Music Theory Curriculum

Grade 9-12: Unit 2
The Baroque Period
Course Description

The study of music theory is needed in part because it gives greater understanding to all music, past and present. This course, Music Theory, is an exploration about where the music in the Western tradition came from and how it has changed over the centuries from ancient times to the present. This course is focused on the musical works, styles, and genres, an ideas that has proven most influential, enduring, and significant. It also encompasses a wide range of music, from religious to secular, from serious to humorous, from art music to popular, and from Europe to the Americas. This course will bring several themes to the fore:

- the people who created, performed, heard, and paid for this music;
- the choices they made and why they made them;
- what they value most in the music;
- how those choices reflected both tradition and innovation.

Students will survey the continuum of musical history in Western Civilization starting from Antiquity, Medieval Time, Renaissance, than focusing on historical and cultural developments in each centuries: Seventeenth, Eighteenth, Nineteenth and Twentieth/Twenty-First. Main stylistic, cultural, political and historical trends of the period will be discussed to place musical events within their cultural and historical context. Although discussions of the pieces requires no knowledge of musical notation, all of the content is taught with an aural component with the aim to foster the development of aural skills that lead to an understanding of music.
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<tr>
<th>Unit</th>
<th>Period</th>
<th>Weeks</th>
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<tr>
<td>Unit 1</td>
<td>The Renaissance</td>
<td>8</td>
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<td>Unit 2</td>
<td>The Baroque Period</td>
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<td>Unit 3</td>
<td>The Romantic Period</td>
<td>8</td>
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<tr>
<td>Unit 4</td>
<td>Rock and Roll</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that
positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Differentiated Instruction

Accommodate Based on Students individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Comprehension</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Precise step-by-step directions</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Brief and concrete directions</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Provide immediate feedback</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
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<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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### Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentor-ships
Assessments

- Listening Outlines
- Drag and Drop Items
- Multiple-Choice Items
- Timelines
- Maps
- Charts
- Graphic Organizers
- DBQ, Essays
- Oral Report
- Role Playing
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Concept Mapping
- Short/Extended Constructed Response Items
- Quizzes
- Journal Entries/Reflections/Quick-Writes
- Accountable talk
- Projects
- Portfolios
- Observation
- Graphic Organizers/ Concept Mapping
- Presentations
- Homework
## Interdisciplinary Connections

### English Language Arts & History/Social Studies Grades 9-10 Common Core Standards Key Ideas and Details:

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones

### English Language Arts Standards

**WHST.9 – 10.1 a-e: Write arguments focused on discipline-specific content.**

WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

### Production and Distribution of Writing:

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
| Grade: 9-12 | Unit: II | Topic Description: Students will analyze the form, function, craftsmanship, and originality of representative works of music from Baroque Main stylistic, cultural, political and historical trends of the period will be discussed to place musical events within their cultural and historical context. All of the content will be taught with an aural component with an expectation that students will aurally identify selected pieces and style characteristics of Baroque and Classical periods by recognizing the basic elements of music and various musical instruments and ensembles. |

Music, New Jersey Core Curriculum Content Standards (NJCCCS):

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction of complex musical scores from diverse cultural contexts.

1.2.12.A.1.Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance.

