Pequea Valley School District
Music

Unit: Materials of Music **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are the elements of music and how do they work within Western Art Music?
- What instruments are found in Western Art Music?
- What are some types of common musical ensembles?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.A
  - Know and use the elements and principles of each art form to create works in the arts and humanities.
- Standard - 9.1.12.B
  - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

melody , Harmony, Rhythm. Meter, Consonance, Dissonance, Scales, Major, Minor, Texture, Form, Tempo, Dynamics, Timbre

String, Percussion, Winds, Brass, Symphony, Orchestra, Chamber groups

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- A melody is a line, or the tune, in music. Melodies are broken into phrases with resting places called cadences.
- Rhythm is what moves music forward through time.
- Beats and rhythm are not the same thing.
- Harmony describes the vertical aspects of music: how notes sound simultaneously.
- Texture refers to the interweaving of the melodic lines with harmony.
- Form is the organizing principle in music; its basic elements are repetition, contrast and variation.
- Tempo is the rate of speed, or pace, of music.
- Italian terms are used to describe tempo and dynamics.
- Composers also set text to music and create such things as songs, and opera.
- Western music mainly consists of four families of instruments - string, percussion, wind and brass.
- Musicians are grouped into ensembles.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand that the basic building blocks of music - melody, rhythm, harmony, texture and form--are all interconnected but they are usually defined and analyzed separately.
- Learners will be familiar with the typical instruments that are used in Western music and whether they belong to string, brass, wind, percussion or keyboard families.
- Learners will have a general understanding of the different ensembles that perform music, such as orchestras, choirs, and chamber groups.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will achieve passing grades on the listening and written online quizzes.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Music in Sacred Places **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

-What was plainchant and where/how was it performed? (Ch 14)

-What is polyphony? (Ch 15)

-What are some of the most representative madrigals, motets and masses of the era (Ch. 18, 19)

-What is ABA (da capo) form? (Chapter 21)

-What were JS Bach's contributions to Lutheran church music of the Baroque period? (CH. 23)

-What is English oratorio and what is one of the most important examples? (Ch 24)

-What was music like in the early days of the American colonies? (Ch 25)

-What are the musical features of Mozart's *Requiem*? (Ch. 36)

-What are the musical features of the Fauré *Requiem*? (Ch. 48)

-What are stylistic traits of spirituals? (Ch. 50)

-What is post-Impressionism? (Ch. 54)

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

- 9.2.12.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- 9.2.12.D Analyze a work of art from its historical and cultural perspective.
- 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Pacing: Approximate number of class sessions per unit

15

Tier 3 Vocabulary (Content specific vocabulary)

Cloister, court, coutier, chant, mode, Gregorian, madrigal, Mass, Proper, Ordinary, response, antiphonal, Gloria, Kyrie, Credo, Sanctus, Agnus Dei, Palestrina, Josquin, Hildegard of Bingen, polyphony, organum, rhythmic modes, Renaissance, humanism, a capella, cantus firmus, motet, homorhythm, Palestrina, Reformation, counter-Reformation, Martin Luther, Council of Trent, da capo, academies, chorale, cantata, collegium musicum, JS Bach, bar form, oratorio, libretto, da capo aria, ritornello, lining-out, anthem, William Billings, heterophony, shape-note notation, solfege, requiem, Wolfgang Mozart, mélodie, Gabriel Fauré, spirituals, camp meeting, ring shout, Harlem Renaissance, Post-Impressionism, Prix de Rome, Lily Boulanger.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Sung worship is a shared feature among many world cultures, allowing for a more intense personal and collective connection with the divine.
- Religious communities fostered the extensive development of worship music, starting in the Middle Ages.
- The music of the early Christian church, called plainchant, features monophonic non metric melodies set in one of the church modes.
- In the Middle Ages, Paris's cathedral of Notre Dame was a center of organum, the earliest type of polyphony.
- Renaissance sacred music was generally performed *a cappella* and features a fuller, more consonant sound, than Medieval music.
- Creative women musicians had limited career choices in the Baroque era. Only a few managed to maintain professional lives in the public sphere.
- Lutheran church music is structured around congregational hymns, known as chorales, which are specific to each Sunday service.
- The church cantatas of Johann Sebastian Bach were mostly written for Lutheran church service.
- The oratorio is a large scale, unstaged, dramatic genre with a sacred text performed by solo voices, chorus, and orchestra.
- Colonists in New England took part in congregational hymn singing, which often involved a call-and-response practice called lining out.
- Classical composers continued the tradition of writing worship music for their communities.
- Sacred music of the classical era consisted of oratorio, Mass, and Requiem Mass.

