

**Visual and Performing Arts**  
**Performing Arts: Advanced Music Theory**  
**Unit 3: Historic Masters of Composition**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Composers develop their own writing styles based upon the knowledge gained by analyzing the works of other composers.</li> <li>▪ The great composers (i.e., Bach, Beethoven, Mozart etc.) share similar writing styles based upon the time period in which they lived.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What style or form was used to develop each composer’s style of writing?</li> <li>▪ In the compositions of different composer that are analyzed, what harmonic structure is being used?</li> <li>▪ How does the time period affect the musical writing style (i.e., Classical, Baroque, Renaissance, etc.)?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Music notation is the written language for musicians to communicate through music.</li> <li>▪ Music is written in phrases and different melodic structures. (i.e., block form, arpeggios, vocal line with piano accompaniment, etc.)</li> <li>▪ Different rules were followed in regards to writing styles based upon the time period in which the composition was written.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ baroque, renaissance, classical, modern, form, polyphony, harmonic, melodic structure</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify time period’s bases upon the writing styles analyzed.</li> <li>▪ Create new works based upon the writing styles of composers of previous time periods.</li> <li>▪ Describe previous composer’s interests and lives and how their social setting influenced their writing.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Music</u></p> <p>A. Creative Expression  A3. Listening and Describing  Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p> <p>B. Creation, Performance, and Expression  B2. Composition  Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.</p> <p>E. Visual and Performing Arts Connections  E1. The Arts and History and World Cultures  Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world culture.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Composer research paper</li> <li>▪ Analysis of several composers work.</li> <li>▪ Original compositions</li> </ul>

**Visual and Performing Arts**  
**Performing Arts: Advanced Music Theory**  
**Unit 3: Historic Masters of Composition**

<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Tests</li><li>▪ Composition assignments</li><li>▪ Vocabulary quizzes</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Music in Theory and Practice</u>, seventh ed. Vol. 1</li></ul></li></ul>