1.3.12.B.2. Analyze how the elements of music are manipulated in original or prepared musical scores.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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| • Analyze major cultural and     | ▪ What were the major cultural and historic events that influenced the art-making     | Baroque Period [link](http://plato.acadiau.ca/courses/mus/j/callon/2233/2233.htm#links) | - Create a blog as if you were a key figure during the Baroque Period and write two different posts on cultural issues.  
- Explain the differences, if any, between the Renaissance and the Baroque Periods in each of the following areas: Economic conditions, Social life, Education, Costume, and Music  
- Create and color a cartoon what could have been run in a newspaper from this era.  
| historic events and technological | between 1600 and 1750?                                                               | Baroque Art [link](http://witcombe.sbc.edu/ARTHbaroque.html)               |                                                                                                                                                                                                                  |
| events that parallel the         |                                                                                      | [link](https://www.quora.com/What-is-the-biggest-influence-Baroque-music-had-in-its-age-and-time) |                                                                                                                                                                                                                  |
| development of arts in the       |                                                                                      |                                                                           |                                                                                                                                                                                                                  |
| Baroque style 1.2.12.A.1; 1.2.12.A.2 |                                                                                        |                                                                           |                                                                                                                                                                                                                  |
| • Analyze the main characteristics | ▪ What are the main characteristics of Baroque music? How did early Baroque music    | Baroque Music [link](http://baroque-music.com/frames/frames.shtml)          | - Imagine you are a newspaper music editor covering developments in music in Baroque era. Take a position on  
<p>| of Baroque Music 1.4.12.A.1; 1.4.12.A.3 | differ from Renaissance                                                               |                                                                           |                                                                                                                                                                                                                  |</p>
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</table>
| 1.4.12.A.4                      | - Listen to musical selections of Baroque composers to discern use of elements that are specific to the style of Baroque Music.  
1.2.12.B.1 1.4.12.A.1  
- Compare and contrast the use of the elements of music in Gregorian Chant, Renaissance and Baroque styles.  
1.2.12.B.1 1.4.12.A.1  
- Analyze the development of instrumental music in Baroque Music.  
1.3.12.B.1; 1.3.12.B.2 | - How is Baroque Music same or different from Gregorian Chant and/or Renaissance Music?  
- How did instrumental music continue to develop throughout the Baroque era?                                                                                                                                                                                                                                                                                                                                                               | Music 102: the Baroque Age  
http://www.ipl.org/exhibit/mushist/bar/index.htm  
Musical Improvisation in the Baroque Age  
http://www.wright.edu/~martin.manner/improv01.html  
Late Renaissance and Early Baroque Stylistic Comparisons  
http://plato.acadiau.ca/courses/musi/callon/2273/ren-bar.htm | whether or not you approve of characteristics of “new” music such as polyphonic texture, unity of mood and terraced dynamics.  
- Compare and contrast the use of music elements in Gregorian Chant, Alleluia: Vidimus stellam and Bach, Little Fugue (Organ Fugue in G Minor)  
- Venn Diagram: Compare and contrast how aspects of meter, rhythm, tonality, intervals, and chords are organized and manipulated in Renaissance and the Baroque music  
- Find at least two recordings of instrumental Baroque music to study: make sure one uses authentic instruments of Baroque period, and the other uses modern instruments. Write a short essay which answers the following question based on your listening experience: If you needed to choose between
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<tr>
<td>Analyze the role of music in Baroque society 1.2.12.A.1; 1.4.12.A.1 1.4.12. A.3; 1.4.12.A.4</td>
<td>▪ What was the &quot;Baroque Ideal&quot; in music? ▪ How was the politics and culture of the time reflected in Baroque music?</td>
<td>Baroque Period <a href="http://plato.acadiau.ca/courses/musi/callon/2233/2233.htm#links">link</a> The Baroque Ideal <a href="http://jan.ucc.nau.edu/~tas3/baroqueideal.html#GodfatherMonteverdi">link</a> Baroque Musical Context <a href="http://www.essentialsofmusic.com/eras/brqcon.html">link</a></td>
<td>- Journal: Write a journal entry from the perspective of being a musician in the Baroque period Journal: - Write a journal entry from the perspective of being a patron of music in the baroque society - Travel Blog: Create a travel blog in which you address social, political, cultural and economic conditions in Europe during the Baroque Period. Place an emphasis on the role of music in society.</td>
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<tr>
<td>Analyze the form, texture and the style of concerto grosso and ritornello</td>
<td>▪ What is the concerto form? ▪ What is the form, texture and style of the concerto grosso? How does it differ from</td>
<td>Baroque Concerto Grosso <a href="http://www.lcsproductions.net/MusHistRev/Articles/BarConGrssso.html">link</a></td>
<td>- Listen to and analyze the form and the use of the elements of music in Vivaldi’s, <em>La Primavera (Spring)</em> from The</td>
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*Note: The URLs in the resources column are placeholders and may need to be updated for accessibility.*
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<tr>
<td>1.1.12.B.1; 1.1.12.B.2; 1.3.12.B.1</td>
<td>musical forms in past periods? How is it similar?</td>
<td></td>
<td>Four Seasons, Movt. I</td>
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<td></td>
<td>▪ What is the ritornello?</td>
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<td>- Aurally identify the formal structure and melodic and rhythmic motifs. Identify changes in tempo, rhythm, melody and timbre that are the same, different or recurring.</td>
</tr>
<tr>
<td>1.1.12.B.1; 1.1.12.B.2; 1.3.12.B.1</td>
<td>What is the form, texture and style of Baroque fugue?</td>
<td>Anatomy of a Fugue <a href="http://jan.ucc.nau.edu/~tas3/fugueanatomy.html">http://jan.ucc.nau.edu/~tas3/fugueanatomy.html</a></td>
<td>- Listen to and analyze the form and the use of the elements of music in Vivaldi’s, La Primavera (Spring) from The Four Seasons, Movt. I</td>
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<td>▪ What are the elements of opera?</td>
<td>Fugue Treatises, Analyses and Tools <a href="http://www.kunstderfuge.com">http://www.kunstderfuge.com</a> The Fugue <a href="http://musik.freepage.de/cpb7079/inhalt.html">http://musik.freepage.de/cpb7079/inhalt.html</a></td>
<td>- Aurally identify the formal structure and melodic and rhythmic motifs. Identify changes in tempo, rhythm, melody and timbre that are the same, different or recurring.</td>
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<td></td>
<td><a href="http://galileo.rice.edu/lib/student_work/florence96/camerata.html">http://galileo.rice.edu/lib/student_work/florence96/camerata.html</a></td>
<td>changes in tempo, rhythm, melody and timbre that are the same, different or recurring.</td>
</tr>
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</table>

