

1838  
Vose & Sons  
BOSTON



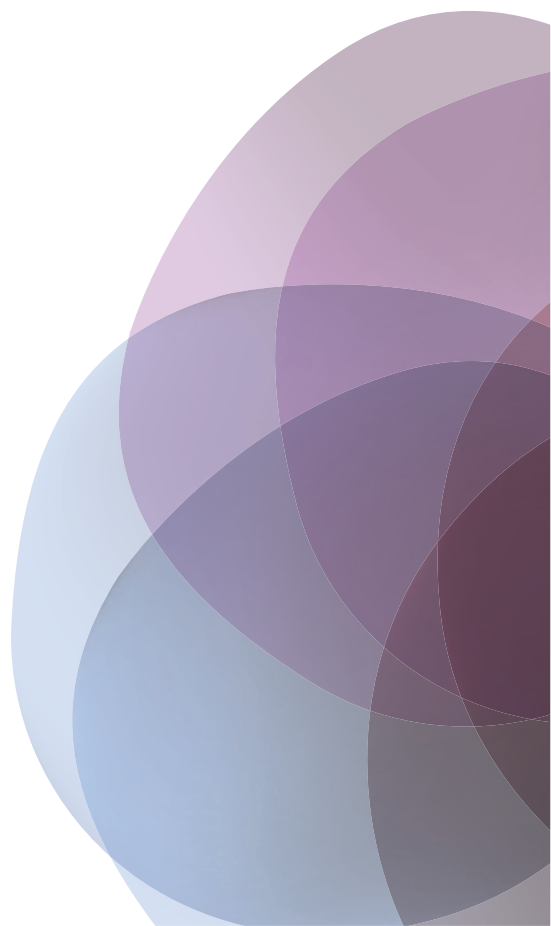
# Música

Secundaria



JUNTA DE ANDALUCIA

Inglés





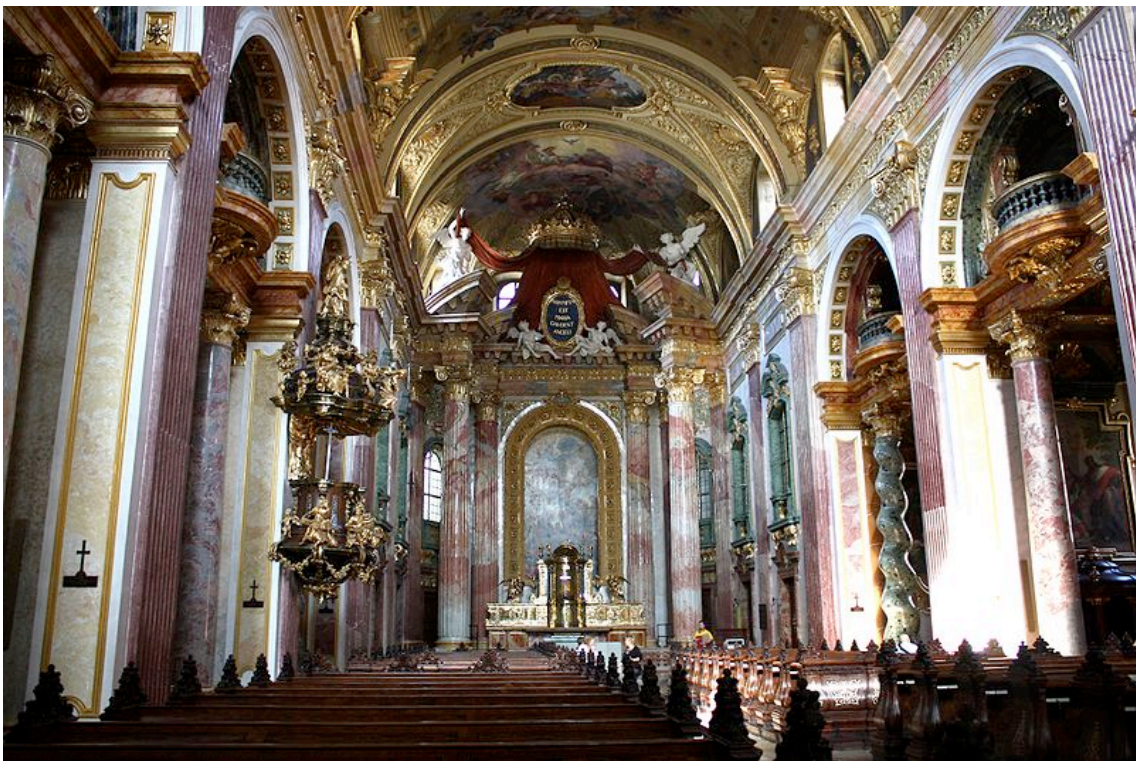
## Identificación del material AICLE

<b>TÍTULO</b>	Baroque Music
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A2.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Música
<b>NÚCLEO TEMÁTICO</b>	Historia de la Música
<b>GUIÓN TEMÁTICO</b>	La unidad pretende introducir al alumnado en el conocimiento de la música barroca, trabajando sus características principales, los géneros vocales e instrumentales de la época y los compositores más destacados.
<b>FORMATO</b>	Material didáctico en formato PDF
<b>CORRESPONDENCIA CURRICULAR</b>	2º de Educación Secundaria
<b>AUTORÍA</b>	Almudena Viéitez Roldán
<b>TEMPORALIZACIÓN APROXIMADA</b>	6 sesiones.
<b>COMPETENCIAS BÁSICAS</b>	<p>Competencia lingüística:</p> <ul style="list-style-type: none"><li>- Adquisición de vocabulario</li><li>- Elaborar y formular preguntas al compañero</li><li>- Discusión y puesta en común en voz alta de aspectos concretos del tema</li><li>- Elaboración de textos</li><li>- Lectura comprensiva</li><li>- Fomento de las destrezas orales</li></ul> <p>Competencia cultural y artística:</p> <ul style="list-style-type: none"><li>- Conocimiento de música de otras épocas, inculcando una actitud de respeto hacia la misma</li></ul> <p>Competencia para aprender a aprender:</p> <ul style="list-style-type: none"><li>- Extraer características a partir de audiciones sin la presentación previa de la teoría</li><li>- Extraer información de textos y ordenarla cronológicamente</li><li>- Establecer similitudes y diferencias entre diversos tipos de obras</li></ul>
<b>OBSERVACIONES</b>	Se recomienda completar la unidad con la interpretación vocal o instrumental de alguna pieza de música barroca, por ejemplo, algún coral sencillo de Bach, con flauta dulce o canto.

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Comprender y expresarse en una o más lenguas extranjeras de manera apropiada</li> <li>- Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural</li> <li>- Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación</li> </ul>		
<b>CONTENIDOS DE CURSO / CICLO</b>	<p>Bloque 4: La música en la cultura y en la sociedad.          Conocimiento de las manifestaciones musicales más significativas del patrimonio cultural occidental y de otras partes del mundo.</p>		
