

<b>Subject:</b> Music A-Z	<b>Calendar:</b> 1 <sup>st</sup> 6 Weeks	<b>Timeframe:</b>	<b>Level/Grade:</b> High School
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Unit Name: Middle Ages and the Renaissance Era

**Unit Objectives:**

TSW

- 1) Compare and contrast musicians in the courts and the church
- 2) Recognize musical notation developed in the middle ages
- 3) Demonstrate an understanding of plainsong
- 4) Demonstrate an understanding of secular songs
- 5) Demonstrate an understanding of polyphony and recognize its different forms
- 6) Demonstrate an understanding of instrumental music
- 7) Demonstrate an understanding of the instruments used
- 8) Compare and contrast the most well-known composers of the middle ages
- 9) Demonstrate an understanding of the rise of patrons and how they affected musicians
- 10) Name and describe a paraphrase, polychoral music, musical borrowing, word painting, and imitations
- 11) Demonstrate an understanding of harmony used in the renaissance
- 12) Demonstrate an understanding of liturgical music
- 13) Demonstrate an understanding of secular music
- 14) Demonstrate an understanding of instrumental music
- 15) Compare and contrast the most well-known composers of the renaissance

LESSON:

- 1) Class discussions
- 2) Daily exercise

<b>Activity Type:</b> Research, reading, lecture, and class discussions regarding important composers Listening exercises	<b>TEKS: Level I</b> 1)B, 1 & 2 2)C, 1C 3)C, 5ABCD
<b>Materials:</b> Pencil, workbooks	

<b>SE Modifications:</b> Students will be given additional time to complete work	<b>Resources:</b> An Illustrated History of Music for Young Musicians Accent on Composers	<b>TA TEKS:</b> Use of internet to research composers and listening examples
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<b>GT Modifications:</b> Peer tutoring	<b>Evaluation Methods:</b> Daily exercises Written exams
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<b>Subject:</b> Music A-Z	<b>Calendar:</b> 2 <sup>nd</sup> 6 Weeks	<b>Timeframe:</b>	<b>Level/Grade:</b> High School
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Unit Name: The Baroque Era

<p><b>Unit Objectives:</b></p> <p>TSW</p> <ol style="list-style-type: none"> <li>1) Compare and contrast Bach, Handel, and Vivaldi</li> <li>2) Compare and contrast court musicians and church musicians</li> <li>3) Demonstrate an understanding of the musical elements of the Baroque era</li> <li>4) Demonstrate an understanding of vocal music</li> <li>5) Demonstrate an understanding of instrumental</li> <li>6) Compare and contrast, and define styles of vocal and instrumental</li> <li>7) Explain how society affected the composers</li> <li>8) Correctly assign composers to their most important type of music</li> <li>9) Identify and describe the musical instruments of the baroque era</li> <li>10) Compare and contrast the most well-known composers of the Baroque era</li> <li>11) Place the composers of the Baroque era on a time line</li> </ol> <p><b>LESSON:</b></p> <ol style="list-style-type: none"> <li>1) Class discussions</li> <li>2) Daily exercise</li> </ol>
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<p><b>Activity Type:</b></p> <p>Research, reading, lecture, and class discussions regarding important composers</p> <p>Listening exercises</p>	<p><b>TEKS: Level I</b></p> <ol style="list-style-type: none"> <li>1) B, 1 &amp; 2</li> <li>2) C, 1C</li> <li>3) C, 5ABCD</li> </ol>
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<p><b>Materials:</b></p> <p>Pencil, workbooks</p>
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<p><b>SE Modifications:</b></p> <p>Students will be given additional time to complete work</p>	<p><b>Resources:</b></p> <p>An Illustrated History of Music for Young Musicians</p> <p>Accent on Composers</p>	<p><b>TA TEKS:</b></p> <p>Use of internet to research composers and listening examples</p>
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<p><b>GT Modifications:</b></p> <p>Peer tutoring</p>	<p><b>Evaluation Methods:</b></p> <p>Daily exercises</p> <p>Written exams</p>
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<b>Subject:</b> Music A-Z	<b>Calendar:</b> 3 <sup>rd</sup> 6 Weeks	<b>Timeframe:</b>	<b>Level/Grade:</b> High School
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Unit Name: The Classical Era

<p><b>Unit Objectives:</b></p> <p>TSW</p> <ol style="list-style-type: none"> <li>1) Demonstrate an understanding of the life and music of Mozart, Haydn, and Beethoven</li> <li>2) Demonstrate an understanding of the increasing role of women in music</li> <li>3) Demonstrate an understanding of the transitioning patronage system</li> <li>4) Demonstrate an understanding of the general characteristics of classical music</li> <li>5) Identify and define the specific characteristics of classical music</li> <li>6) Identify and define the important musical forms of the classical era</li> <li>7) Explain how society affected the composers</li> <li>8) Demonstrate an understanding of the rise of opera</li> <li>9) Demonstrate an understanding of vocal music</li> <li>10) Demonstrate an understanding of instrumental music</li> <li>11) Compare and contrast other well known composers of the Baroque</li> </ol> <p>LESSON:</p> <ol style="list-style-type: none"> <li>1) Class discussions</li> <li>2) Daily exercise</li> </ol>
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<p><b>Activity Type:</b></p> <p>Research, reading, lecture, and class discussions regarding important composers</p> <p>Listening exercises</p> <p>Final project – report and presentation about a baroque or classical composer</p>	<p><b>TEKS: Level I</b></p> <ol style="list-style-type: none"> <li>1) B, 1 &amp; 2</li> <li>2) C, 1C</li> <li>3) C, 5ABCD</li> </ol>
<p><b>Materials:</b></p> <p>Pencil, workbooks</p>	

<p><b>SE Modifications:</b></p> <p>Students will be given additional time to complete work</p>	<p><b>Resources:</b></p> <p>An Illustrated History of Music for Young Musicians</p> <p>Accent on Composers</p>	<p><b>TA TEKS:</b></p> <p>Use of internet to research composers and listening examples</p>
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<p><b>GT Modifications:</b></p> <p>Peer tutoring</p>	<p><b>Evaluation Methods:</b></p> <p>Daily exercises</p> <p>Written exams</p> <p>Final project rubric</p>
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