- In French Romantic music, the *mélodie* song tradition paralleled the German *Lied* tradition.
- Fauré's *Requiem* is a unique contribution to the genre, reflecting the freedom with which late-Romantic composers addressed sacred music.
- In the early 1800s, Americans of all backgrounds came together in camp meetings to sing songs of worship.
- In their own meetings, slaves and freedmen developed a semi-improvised tradition of sacred songs known as spirituals.
- Talented French artists and composers have long competed for a special prize, the *Prix de Rome*, which allowed for study in Rome, Italy.
- Lili Boulanger's *Psalm 24* is an example of modernist sacred music written from a perspective of personal devotion rather than commissioned by a religious institution.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

-Learners will understand the basic structure of the Catholic mass and how music played a major part in it.

-Learners will understand the similarities and differences between the music of the American colonies and the English homeland.

-Learners will understand the general stylistic differences in sacred music over the span of three centuries.

-Learners will know the expectations of sacred music of different centuries and how they differ from one another.

-Learners will recognize differences between Medieval plainchant and Renaissance motets.

-Learners will have a basic understanding of shape-note music notation.

-Learners will be able to describe the differences between the requiems of Mozart and Fauré.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

-Learners will achieve passing grades on the listening and written online quizzes.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Music for the Stage and Screen **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What is opera and what are some of the earliest examples? (Ch 22)
- What is the difference between *opera seria* and *opera buffa*? Are there any works that have elements of both? (Ch. 35)
- What is one of the most well-known Italian operas of the Romantic era and what makes it that way? (Ch. 44)
- How are the music dramas of German composer Richard Wagner different from the works of his contemporaries? (Ch. 45)
- What are the characteristics of ballet music and what is one of the leading examples of the genre? (Ch. 46)
- What is *verismo* opera and what is one of the leading examples? (CH. 47)
- What made the premiere of Stravinsky's ballet *The Rite of Spring* such a scandal for the listeners? (Ch. 53)
- What are the characteristics of expressionist opera and what is a leading example? (Ch. 55)
- What two seemingly disparate types of music are combined in the music of Gershwin? (Ch. 58)
- What constitutes a musical in the American style? (Ch. 63)
- How is music used to strengthen a film and who is among the best-known film music composers? (Ch. 68)

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.12.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- 9.2.12.D Analyze a work of art from its historical and cultural perspective.
- 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.12.G Relate works in the arts to geographic regions: Europe

- 9.2.12.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

Pacing: Approximate number of class sessions per unit

15

Tier 3 Vocabulary (Content specific vocabulary)

