

NYSSMA MUSIC VIEWS

Standards-Based Teaching & Learning Across the State



Lesson Plan for NYSSMA Music Views

Name: Phil Preddice

Title: The Emergence of Romanticism

Level

Elementary

Middle School

High School

Content Area

Band

Chorus

Classroom

Orchestra

Objective

Students will learn about and feel (through active participation) the historic transition from the Classical Time Period to the Romantic Time Period. They will learn to recognize the Elements of Music that define both time periods. They will gain insight into the historical, architectural, and artistic realities of the day.

The NYS Learning Standard(s) this lesson will address...

- Creating, Performing and Participating in the Arts
- Knowing and Using Arts Materials and Resources
- Responding to and Analyzing Works of Art
- Understanding the Cultural Dimensions and Contributions of the Arts

National Standards for Music Education this lesson...

Singing – alone and with others – a varied repertoire of music

- Performing on instruments – alone and with others – a varied repertoire of music

Improvising melodies, variations and accompaniments

Composing and arranging music within specific guidelines

- Reading and notating music
- Listening to, analyzing and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

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Instructional Ideas

One Classical Symphony and two selections from the Romantic Time Period are contrasted with art work of the related time periods. Instrumentation and performance techniques of the time periods are discussed in the rehearsal. Use of classical and romantic artwork provides a visual context for students.

Assessment

Class discussions, Quarterly written test, and questioning techniques reveal the success of the lesson.

References/Resources

- Mozart, Sym. 40
- Rossini, William Tell Overture
- Rimsky-Korsakov, Russian Easter Overture

Notes

This lesson is built on the following premises: Teaching for the Test gives your students a shallow understanding of the subject," "Daily Orchestra Rehearsals that are repetitively and consistently focused on concert material produce students who can play limited music literature with very little understanding of music," "Concerts should be outgrowths of musical understanding and applied skills," "Daily Rehearsals should include long term goals that support the life long understanding of music."