ul style="list-style-type: none"> Textual reading and peer discussion Student Fact Storm 	<p>b. Program music</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 advanced through the ages I can identify cultural changes that shaped the music of the musical time 	<ul style="list-style-type: none"> ➤ What advancements were made in instruments? ➤ How did that affect/effect the orchestra and composition • How did historical events shape the music of this period? • How has literature made an important impact on 	<ul style="list-style-type: none"> Cooperative Learning Peer discussion 	<ul style="list-style-type: none"> Perceptive Listening – Carnival of the Animals Go over listening for understanding Pass out text Cooperative learning over Renaissance Key components 	Cooperative-learning

	periods	music?			
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 	<ul style="list-style-type: none"> • Keys to this time period 		<ol style="list-style-type: none"> 1. Group presentations 2. Review content using quick recall (if time permits) 	Romantic Period presentations
8	<ul style="list-style-type: none"> • I can recall information learned in unit 			Pass out summative exam	Summative exam – Romantic Period Exam
9	<p>NAfME Standards/Program Review/21st Century</p> <p>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 ICTL,FA,ISD,SCCS,PA,LR,CTP S,COM,COL,CRE,IL,ML</p>				