Recitative. Aria. Opera. Libretto. Sinfonia, Overture, scottish snap, hornpipe, Monteverdi. Masque. Henry Purcell. Ground Bass. Cantata. Bach. Hymn. Bar form. Oratorio. Handel. *Messiah*. Magnificat. Anthem. Harpsichord. Binary form. Opera seria, Opera buffa, Singspiel, opéra comique, bel canto, music drama, *Leitmotif*, *Gesamtkuntswerk,* ballet, intermedio, ballet de cour, pas de deux, Post-Romanticism, verismo, polymeter, shifting meter, Second Viennese School, Expressionism, serialism. Song plugger, arranger, rhapsody, stage musical, underscore, source music. Minimalism, post-minimalism.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- The most important new genre of the Baroque era was opera, a large-scale music drama that combines poetry, acting, scenery and costumes with instrumental and vocal music.
- Principal components of opera include the orchestral overture, recitatives and arias, and ensemble numbers and choruses.
- In the Classical era, two types of opera prevailed: opera seria (serious opera) and opera buffa (comic opera).
- Mozart's *Don Giovanni* combines elements of serious and comic opera in a powerful dramatic work that is performed all over the world.
- Romantic opera developed distinctive national styles in Italy, Germany, and France, and women singers excelled in all styles.
- Giuseppi Verdi is known for his operas, which embody the spirit of Romantic drama and passion. His *Rigoletto*, based on a play by Victor Hugo, is one of the most performed operas today.
- In Germany, the *Singspiel* gave way to more serious works, including Richard Wagner's music dramas, which integrated music, poetry, scenery, drama and spectacle.
- Wagner's music dramas are not sectional (with arias, choruses, etc) but are continuous; unified by *Leitmotifs*--recurring themes--that represent people, ideas and places. His most famous work is the four opera cycle *Der Ring des Niebelungen*.
- Ballet became an independent dramatic form in the eighteenth century, particularly in France and Russia.
- The ballets of Tchaikovsky remain central to the repertory today.
- Italian composer Giacomo Puccini wrote some of the best-loved operas of all time, including *Madame Butterfly*, which combines two end-of-the-century trends: verismo and exoticism.

- Russian composer Igor Stravinsky revitalized rhythm by increasing its complexity--using, for example, polyrhythms and changing meters. These are major features in his ballet *The Rite of Spring*.
- Arnold Schoenberg and his students Alban Berg and Anton Webern became known as the Second Viennese School of modern composition, in the first half of the 1900s.
- Berg's most famous work is *Wozzeck*, an Expressionist opera based on a play about a disturbed man who moves between reality and hallucination in a society that has turned its back on him.
- Seeking to unite elements of jazz and the European concert tradition, George Gershwin composed *Rhapsody in Blue* and several other hybrid works.
- The roots of American musical theater (musicals) lie in both vaudeville shows and in European operetta.
- A film's music sets the mood and helps establish the characters and a sense of place and time.
- There are two basic types of music in a film: underscoring and source music.
- Operatic composers sometimes choose historical topics, seeking to convey emotional truths through semi-fictional accounts of past events.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

-Learners will observe the similarities between music dramas and movie music.

-Learners will differentiate between the compositional procedures of serialism and all that came before it.

- Opera is a musical art that combines story, music, drama and costumes. Among the earliest examples is *Dido and Aneaes.*
- Opera is generally either more serious or more comic. Occasionally, these elements are combined, as in Mozart's *Don Giovanni.*
- Verdi's *Rigoletto* is perhaps the most successful of all Romantic Italian operas.
- Richard Wagner's music dramas, such as *Der Ring des Niebelungen*, stand out as the greatest examples of *Gesamptkunstwerk.*
- Ballet is a musical genre where a story is told solely through music and movement.
- Puccini sought to portray the depth and drama of real life in his works, such as *Madame Butterlfly*.
- The premiere of Stravinsky's ballet *The Rite of Spring* caused a scandal for the listeners due to its extreme musical content.
- Berg's opera *Wozzeck* is the leading example of expressionist opera, a genre in which all characteristics are taken to a dark extreme.
- In the majority of his works, American composer George Gershwin combines elements of jazz with European traditions.
- Bernstein's *West Side Story* is the leading example of American music theater.
- Music is used in films as either underscore or source music. John Williams' music for *Star Wars* films are leading examples.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

-Learners will achieve passing grades on the listening and written online quizzes.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Music Among Friends (Chamber Music) **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What are the characteristics of Medieval chamber music and who is a leading composer? (Ch. 16)
- Who was Monteverdi and what is one of his most important works? (Ch. 17)
- What were the characteristics of Medieval instrumental music, such as dance music? (Ch. 20)
- What is a fugue? (Ch. 28)
- Is there room for humor in music? (Ch. 29)
- What was Mozart's approach to the musical genre called the serenade? (Ch. 31)
- What is a piano sonata and who was a leading composer of the genre? (Ch. 33)
- What is the German *Lied* and who were important composers? (Ch. 37)
- What was popular music like in America during the nineteenth century? (Ch. 38)
- Who was a leading composer of solo piano music during the nineteenth century? (Ch. 39)
- Who was Scott Joplin and what were his musical contributions? (Ch. 51)
- What are the innovative aspects of Schoenberg's *Pierrot lunaire*? (Ch. 52)
- When and where did jazz develop and who are prominent early figures? (Ch. 56)
- What was John Cage's most striking contribution to mid-Twentieth century music? (Ch. 62)
- What is musical minimalism?