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- Música barroca</li> <li>- Características de la música barroca</li> <li>- Géneros vocales no religiosos: la ópera</li> <li>- Géneros vocales religiosos: oratorio, Pasión, cantata y coral</li> <li>- Géneros instrumentales: suite, concierto, sonata, preludio, tocata y fuga</li> <li>- Compositores barrocos: Vivaldi, Bach y Handel</li> </ul>		
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Identificar palabras e imágenes</li> <li>- Contrastar opiniones</li> <li>- Buscar información en textos</li> <li>- Describir características, semejanzas y diferencias</li> <li>- Establecer conexiones entre el pasado y el presente</li> <li>- Clasificar audiciones según las características</li> <li>- Identificar palabras a través de sus definiciones</li> </ul>		
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Tablas de características</li> <li>- Audiciones de música barroca</li> <li>- Textos: extraer información</li> <li>- Textos: completar huecos</li> <li>- Vídeo de ópera barroca</li> </ul>		
<b>CONTENIDOS LINGÜÍSTICOS</b>	<b>FUNCIONES:</b> <ul style="list-style-type: none"> <li>- Referir hechos de un período histórico</li> <li>- Inquirir sobre datos históricos</li> <li>- Describir rasgos de piezas musicales</li> <li>- Elaborar preguntas de verdadero-falso</li> <li>- Relacionar palabras con definiciones</li> </ul>	<b>ESTRUCTURAS:</b> <p>Pasiva: was performed, was used,          Pasado, condicional, futuro          Expresiones: was well suited, was similar to,</p>	<b>LÉXICO:</b> <p>Ornamented, elaborate, wealth, magnificent, rationalism, spirituality, sensuality, materialism, texture, continuo basso, harpsichord, throughout, features, unsolved, costumes, scenery, entertainment, soloist, choir, overture, recitative, aria, chorus, oratorio, cantata, choral, Protestant, church service, libretto, mythological, plot, castrati, castrated, random</p>
<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Reconoce las principales características de la música barroca</li> <li>- Identifica las diferentes partes de una ópera</li> <li>- Conoce el nombre de compositores relevantes de música barroca</li> <li>- Conoce el vocabulario específico relativo a la música barroca</li> <li>- Valora la importancia de los luthiers en el desarrollo de los instrumentos de cuerda</li> </ul>		

