

High School Choral Learning in Place Packet

**May 18th – June 5th, 2020
Suggested Pacing Guide:**

Monday 5/18/2020

Practice Log

History Lesson -
Read: *The Romantic
Period 1820-1900*

Tuesday 5/19/2020

Practice Log

Sight Reading V

Wednesday 5/20/2020

Practice Log

Complete: Read and
Answer (The
Romantic Period)

Thursday 5/21/2020

Practice Log

Sight Reading V

Friday 5/22/2020

Practice Log

Review Sight Reading
V (attempt all levels)

Monday 5/25/2020

Memorial Day

Tuesday 5/26/2020

Practice Log

Sight Reading V

Wednesday 5/27/2020

Practice Log

Theory Worksheet: Sharps
and Flats II - Complete 1-3

Thursday 5/28/2020

Practice Log

Sight Reading V

Friday 5/29/2020

Practice Log

Review Sight Reading V
(attempt all levels)

Monday 6/1/2020

Practice Log

Theory Worksheet:
Sharps and Flats II -
Complete 1-3

Tuesday 6/2/2020

Practice Log

Sight Reading V

Wednesday 6/3/2020

Practice Log

Sharps, Flats and Naturals
- Complete 1-5

Thursday 6/4/2020

Practice Log

Sight Reading V

Friday 6/5/2020

Practice Log

Review Sight Reading V
(attempt all levels)

Please email your Music Teachers about turning in UNIFORMS or INSTRUMENTS!

THE ROMANTIC PERIOD C. 1820-1900

FOCUS

- *Describe the Romantic Period, including developments of the time.*
- *Describe characteristics of Romantic music.*

The Romantic Period—A Time of Drama

The **Romantic Period (1820-1900)** was in many ways a reaction against the Classical period, which is often known as the “age of reason.” In contrast, the Romantic period could be considered an “age of emotion.” A new sense of political and artistic freedom emerged, as musicians and artists were no longer employed by the church. The period was characterized by the ideals of liberty and individualism, and of dramatic thought and action.

The Romantic period coincided with the Industrial Revolution. Momentous progress in science and mechanics gave the world the steamboat and rail transportation, and the electric light, telephone and telegraph. Cities grew as nonagricultural jobs developed, and members of the middle classes exerted increasing influence. A new sense of patriotism emerged in Europe as well as in the United States.

The Industrial Revolution produced a wealthy middle class. Their new wealth provided music for the masses to a far greater degree than had existed before. Most musicians’ incomes were now provided by the sale of concert tickets and published music rather than by the patronage of the church or royalty. This gave musicians larger audiences and more freedom of expression in their compositions.

The painters of the Romantic period took much of their inspiration from nature. The romantic paintings of William Turner and John Constable express the feelings evoked by nature. Later, Impressionist painters, including Edouard Manet, Claude Monet and Pierre-Auguste Renoir, developed new techniques to bring the senses and feelings of nature alive for the viewer.

Romantic Music

Music of the Romantic period focused on both the heights and depths of human emotion. Complexity, exploration and excitement were characteristics of the new compositions. This was in great contrast to the music of the Classical period, which was based on balance, clarity and simplicity.

Many Romantic compositions reflect the period’s spirit of **nationalism**, or *pride in a country’s history*. Composers used traditional legends, as well as dramas, novels and poems as the basis for both vocal and instrumental works. There was an increased interest in the traditional folk tunes and folk dances of specific nations or regions. For example, German folk songs can be heard in Robert Schumann’s (1810-1856) pieces and symphonies. In the United States, the songs composed by Stephen Foster (1826-1864) reflected the culture of the South at that time.

Instrumental music became more elaborate and expressive. The symphonies of Beethoven remain among the most popular and critically acclaimed compositions of Western music. Symphony orchestras increased in size, and percussion instruments now held a new place of importance.

As the Romantic period progressed, the most important vocal form became the **art song**, *an expressive song about life, love and human relationships for solo voice and piano*. German art songs are known as **lieder**, and the most famous composer of lieder was Franz Schubert (1797-1828).

Performance Links

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

- Understand the relation of the text to the melody and harmony.
- Concentrated on phrasing and maintaining a clear, beautiful melodic line.
- Perform accurately the wide range of dynamics and tempos.
- Sing confidently in foreign languages to reflect nationalism in music.

