

HS Choral Grades 9-12 Learning in Place Packet

April 6th – 24th, 2020

Suggested Pacing Guide:

Monday 4/6/2020



Practice Log

History Lesson -
Read: *Baroque Music*
1600-1750

Tuesday 4/7/2020



Practice Log

Sight Reading II

Wednesday 4/8/2020



Practice Log

Complete: Check
your Understanding
Questions (Baroque)

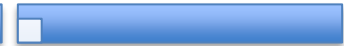
Thursday 4/9/2020



Practice Log

Sight Reading III

Friday 4/10/2020



Practice Log

Review Sight
Reading II & III
(attempt all levels)

Monday 4/20/2020



Practice Log

Theory Worksheet -
Stems - Read and
complete ex. 1-3

Tuesday 4/21/2020



Practice Log

Sight Reading II

Wednesday 4/22/2020



Practice Log

Theory Worksheet -
Stems - Read and
complete ex. 4-6

Thursday 4/23/2020



Practice Log

Sight Reading III

Friday 4/24/2020



Practice Log

Review Sight
Reading II & III
(attempt all levels)

BAROQUE MUSIC 1600-1750

Focus

- Describe the Baroque period, including important developments.
- Describe characteristics of Baroque music.

The Baroque Period— A Time of Elaboration

The **Baroque period** (1600-1750) was a time of powerful kings and their courts. In Europe, elaborate clothing, hats and hairstyles for the wealthy men and women matched the decorated buildings, gardens, furniture and paintings of this period. The term *baroque* comes from a French word for “imperfect or irregular pearls.” Often, pearls were used as decorations on clothing.

There was a great interest in science and exploration. During the Baroque period, Galileo perfected the telescope by 1610, providing the means for greater exploration of the universe. Sir Isaac Newton identified gravity and formulated principles of physics and mathematics. Bartolomeo Cristofori developed the modern pianoforte in which hammers strike the strings. Exploration of new worlds continued, and colonization of places discovered during the Renaissance increased.

Most paintings and sculptures of the time were characterized by their large scale and dramatic details. Artwork celebrated the splendor of royal rulers. For example, the Palace at Versailles near Paris, was built and decorated as a magnificent setting for King Louis XIV of France. It features notably elaborate architecture, paintings, sculptures and gardens.

The Baroque period was a time of great changes brought about through the work of extraordinary people such as:

- Johann Sebastian Bach—German composer
- Orazio Gentileschi—Italian painter
- Alexander Pope—English poet
- Galileo Galilei—Italian mathematician who used his new telescope to prove that the Milky Way is made up of individual stars

Baroque Music

The music of the Baroque period shows the same kind of dramatic flair that characterized the clothing, architecture and art of the time. Most of the compositions of that period have a strong sense of movement, often including a **basso continuo**, or a *continually moving bass line*.

The Baroque period brought about a great interest in instrumental music. Keyboard instruments were refined, including the clavichord, harpsichord and organ. The modern string family of instruments were now used, and the trumpet became a favorite melody instrument in orchestras.