# BAROQUE MUSIC



## CONTENTS

1. Introduction
2. Baroque music
  - 2.1. Vocal music
  - 2.2. Instrumental music
3. Review activity
4. Project

# 1. INTRODUCTION

What do you know about the **Baroque** period?



## 1. Divide the class into two equal groups (A & B)



Students in GROUP A: write questions about the Baroque era related to the following topics (individually):

Topic	Questions
Important characters	
Clothes	
Artists	
Religion	
Architecture	
Transport	
Music	
Kings/Queens	

Students in GROUP B: write down anything you think you know about the Baroque era related to the following topics (individually):

Topic	Facts
Important characters	
Clothes	
Artists	
Religion	
Architecture	
Transport	
Music	
Kings/Queens	

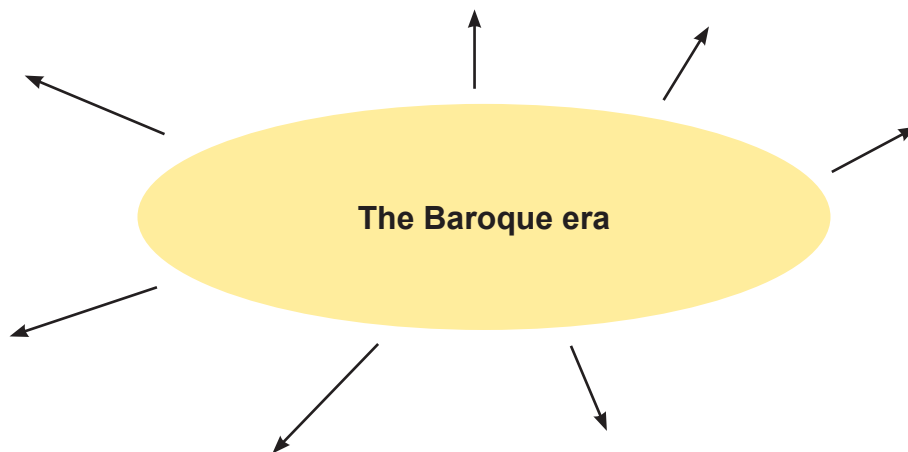
2. Now, work in groups of four (two students from group A and two from group B). Compare information and questions and write your conclusions in the table below.



WE CERTAINLY KNOW...	WE THINK WE KNOW...	WE DON'T KNOW...



3. Share what you know and don't know with the other groups. See if you can answer some of the other groups' questions. Now let's put it all together into a mind map:



4. Now, read a text about the Baroque era. Complete the mind map with relevant facts from the text or extra information from your teacher.