Timeline:

1853-1859- Vincent Van Gogh

1859- Charles Darwin publishes *Origin of Species*

1861-1865- American Civil War, and presidency of Abraham Lincoln

1862-1918- Claude Debussy

1868- Louisa May Alcott publishes *Little Women*

1876- Alexander Graham Bell invents the telephone

1877-1888- Thomas Edison invents the phonograph, light bulb, and movie projector

1885- Mark Twain publishes *The Adventures of Huckleberry Finn*

1892- World Premier of The Nutcracker Ballet with music by Tchaikovsky

1898- Patent of the motion picture camera by Thomas Edison, development of sound recording

Listening Links

Choral Selection: “How Lovely Is Thy Dwelling Place” from *A German Requiem*

By Johannes Brahms (1833-1897) <https://youtu.be/6ED3zwz94x4>

Johannes Brahms was one of the finest composers of the nineteenth century. A **requiem** (*a mass for the dead*) is a piece containing seven movements combining mixed chorus, solo voices, and full orchestra. Brahms intended to portray death as a time of peace and rest. “How Lovely Is Thy Dwellings Place” is a setting of Psalm 84, and is considered to be one of the most beautiful requiem choruses ever written. Toward the end of the piece, the opening melody returns. An unusual use of unison octaves is then heard. Describe the various ways that Brahms expresses the words of the text through his music.

Instrumental Selection: Symphony #5 in C Minor, First Movement by Ludwig Van Beethoven (1770-1827) <https://youtu.be/W2qW6fOtAMY>

Ludwig van Beethoven was one of the greatest composers of all time, particularly noteworthy because he wrote some of his greatest compositions after he became deaf. His Symphony #5 has been said to be the musical interpretation of his resolution, “I will grapple with Fate; it shall not overcome me.” The first movement has an opening **motive**, *a short rhythmic or melodic idea*, that is immediately recognizable. The development of the motive throughout the piece is a tribute to Beethoven’s music genius. Listen to this piece and identify the motive (short, short, short, long). Describe the differences between the first and second themes in this Movement.



Romantic Questions and Answer

1. What are the dates for the Romantic Period: _____ .
2. The Romantic period coincided with the _____ .
3. Romantic period is known as the Age of _____ .
4. List 7 composers from the Romantic Period: _____
_____ .
5. Music during the Romantic period focused on both the heights and depths of _____ .
6. What is **nationalism**? _____ .
7. The most important vocal form became the _____ .
8. German songs are known as _____ .
9. List three important guidelines when performing music from the Romantic period:
 - a) _____
 - b) _____
 - c) _____
10. Identify three important developments that took place during the Romantic period.
 - a. _____
 - b. _____
 - c. _____

Bonus:

1. Who wrote the ballets for *Swan Lake*, *The Nutcracker*, and *The Sleeping Beauty*?

2. What is **program music**?

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

Monday – 5/18/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Monday – 5/25/2020

Holiday.....

Monday – 6/1/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Tuesday – 5/19/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Tuesday – 5/26/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Tuesday – 6/2/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Wednesday – 5/20/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Wednesday – 5/27/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Wednesday – 6/3/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Thursday – 5/21/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Thursday – 5/28/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Thursday – 6/4/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Friday – 5/22/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Friday – 5/29/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Friday – 6/5/2020

- Breathing Exercises: ____ min.
- Warm up your voice: ____ min.
- Sight Reading: ____ min.
- I attempt from... (seniors) and/or Deep River ____ min.
- Song of your choice: ____ min.

Total Weekly Practice Time:

Hours: _____ Minutes: _____

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Hours: _____ Minutes: _____

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Hours: _____ Minutes: _____

Name _____

HS Sight Reading V

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 two flats (B-flat and E-flat). The second system is in 4/4 time with a key signature of one flat (B-flat). The third system is in 4/4 time with a key signature of one flat (B-flat).

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 first system is in 4/4 time with a key signature of one sharp (F-sharp). The second system is in 4/4 time with a key signature of one flat (B-flat).

Level 3

Musical score for Level 3, featuring vocal parts (S1, S2, A, T1, T2, B) and piano parts (S, A, T, B). The score is in 4/4 time and consists of two systems. The first system includes vocal parts S1, S2, A, T1, T2, and B, and piano parts S, A, T, and B. The second system includes vocal parts S, A, T, and B, and piano parts S, A, T, and B. The key signature is two flats (B-flat and E-flat).