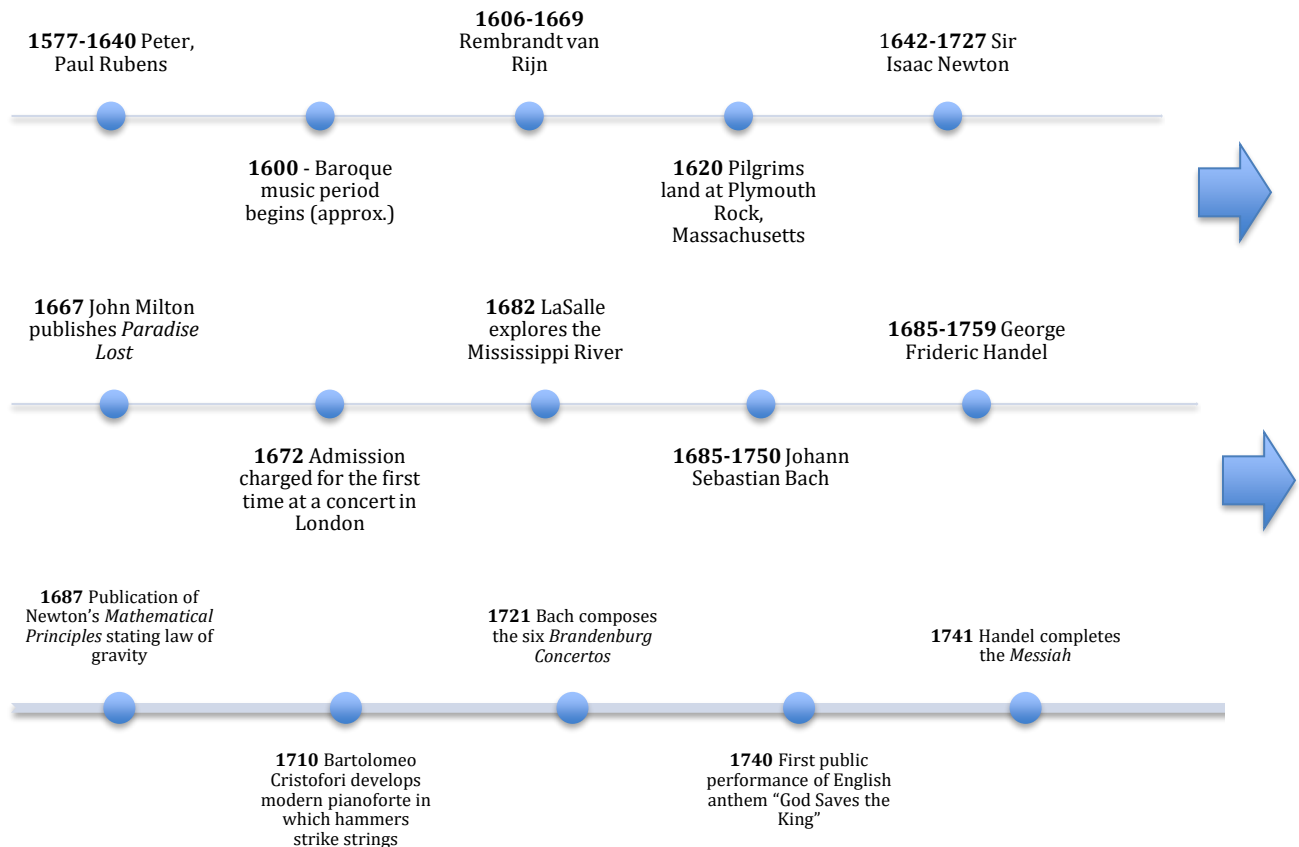
During the Baroque period, a number of new forms of music were developed. **Opera**, a combination of singing, instrumental music, dancing and drama that tells a story, was created beginning with *Orfeo*, by Claudio Monteverdi (1567-1643). The **oratorio**, a large-scale work for solo voices, chorus and orchestra based on a literary or religious theme, was also developed. In 1741, George Frideric Handel (1685-1759) composed the *Messiah*, one of the most famous oratorios still performed today. The **concerto grosso** (a multi-movement Baroque piece for a group of soloists and an orchestra) was also made popular with Antonio Vivaldi's (1678-1741) *The Four Seasons* and Johann Sebastian Bach's (1685-1750) *Brandenburg Concertos*.

Performance Links

When performing music of the Baroque period, it is important to apply the following guidelines:

- Sing with accurate pitch.
- Be conscious of who has the dominant theme and make sure the accompanying part or parts do not overshadow the melody.
- Keep a steady, unrelenting pulse in most pieces. Precision of dotted rhythms is especially important.
- When dynamic level changes occur, all vocal lines need to change together.

Baroque Timeline:



Source:

Emily Crocker, Michael Jochen, Jan Juneau, Henry H. Leck, Michael O'Hern, Audrey Snyder and Mollie Tower. *Experiencing Chorale Music*. Glencoe/McGraw-Hill Companies (2005). 111-113.

