

## Glynn County Daily Lesson Plan for ES Related Arts Instruction

Teacher: **Debbie McIlrath**

Course/ Subject: **General Music, K-5**

### **Video and explanation from Mrs. Mac!**

Welcome to the Baroque Period! This 15 minute video says it all! Work through the additional activities about the Baroque period (for your grade level) and take the quiz (for your grade-level) at the bottom of the lesson plan! Have fun being FANCY this week, with Baroque music!

<https://www.quavermusic.com/QR/534BEZ>

Link to Mrs. Mac's Music Google Classroom:  
<https://meet.google.com/lookup/gwdpceqg7c>

Class Code

**tkxmc5u**

Quaver Xylophone link

<https://www.quavermusic.com/QR/5B45WJ>

Quaver Percussion Instruments

<https://www.quavermusic.com/QR/PHJZS2>

Date of Instruction: **March 1-5, 2021**

Standard/s:

**ESGMK-5.CN.2 Connect music to history and culture.**

**a. Perform and respond to music from various historical periods and cultures.**

**ESGM1-5.RE.1 Listen to, analyze, and describe music.**

**a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).**

Learning Targets:

**Learning Targets: (I Do...)**

- **I can perform and respond to music from historical periods and cultures.**

- **Success Criteria: (We Do...)**

I will be able to describe characteristics of Baroque culture

I will be able to name a Baroque composer

I will be able to describe how cultural events affect music of the Baroque period

Meet students at the door and give each a squirt of hand sanitizer

Activator video is played after students have all had hand sanitizer and are seated in assigned seats.

Check seating during activator video.

**Activator video:** This week we will focus on the Baroque Period

**1600- 1750**

## Opening (I Do)

An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.

**TKES 1, 2, 3,4,5, 8,10**

## Work Period (We Do, You Do)

Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.

**TKES 1, 2, 3, 4, 5, 7, 8,10**

The Baroque period was distinguished by fancy expressions in music, art, fashion, and architecture. • The techniques used by Baroque composers: trills, turns, and appoggiaturas. • The way people lived during the Baroque period (1600-1750). • The three most prominent Baroque composers: Bach, Vivaldi, and Handel. • The unique qualities of the harpsichord and the Baroque orchestra.

### K-2<sup>nd</sup> Grades

["The Baroque Period" Episode #23 Preview - Quaver's Marvelous World of Music - YouTube](#)

### 3-5<sup>th</sup> Grades

[A Brief Overview of Baroque Era Music - YouTube](#)

## Activity #1 History and culture affect music

**Last week we learned about the blues! The week before that, we learned about the King of Pop, Michael Jackson! This week we're going to learn about Baroque music.**

**Let's listen and compare pop music to Baroque music.  
Pop and Baroque.**

**K-2 click on each example of music. Can you hear the differences between pop music, Baroque music and folk music?**

<https://www.quavermusic.com/QR/S8X89N>

**3-5: click on the example to listen to Baroque music and then write down the differences between pop and Baroque music in this link:**

<https://www.quavermusic.com/QR/QT283N>

**Check out their fancy clothes!**

<https://www.quavermusic.com/QR/NT9T9W>

**This is how they made their music fancy:**

<https://www.quavermusic.com/QR/Q28VGC>

## Activity # 2, Introducing one of the leading Baroque Composers: J.S. Bach & Vivaldi & Handel

<https://www.quavermusic.com/QR/XGVDU7>

click on each one of the boxes to learn more about Bach and why he was such a famous Baroque Composer.

<https://www.quavermusic.com/QR/U37LL4>

click on each of the boxes to learn more about Vivaldi!

Vivaldi's music: The Four Seasons

<https://www.quavermusic.com/QR/63NUT6>

<https://www.quavermusic.com/QR/732NRP>

click on each of the boxes to learn more about Handel

## Activity # 3 More about comparisons between Baroque style & today's styles Listen & analyze the music!

Play through the Baroque music and determine which is Baroque style and which is pop style: stand up and "fancy dance" for the Baroque style, then show off your best hip dances for the pop style

<https://www.quavermusic.com/QR/Z63Y66>

click on each example and respond to the style with movement

### Closing (We Check)

Describe the instructional process that will be used to close the lesson and check for student understanding.

### Assessment K-2

<https://www.quavermusic.com/QR/BPDSWF>

### 3-5

<https://www.quavermusic.com/QR/96VSX4>

**Virtual: Take the quiz and tell me your score in the message box!**

**Exit & Summary activity: (1-2 min)**

- Echo the I Can statement & the success criteria & discuss the lesson's goals

TKES :  
1,2,3,  
4,5,6,7,8

**Assessments include:**

- Teacher Observation Assessment during class discussions and activities
- One-on-one/group in-process feedback
- Student who exceed expectations will receive a “4” in performance
- Students who are progressing more slowly will receive differentiated help and/or assignments
- Class evaluations are given weekly (1-3) to help drive the lesson plan for the next week.

Added Rigor/ Differentiation

Social Studies, cultural events during the Baroque period of music

Women were not allowed in Baroque orchestras.

Does it seem fair?

In the United States, the strictly plain Puritans were opposed to the fancy concepts of the Baroque period.

Another example of restricted freedom involved the exclusion of voting rights for women. To protest this law, ladies like Emeline Pankhurst in Great Britain started a movement called the suffragettes. They campaigned for women to be allowed to vote and even went to prison for their beliefs.

Why would people go to such lengths for their cause?

What issues most concern you today?

What can you do to bring about change?

Matching Game

<https://www.quavermusic.com/QR/K34673>