**U.S. Opera**
[http://www.usopera.com](http://www.usopera.com)

**Operabase**

- Listen to and follow the listening outline while the piece is heard. Analyze the use of the elements of music:
- Purcell, Dido and Aeneas, Dido’s Lament

- Aurally identify specific characteristics of the baroque sonata
  1.1.12.B.1; 1.1.12.B.2;
  1.3.12.B.1;
- 1.3.12.B.2

- What are the characteristics of Baroque sonata?

**The Baroque Sonata**

- Listen to and analyze the form and the use of the elements of music in Arcangelo Corelli, *Trio Sonata in A minor, Op.3, No 10*
- Aurally identify the formal structure and melodic and rhythmic motifs. Identify changes in tempo, rhythm, melody and timbre that are the same, different or recurring.
-
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</table>
| • Examine the role Johan Sebastian Bach had in affecting musical expression of the era 1.4.12.A.1 | ▪ Where was this artist born and educated; Who were his contemporaries; What were his most important musical pieces?  
▪ What compositional techniques are specific to Johan Sebastian Bach? | **JS Bach Home Page**  
http://www.jsbach.org/  
**Johann Sebastian Bach**  
http://www.baroquemusic.org/bqxjsbach.html  
**Johann Sebastian Bach’s Life**  
http://odur.let.rug.nl/Linguistics/diversen/bach/map.html | - Social Media Activity: Create a twitter, tumblr, or Facebook for Johan Sebastian Bach  
- Project: Present a hypothetical timeline that describes Bach's typical day, from morning to nighttime in Leipzig. Review information regarding Bach's duties in Leipzig, which included conducting, composing, and teaching in several institutions. Include practice and composition time. What do you imagine was his working style? An online visit to the Bach Homepage at http://www.jsbach.org/ might help with this project  
- Listen to the one of the following pieces and analyze the compositional techniques specific to the composer:  
  - J.S. Bach, *Prelude in C Minor*, |
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<tbody>
<tr>
<td>Identify elements of the Chorale, Church Cantata and the Oratorio in listening examples</td>
<td>What are the musical characteristics of the Baroque Chorale, Church Cantata and the Oratorio? How are they the same? How are they different?</td>
<td>Choral Music <a href="http://www.britannica.com/art/choral-music">http://www.britannica.com/art/choral-music</a></td>
<td>Compare and contrast the use of music elements in the pieces listed below. Aurally identify melodic and rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmony and timbre that are the same or different.</td>
</tr>
</tbody>
</table>
| 1.1.12.B.1 | | | - Bach, *Cantata No. 140: Wachet Auf, ruft uns die Stimme*  
- Movt. IV, Tenor Chorale: Zion hrt die Wchter singen Movt. VII, Chorale: *Gloria sei dir gesungen*  
- Handel, *The Messiah, Ev'ry Valley Shall Be Exalted (Aria* |
<p>| Compare and contrast musical characteristics of the Baroque Chorale, Church Cantata and the Oratorio | | | |
| 1.1.12.B.1; 1.1.12.B.2; 1.3.12.B.1; 1.3.12.B.2 | | | |</p>
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*for tenor* Hallelujah Chorus
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<th>Unit Project (Choose 1)</th>
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<tbody>
<tr>
<td><strong>Unit Project (Suggested)</strong></td>
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<tr>
<td>Compare and contrast the use of music elements (rhythm, meter, melody, harmony, key, texture, form etc.) in two pieces from different periods/styles covered in class (e.g. Baroque: Bach, <em>Brandenburg Concerto No. 5</em> and Classical: Mozart, <em>Piano Concerto No. 23 in A Major</em>, KW. 488, Movt, I).</td>
</tr>
<tr>
<td>Level</td>
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<td>90-100</td>
</tr>
</tbody>
</table>
| 80-89  | Refers to **at least three** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s) **OR**  
Refers to **at least three** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 70-79  | Refers to **at least two** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s) **OR**  
Refers to **at least two** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 60-69  | Refers to **only one** musical element **without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| Below 60 | Response is illegible  
**OR**  
Response doesn’t meet any of the above criteria  
**OR**  
Response is inappropriate to topic  
**OR**  
No response |
Field Trip Ideas: Attend a concert and write a concert report.

Following are some of the suggested venues in New Jersey:

- **Peak Performances at Montclair State University**, One Normal Avenue, Montclair, NJ 07043
- **Newark Symphony Hall**, 1020 Broad Street, Newark, NJ
- **New Jersey Performing Arts Center**, One Center Street, Newark, NJ 07102