BAROQUE PERIOD (1600- 1750)



George Frederic Handel (1685-1759)

Famous Baroque Composers:

Johann Pachelbel (1653-1706)
Antonio Vivaldi (1678-1741)
Johann Sebastian Bach (1685- 1759)
George Frederic Handel (1685- 1759)

Vocabulary:

Baroque Period
Basso- Continuo
Opera
Oratorio
Concerto Grosso

Check your Understanding Questions:

1. What are the dates for the Baroque Period? _____
2. The term, Baroque, comes from a French word for _____.
3. List three major non- musical developments that took place during the Baroque period:
 - a. _____

 - b. _____

 - c. _____

4. The music from the Baroque period showed the same kind of _____ that characterized the clothing, architecture and art of the time period.
5. Basso Continuo is defined as _____.
6. Some new forms of music that were developed during the Baroque period were: _____ and _____.
7. An **Opera** is defined as: _____.
8. An **Oratorio** is defined as _____.
9. A **Concerto** is defined as _____.
10. The Messiah is an example of? a.) Opera b.) Oratorio c.) Concerto

Bonus:

1. Who wrote the *Messiah*? _____.
2. Who wrote the *Brandenburg Concertos*? _____.

Practice Log: (record the time you spent practicing each day of the week and add up the total)

Monday – 4/6/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Tuesday – 4/7/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Wednesday – 4/8/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Thursday – 4/9/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Friday – 4/10/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Total Weekly Practice Time:

Hours: _____ Minutes: _____

Monday – 4/20/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Tuesday – 4/21/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Wednesday – 4/22/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Thursday – 4/23/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Friday – 4/24/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Total Weekly Practice Time:

Hours: _____ Minutes: _____

Name _____

HS Sight Reading II

Instructions: 1) Label the counts 2) label the solfege 3) sing example at least twice.

Level 1

Level 1 consists of three systems of music. Each system has two staves: S/A (Soprano/Alto) and T/B (Tenor/Bass). The first system is in 4/4 time with a key signature of one flat (Bb). The second system is in 4/4 time with a key signature of two flats (Bb, Eb). The third system is in 4/4 time with a key signature of one flat (Bb). The music is a simple harmonic exercise with a mix of quarter, eighth, and half notes.

Level 2

Level 2 consists of two systems of music. Each system has four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The music is in 4/4 time with a key signature of one flat (Bb). The first system features a vocal line with a soprano part and a bass line. The second system features a vocal line with a soprano part and a bass line. The music is a more complex harmonic exercise with a mix of quarter, eighth, and half notes.

Level 3

Musical score for Level 3, featuring vocal parts (S1, S2, A) and instrumental parts (T1, T2, B, S, A, T, B) in 4/4 time. The score is divided into two systems. The first system includes vocal parts S1, S2, and A, and instrumental parts T1, T2, B, S, A, T, and B. The second system includes instrumental parts S, A, T, and B. The key signature is one flat (Bb) for the first system and two sharps (F# and C#) for the second system.

Level 4

Musical score for Level 4, featuring vocal parts (S, A, T) and instrumental parts (B, S, A, T, B) in 4/4 time. The score is divided into two systems. The first system includes vocal parts S, A, and T, and instrumental parts B, S, A, T, and B. The second system includes instrumental parts S, A, T, and B. The key signature is one flat (Bb) for the first system and one flat (Bb) for the second system.

Name _____

HS Sight Reading III

Level 1

Three systems of Level 1 sight reading music. Each system consists of two staves: S/A (Soprano/Alto) and T/B (Tenor/Bass). The first system is in G major (one sharp) and 4/4 time. The second system is in C major (no sharps or flats) and 4/4 time. The third system is in B-flat major (two flats) and 4/4 time. The music is written in a simple, rhythmic style suitable for high school sight reading.

Level 2

Two systems of Level 2 sight reading music. Each system consists of four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The first system is in C major (no sharps or flats) and 4/4 time. The second system is in B-flat major (two flats) and 4/4 time. The music is more complex than Level 1, featuring more varied rhythmic patterns and melodic lines.