Keystone Eligible Content/PA Core Standard

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- 9.2.12.D Analyze a work of art from its historical and cultural perspective.

- 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.12.G Relate works in the arts to geographic regions: Europe
- 9.2.12.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theater).

Pacing: Approximate number of class sessions per unit

20

Tier 3 Vocabulary (Content specific vocabulary)

ars nova, chanson, virelai, rondo, ballade, madrigal, word painting, Monteverdi, bas, haut, recorder, lute, sham, sackbut, cornetto, naker, tabor, saltarello, pavane, ronde, organ, harpsichord, fugue, toccata, prelude, subject, imitation, exposition, devices, counterpoint, absolute music, theme, motive, thematic development, chamber music, string quartet, rondo form, sonata-allegro form. exposition, development, recapitulation, minuet and trio, modulate, bridge, coda, Wolfgang Mozart, Beethoven, sonata, scherzo, Schubert, Lied, strophic, through-composed, art song, song cycle, cultivated, vernacular, parlor song, minstrelsy, Frédéric Chopin, Polonaise, Mazurka, rubato, character piece, programmatic music, Arnold Schoenberg, expressionism, atonality, *Sprechstimme, Klangfarbenmelodie*, azz, blues, New Orleans-style jazz, swing, big-band, work songs, ring shouts, blue notes, chord changes, Billie Holiday, Duke Ellington, AABA, shakes, bebop, cool jazz, West Coast jazz, one clusters, prepared piano microtones, John Cage, Gamelan, minimalism, process music, phase music, Steve Reich, Philip Glass, polyrhythm.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Religious wars (the Crusades) and medieval explorations enabled an exchange of musical instruments and theoretical ideas about music with the Middle Eastern and Far Eastern cultures.
- Machaut was a poet-composer of the French *ars nova* who wrote sacred music and polyphonic chansons set to fixed text forms.
- English madrigals were often lighter than their Italian counterparts.
- Dance music has often been both groundbreaking and provocative in the Western tradition.
- Baroque keyboard players, using organ or harpsichord, improvised and created free-form pieces called preludes or toccatas, followed by more structured works such as fugues.
- Form is the most important organizing element in absolute music, which has no specific pictorial or literary program.
- The Classical era is the golden age of chamber music, with string quartet being the most important genre of the time.

- The first-movement of the Classical multimovement cycle is usually in a fast tempo and in sonata-allegro form, with three main sections: exposition, development and recapitulation.
- The solo sonatas of Mozart and Beethoven are among the most significant in the keyboard (piano) literature.
- The German art-song, or *Lied,* for solo voice and piano, was a favored Romantic genre. Composers also wrote song cycles that unified a group of songs by poems or themes.
- In America, songs were often popularized through minstrel shows, which were racially charged theatrical variety shows.
- Technical advances to the nineteenth-century piano led to the development of the modern concert grand piano.
- Polish composer Chopin dedicated his entire compositional output to the piano and is said to have originated the modern piano style.
- While women in the nineteenth century were discouraged from composing by social convention, they played an essential role as patrons, sponsors and teachers, as well as coordinating musical activity in the home.
- The great bandmaster and composer John Philip Sousa fostered the American wind band tradition, an outgrowth of the British military band.
- The piano roll was an early form of music technology.
- Austrian composer Arnold Schoenberg was highly influential in the movement called Expressionism. He believed in making music new by freeing dissonance from having to resolve to consonance and rejected tonality altogether.
- The roots of jazz lie in African tradition, Western popular and art music, and African American ceremonial and work songs.
- The 1930s saw the advent of the Swing (or big band) era and the brilliantly composed music of Duke Ellington.
- Contemporary music often calls for innovative and highly virtuosic instrumental or vocal effects that challenge performers and listeners to new levels.
- Minimalist works rely on consonant musical elements repeated and gradually changed over extended time frames.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Machaut's *Ma fin est mon commencement* is the leading example of Medieval secular motet.
- In addition to writing the first opera, Monteverdi is also known for madrigals such as *Si ch'io vorrei moire*.
- English madrigals are lighter in style.
- Secular dance music had a rich tradition, and was led by composer Tielman Susato.
- A fugue is a type of music where the material is generated by its compositional process.
- At times, F J Haydn was able to instill a sense of humor in his music, especially in his "Joke" string quartet.
- Using elements of the symphonic style, Mozart's *Eine Kleine Nachtmusik* typifies the genre of instrumental serenade.
- Beethoven is synonymous with the term 'piano sonata,' and his *Moonlight Sonata* bears witness to this.
- In Germany, art songs were called *Lieder*, and Schubert and Schumann were leading composers of the genre.
- Nineteenth century popular song was dominated by the works of Stephen Foster, and his music endures today.