Level 4

Musical score for Level 4, featuring vocal parts (S, A, T, B) and piano parts (S, A, T, B). The score is in 4/4 time and consists of two systems. The first system includes vocal parts S, A, T, and B, and piano parts S, A, T, and B. The second system includes vocal parts S, A, T, and B, and piano parts S, A, T, and B. The key signature is two flats (B-flat and E-flat).

2020-2021 DISTRICT CHORUS/ALL-VA AUDITION INFORMATION

District Chorus Date: November 2020

All Virginia Date: February 2021

Repertoire: "Deep River"

Links to practice tracks and sheet music:

<https://vcda.net/index.php/2013-12-10-04-17-46/all-virginia-menu/allva-chorus-audition.html>

https://www.youtube.com/playlist?list=PLhQ06PXB35umEKzR8w-Rq_8PKOFZ0Yg_6

2020 HONORS CHOIR AUDITION INFORMATION

Date: Saturday, October 10th, 2020

Location: Longwood University

Repertoire: "I Attempt From Love's Sickness To Fly", Henry Purcell

Keys:

Soprano 1/Tenor 1: B-flat major

Soprano 2/Tenor 2: A-flat major

Alto 1/Bass 1: F major

Alto 2/Bass 2: D major

Links to practice tracks and sheet music:

<https://www.vmea.com/index.php/events-menu/honors-choirs>

Deep River A1/B1

Traditional
Arranged by
H.T. Burleigh

Lento

p
Deep — riv - er, my

5

home is o-ver Jor dan, — Deep — ri-ver, Lord, I want to cross o - ver in - to

10

camp - ground. Oh, don't you want to go — to that

13 *cresc.* *f*

gos - pel - - - - - feast, - - - - - That prom - - - - - is'd

cresc. *f*

16

land - - - - - where all - - - - - is peace? Oh deep - - - - -

cresc. *f*

20 *p*

riv-er, Lord, I want to cross o - - - - - ver in - - - - - to camp ground. - - - - -

pp *rit. e dim.* *pp*

I attempt from Love's sickness to fly

Alto I

Henry Purcell

quarter = 120

Solo

Piano

mf

5 *p*

I at-tempt from Love's sick-ness to fly in

10 *cresc.*

vain, Since I am my-self my own fe-ver, since I am my-

15 *mf* *f*

self my own fe-ver and pain. No more now, no more now, fond

20

Solo heart, with pride no more swell, Thou canst not raise for - ces, thou

Piano

25

Solo canst not raise for - ces e - nough to re - bel. I at - tempt from Love's

Piano

rit. *p a tempo*

rit. *p*

30

Solo sick - ness to fly in vain, Since I am my -

Piano

35

Solo self my own fe - ver, since I am my - self my own fe - ver and

Piano

cresc.

40

Solo pain. For Love has more power and less mer - cy than fate. To

Piano

mf legato

mf

45

Solo

rit.

make us seek ru - in, to make us seek ru - in and love those that

Piano

rit.

50

Solo

mp

hate. I at - tempt from Love's sick - ness to fly in

Piano

mp

55

Solo

cresc.

vain, Since I am my - self my own fe - ver, since

Piano

f

60

Solo

cresc.

I am my - self my own fe - ver and pain.

Piano

cresc.

rit.

Name _____

Date _____

Sharps and Flats II

Complete the following exercises.

1. Draw the indicated notes. Use half notes.

E^b A^b D^b B^b G^b C^b F^b D^b

2. Draw the indicated notes. Use half notes.

B^b E^b A^b D^b G^b C^b F^b B^b

3. Draw the indicated notes. Use half notes.

C[♯] A[♯] G[♯] D[♯] F[♯] B[♯] E[♯] A[♯]

4. Draw the indicated notes. Use half notes.

F[♯] C[♯] G[♯] D[♯] A[♯] E[♯] B[♯] F[♯]

5. Name each note.

6. Name each note.

Name _____

Date _____

Sharps, Flats and Naturals

A **natural** sign (♮) placed before a note cancels a sharp or flat.

Sharps, flats and naturals are all called **accidentals**.

Accidentals affect every note on the same line or space for the remainder of the measure.

Bar lines cancel all accidentals from the previous measure unless a note is tied across the bar line.

A natural is used to cancel sharps and flats.

Write the name of each note.

1

2

3

4

5