The word **Baroque** comes from the Portuguese word *barocco*, which literally means a deformed pearl. It describes a very **ornamented style** of European art from around **1600 to 1750**. Painters, sculptors, architects and musicians made their art very **elaborate**. Baroque style was well suited to the **aristocracy's power and wealth**. For example, in France, Louis XIV's court was set in the palace of Versailles, a magnificent building decorated with Baroque painting, sculpture and architecture. The baroque style was also used in **churches**. Baroque also coincided with great **scientific discoveries**. Galileo and Newton devised new approaches to science based on the union of mathematics and experiments. They discovered the mathematical laws governing bodies in movement. These led to new inventions and gradual improvements in medicine. Baroque art is a complex mixture of **rationalism, spirituality, sensuality and materialism**.



## 2. BAROQUE MUSIC

1. Look at the title and the picture on the front page of this unit. Which of the following words would be useful to describe them?



simple      complicated  
elaborate      clear  
exaggerated

2. You are going to listen to three pieces of music. Make notes about the following musical features. Use more than one word for each feature.



MUSICAL PIECE 1
Dynamics
Instruments
Tempo
Voices
Character
Texture

MUSICAL PIECE 2
Dynamics
Instruments
Tempo
Voices
Character
Texture

MUSICAL PIECE 3
Dynamics
Instruments
Tempo
Voices
Character
Texture

**3. Work in pairs. Your teacher will play the three pieces again. After listening to each one, compare your notes with your partner and discuss your answers.**



Expressions to use:

I agree/disagree with you ...  
 I think / don't think the \*\*\* is...  
 I see what you mean, but...

4. Work again with your partner. Look at the sentences below and decide which are true of baroque music:



1. Baroque music used ornamented melodic parts – this means that the melody was not simple but “decorated” with many notes
2. Baroque music used very simple melodies with few notes
3. Baroque music used monophonic texture (one melodic line with no accompaniment)
4. Baroque music used polyphonic texture (two or more simultaneous melodies)
5. Baroque music used basso continuo texture (a melodic part with accompanying chords played by a keyboard instrument)
6. Baroque music was performed by an orchestra based on string instruments
7. Baroque music was performed by an orchestra based on woodwind instruments
8. There is a new instrument in Baroque music – the harpsichord – which provides the harmonies
9. The organ was very popular in Baroque music
10. The clarinet was very popular in Baroque music
11. The dynamics are the same throughout the entire musical piece
12. There is a lot of contrast in dynamics throughout the entire musical piece
13. The changes in dynamics happened gradually in Baroque music
14. The changes in dynamics happened suddenly in Baroque music
15. The character of the music is the same throughout the piece
16. The character of the music changes throughout the piece



5. Change partners and compare your answers.



6. When you have the correct answers, write the main features of Baroque music on this parchment. Write only the key words (e.g. homophonic texture)



A sheet of parchment with a musical score. The title "Quartette" is written in the center, and "Aria: Sordana" is written in the top right corner. The score consists of several staves of music. Overlaid on the score are eight horizontal dashed lines, each preceded by a number from 1 to 8, intended for students to write key words.

## 2.1. VOCAL MUSIC

Did you know that opera was born in the Baroque period?

1. Work in groups of four. What do you know about opera? Put your heads together and see what you know. Make a list of the things your group knows and things the group doesn't know.



OPERA	
What we know:	What we don't know

2. Each group needs a spokesperson. In turns, each spokesperson asks the rest of the class about something in the group's "Don't know" list. The other groups try to answer. If nobody knows the answer, the teacher writes the question on the blackboard.



3. Read the text below about opera, and look for answers to the questions on the board. See if the answers given by the groups were right or wrong, and correct them if necessary.



Opera combines **music, poetry, drama** and **dance** with **elaborate costumes** and **scenery** to create a spectacular form of entertainment. In an opera there are soloist singers, choirs and an orchestra.



Normally, an opera is divided into three acts, with the following elements:

- **Overture**: an instrumental piece of music played by the orchestra before the opera begins.
- **Recitative**: fragments in which singers sing very clearly (almost like speaking), accompanied by a harpsichord.
- **Aria**: melodic fragments in which the singing is more expressive.
- **Instrumental passages**.
- **Chorus**, performed by a group of singers.