- Through his preludes, nocturnes, sonatas and etudes, Chopin led the world of solo piano music in the 19th century.
- Scott Joplin is one of America's most noted composers, and the inventor of the ragtime piano style.
- Schoenberg's *Pierrot lunaire* is innovative in its use of the *Sprechstimme* vocal technique.
- Jazz developed in the early twentieth century America, led by Duke Ellington, Billy Strayhorn and female singer Billie Holiday.
- John Cage pioneered experimental music for prepared piano, which featured adaptations to the strings of the instrument.
- Minimalist music relies on subtle changes to musical elements.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

-Learners will achieve passing grades on the listening and written online quizzes.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Department

Unit: Music in Public Places **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What was the musical context for Handel's famous Water Music suite, and how does it typify the genre? (Ch. 26)
- How does Vivaldi's *The Four Seasons* merge traits of both concerto and program music? (Ch. 27)
- What are the musical traits of the Classical period symphony? (Ch. 30)
- What characteristics does the Classical concerto share with the Classical symphony? (Ch. 32)
- What is the most famous symphony ever composed? (Ch. 34)
- How do the symphonies of Brahms fit both the Classical and Romantic ideals? (Ch. 43)
- What is Impressionist music and who is a significant composer of that type of music? (Ch. 49)
- What is Neo-Romanticism?

Keystone Eligible Content/PA Core Standard

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- 9.2.12.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theater).

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

Suite, Handel, Water Music, Allemande, sarabande, courante, gig (jig), hornpipe, passepied, minuet, gavotte, bourée, binary form, ternary form, concerto, ritornello form, program music, episode, Vivaldi, Four Seasons, symphony, overture, theme and variations, FJ Haydn, Concerto. First-movement concerto form. Cadenza, Brahms, Absolute music, Impressionism. Claude Debussy, 9th chord, Neo-Romanticism.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- In the Baroque era, instruments were greatly improved and featured in several large-scale genres, including the suite.
- Baroque musicians developed the concerto - a genre that featured either a solo instrument or group of soloists set against a larger ensemble.
- Antonio Vivaldi, virtuoso violinist, composer of the *Four Seasons*, a well-loved set of solo violin concertos that exemplify program music.
- The symphony, a genre designed to demonstrate the expressive capabilities of a full orchestra, arose as one of the principal genres of the Classical era.
- The heart of the Classical orchestra was the strings, assisted by the winds, brass and percussion sections.
- The Classical concerto form has three movements, alternating fast-slow-fast. The first movement is the longest and most complex and uses first-movement concerto form.
- Beethoven's music is grounded in the Classical tradition but pushes its limits in a way that helped define the emerging Romantic sensibility.
- Composers continued to write absolute music throughout the nineteenth century, including symphonies, concertos and chamber music. Johannes Brahms exemplified this trend.
- Impressionism in music is characterized by modal and exotic scales, unresolved dissonances, tone combinations such as ninth chords, rich orchestral color and free rhythm, all generally cast in small-scale programmatic forms.
- Neo-Romanticism favors the lush harmonic language of the late Romantic era: the music is mostly tonal, chromatic, and highly virtuosic, with innovative timbral combinations.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Handel's famous *Water Music* typifies the genre of Baroque music suite.
- Vivaldi's *The Four Seasons* merges traits of both concerto and program music.
- In the Classical period, the symphony was a multimovement work with varying, yet related, musical characteristics.

