# 2017.18 Music History, Quarter 2

**Big Ideas/Key Concepts:** Students will learn composers, styles, vocabulary, and musical examples of the Classical Era. Students will study European music styles from the Classical through Romantic periods.

**Essential Question:** How do politics, religion and culture influence music?

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>3.0 Improvising</strong></td>
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<tr>
<td>MH.3.2.2 Identify ways to change a melodic, rhythmic, or harmonic passage to express a given emotion (e.g. mode, dynamics, tempo).</td>
<td>I can change a melodic, rhythmic, or harmonic passage to express sadness by changing dynamics and mode.</td>
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| **4.0 Composing** |  |
| MH.4.2.1 Arrange a musical example ending on the tonic. | I can arrange a 4-8 measure melody ending on tonic consisting of quarter, eighths, half, whole notes and rests using diatonic pitched instruments (i.e. Boomwhackers, iPad, Virtual Piano, etc.) |
| MH.4.2.2 Arrange a musical example ending on the dominant. | I can arrange a 4-8 measure melody ending on the dominant. |
| MH.4.2.3 Arrange given melodies to end with dominant-tonic to discover the dominant-tonic relationship. | I can arrange a given melody ending with dominant-tonic cadence. |

| **5.0 Reading and Notating** |  |
| MH.5.1.3 Sing, play or move to a selected exercise containing dominant-tonic cadences using standard and/or non-standard notation. | I can notate a composition containing dominant-tonic cadences using standard and/or non-standard notation:  
  - Staff  
  - Grand staff  
  - Treble clef  
  - Bass clef  
  - Ledger line |
MH.5.2.3 Notate a composition containing dominant-tonic cadences using standard and/or non-standard notation.

6.0 Listening and Analyzing
MH.6.1.1 List characteristics of music from various genres and/or style periods using teacher-provided guidelines.

MH.6.1.2 Describe characteristics of music from various genres and/or style periods using teacher-provided guidelines.

MH.6.1.3 Discuss characteristics of music from various genres and/or style periods using teacher-provided guidelines.

MH.6.2.2 Analyze how the elements of music communicate thoughts and emotions.

MH.WCE.2 Describe Sonata Allegro form and its use in music during the Classical era.

7.0 Evaluating
MH.7.1.1 Identify elements of music hear aurally using teacher-provided guidelines.

MH.7.1.2 Categorize characteristics of the elements of music heard aurally using teacher-provided guidelines.

MH.7.1.3 Hypothesize a style period or composer based on the characteristics of elements of music.

- Scale
- Mode

I can apply standard notation to a listening example moving in step-wise motion, given the starting pitch.

I can compare and contrast the Classical works of Mozart and Haydn in their use of music elements.

I can synthesize the elements of music that are used to create the programmatic style of Mozart’s *Don Giovanni* or *Marriage of Figaro*.

I can differentiate in an aural example, the instruments used in Classical music.

I can define and identify examples of recitative and arias.

I can compare and contrast the development of opera throughout the Classical period by analyzing the works of Mozart.

I can identify the parts of Sonata Allegro form and discuss how the form was used by the major composers of the Classical Era.

I can differentiate in an aural example, the instruments used in Classical music.

I can define and identify examples of recitative and arias.

I can infer a musical selection’s composer by citing the use of elements of music specific to a particular composer.
<table>
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<th>Standard</th>
<th>Description</th>
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<tr>
<td><strong>MH.7.2.1</strong></td>
<td>Compare and contrast two performances of the same work.</td>
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<tr>
<td><strong>MH.WCE.3</strong></td>
<td>Investigate ways in which technology affected the development of music.</td>
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**8.0 Interdisciplinary Connections**

- **MH.8.1.1** Identify the application of elements of music in each style period.
- **MH.8.1.2** Describe and compare the application of elements of music in each style period.
- **MH.8.1.3** Determine the reason for different applications of elements of music between style periods.
- **MH.8.2.1** Identify music elements that are common to other arts disciplines.
- **MH.8.3.1** Identify components that are common to music and disciplines outside the arts.
- **MH.8.3.2** Describe the application of common components in music and disciplines outside the arts.

**9.0 Historical and Cultural Relationships**

- **MH.9.1.1** Identify the historical and cultural influences on music.
- **MH.9.1.2** Identify the reciprocal relationship between music and the influences of history and culture.
- **MH.9.1.3** Interpret and present the effects of the relationships between music and the influences of history and culture.

I can compare and contrast the development of opera throughout the classical period by analyzing the works Beethoven & Mozart.

I can investigate ways in which technology affected the development of music, including new instruments and the development of the printing press.

I can analyze the historical significance of the growth of secular music from the Classical time period.

I can analyze the effect of secular music on the increased use of the vernacular in music.

I can analyze the significance of American Popular music on the development of vocal music.

I can identify dances from other cultures.

I can identify other pieces of art, literature, or dance from other cultures.

I can identify common components in music, art, literature, and dance.

I can identify the social function of opera throughout Europe (particularly Italy and England) and evaluate its effect on musical development.

I can recognize the importance of Beethoven’s Ninth Symphony within the culture of Western Europe.