Level 3

Musical score for Level 3, featuring vocal parts (S1, S2, A) and instrumental parts (T1, T2, B) in 4/4 time. The score is divided into two systems. The first system includes vocal parts S1, S2, and A, and instrumental parts T1, T2, and B. The second system includes vocal parts S, A, and T, and instrumental part B. The key signature is one flat (Bb) and the time signature is 4/4.

Level 4

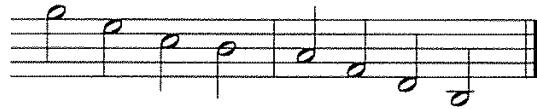
Musical score for Level 4, featuring vocal parts (S, A, T) and instrumental parts (B) in 4/4 time. The score is divided into two systems. The first system includes vocal parts S, A, and T, and instrumental part B. The second system includes vocal parts S, A, and T, and instrumental part B. The key signature is two sharps (F# and C#) and the time signature is 4/4.

Stems

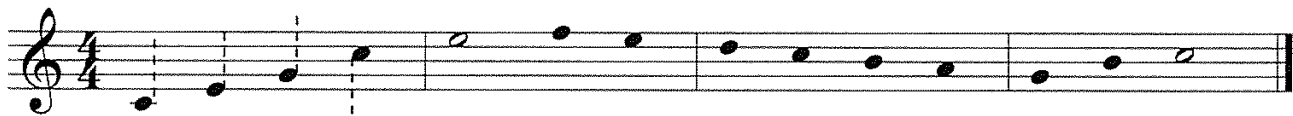
Stems are used to help determine what rhythmic value a note will have. By adding a stem to an open notehead you change the value of the note from a whole note to a half

It is important to draw stems on the proper side of the notehead and draw them in the proper direction. Notes that appear on or above the middle staff line have downward stems drawn on the left side of the notehead. Notes that appear below the middle staff line have upward stems drawn on the right side of the notehead.

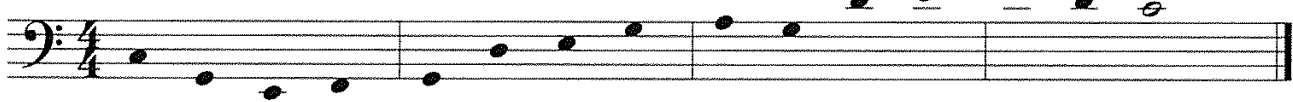
$$\circ = 4 \quad \text{J} = 2$$



1. Practice drawing stems by adding the proper stem to each notehead.



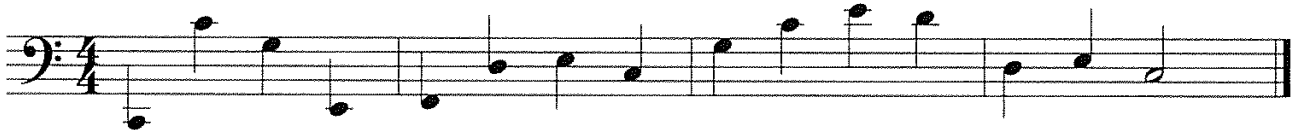
2. Practice drawing stems by adding the proper stem to each notehead.



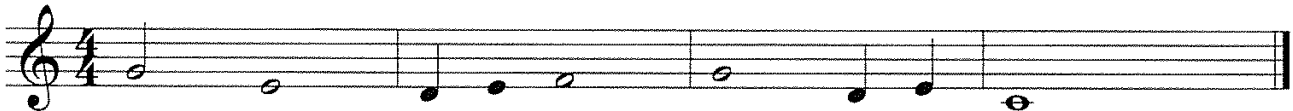
3. Some of these stems are drawn incorrectly. Circle the incorrect stems.



4. Some of these stems are drawn incorrectly. Circle the incorrect stems.



5. Some of these notes are missing stems. Add stems where needed.
Make sure that each measure has four beats.



6. Some of these notes are missing stems. Add stems where needed.
Make sure that each measure has four beats.