- The Classical concerto, like the symphony, is a large-scale multi-movement work, but also features a soloist that performs ‘against’ the larger group.
- Beethoven’s fifth symphony is perhaps the most famous symphony ever composed.
- Johannes Brahms continued the absolute music compositional styles of the Classical period, but in the Romantic age.
- Debussy’s *Prelude to the Afternoon of a Faun* exemplifies the traits of musical impressionism.
- In the 21st century, composers such as Jennifer Higdon revived the characteristics of Impressionism.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? ***Culmination Assessments embedding skills and competencies***

-Learners will achieve passing grades on the listening and written online quizzes.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Music and Identity **Course: Insights in Classical Music** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How did Frédéric Chopin instill musical traits of his native Poland in some of his piano works? (Ch. 39)
- What is programmatic music and what are some of the most famous examples? (Ch. 41 and 42)
- What is nationalism and how did it affect music of the 19th century? (Ch. 42)
- What was the Harlem Renaissance and what are some musical works that emerged? (Ch. 57)
- What was the sound of "American" music and who sought to discover it? (Ch. 59)
- What folk elements did Central American composers draw upon for their art music? (Ch. 60)
- How did Bartok collect the folk music that featured so prominently in his works? (Ch. 61)

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.12.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- 9.2.12.D Analyze a work of art from its historical and cultural perspective.
- 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.2.12.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.12.G Relate works in the arts to geographic regions: Europe
- 9.2.12.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theater).

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

Program music, idée fixe, thematic transformation, concert overture, incidental music, symphonic poem, tone poem, nationalism, Berlioz, Mendelssohn, Grieg, William Grant Still, Harlem Renaissance, Charles Ives, polyrhythm, polytonality, Country Band March, Aaron Copland, shaker (religion), mariachi, neoClassicism, Bela Bartok

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Chopin's piano works include études, nocturnes, dances, as well as sonatas and concertos. His music calls for the use of rubato, or robbed time. His music often utilizes the musical sounds of his native Poland.
- Many Romantic composers cultivated program music--instrumental music with a literary or pictorial association supplied by the composer--over absolute music.
- Hector Berlioz's *Symphonie fantastique* is a five-movement program symphony unified by a recurring musical theme.
- Political unrest throughout Europe stimulated schools of nationalistic composers in Russia, England, Scandanavia, Spain and Bohemia.
- Prominent types of program music include the concert overture, incidental music and the symphonic poem.
- The Harlem Renaissance was a cultural movement in the 1920s and 30s that highlighted African American contributions of the country's (USA) cultural heritage.
- Several modernist composers in the United States attempted to craft a musical style that reflected a truly American sound. Chief among them were Charles Ives and Aaron Copland.
- Mexican composer Silvestre Revueltas celebrated the heritage of the ancient Mayan empire in his *La noche de los Mayas*.
- Twentieth-century composers used more authentic folk and traditional elements in their nationalistic music than nineteenth-century composers did. Bela Bartok stands out among his contemporaries for his incorporation of traditional songs and dances of Hungary.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Many of Chopin's piano works, especially the Polonaises, contain musical elements that harken back to his native country of Poland.
- Programmatic music depicts non-musical ideas and/or tells a story; as demonstrated by Berlioz (*Symphonie fantastique*) and Mendelssohn (*A Midsummer Night's Dream*).
- Some instrumental music of the 19th century seeks to capture the folk characteristics that correspond to the nationality of the composer.

- William Grant Still was a famous African American composer who helped spark the Harlem Renaissance.
- American composer Charles Ives and Aaron Copland both sought to create music with an “American” sound, but in very different ways.
- Central American composers such as Revueltas drew upon the sounds for the mariachi band for his concert music.
- Belá Bartok used contemporary technology in the field to collect the folk tunes that he used in his music.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? ***Culmination Assessments embedding skills and competencies***

-Learners will achieve passing grades on the listening and written online quizzes.

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