The first opera ever performed was L'Orfeo by Monteverdi. The **libretto** (the text) is based on the mythological legend of Orpheus" which tells how Orpheus saved his wife Eurydice from death with his music. In the Baroque era, it was very common to use mythological tragedies for the plot.

The first operas were performed in the palaces or homes of wealthy noblemen, but, as they became more popular, public theatres were built to allow more people to see the show (by buying a ticket).

As the Church didn't allow women to sing, the highest voices were performed by the **castrati**, young men castrated when they were boys to preserve the high pitch of their voices. One famous castrati was Farinelli, who worked at King Philip II's court for several years.



4. Using information in the text, write four True/False questions about opera and give them to your partner to answer.



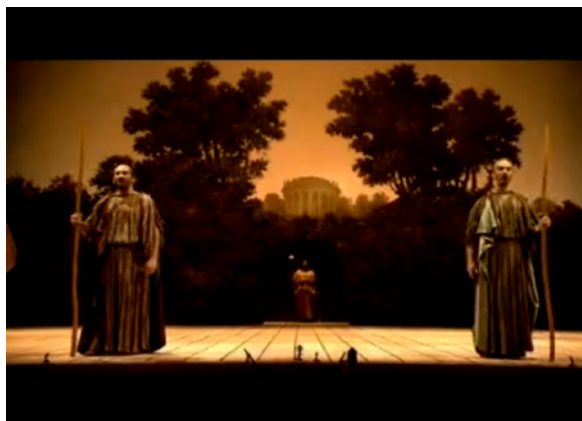
Example: *The libretto is an opera singer.* TRUE / FALSE

- a).....
- b).....
- c).....
- d).....

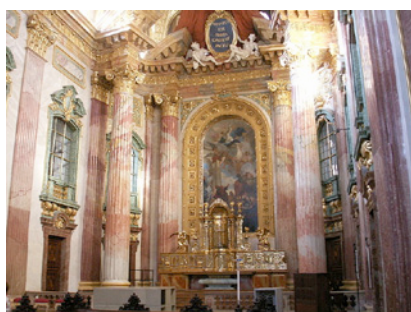
5. Watch this fragment of Monteverdi's *Orpheus*. Some of the elements of an opera appear here. Complete the list below by saying what happens at each time:



- 0.35.....
- 1.25.....
- 2.30.....
- 3.19.....
- 3.54.....
- 4.33.....
- 5.09.....
- 5.48.....



[http://www.youtube.com/watch?v=Zc\\_9rXt0Dy4](http://www.youtube.com/watch?v=Zc_9rXt0Dy4)



Operas were non-religious, vocal pieces of music, but during the Baroque period vocal music was also present in churches. Read the following text about other Baroque vocal genres.

During the Baroque, there were several religious vocal genres: oratorio, passion, cantata and choral.

An **oratorio** is a piece of religious music for a choir, solo voices, and orchestra. There is also a narrator. It includes the same types of elements found in opera - recitatives, arias, choruses and instrumental passages - but it was performed without acting, costumes, or sets. The text is based on a dramatic story from the Bible. It was not part of a church service. One of the most famous oratorios is “The Messiah”, by Georg Friedrich Handel, whose chorus “Hallelujah” is very well known.

The **Passion** is a musical piece very similar to the oratorio. The text is based on Christ’s passion, that is, the events of his last few days, including the crucifixion. It was part of church services for Holy Week (usually Good Friday). Johann Sebastian Bach composed several Passions.

Church **Cantatas** were very similar to oratorios but much shorter. They were part of Protestant church services. There were also secular cantatas, similar to the religious ones but with non-religious texts.

**Chorals** were songs for a mixed four voice choir accompanied by the organ. They were sung during Protestant church services. The congregation often sang along with the choir.

**6. Work in pairs. Write a question for each of the following answers. There are several possibilities; the important thing is to produce a well-written question. Follow the examples:**

What is the difference between a cantata and an oratorio?  
What is the difference between an opera and an oratorio?  
How is an oratorio performed?

**Examples:**

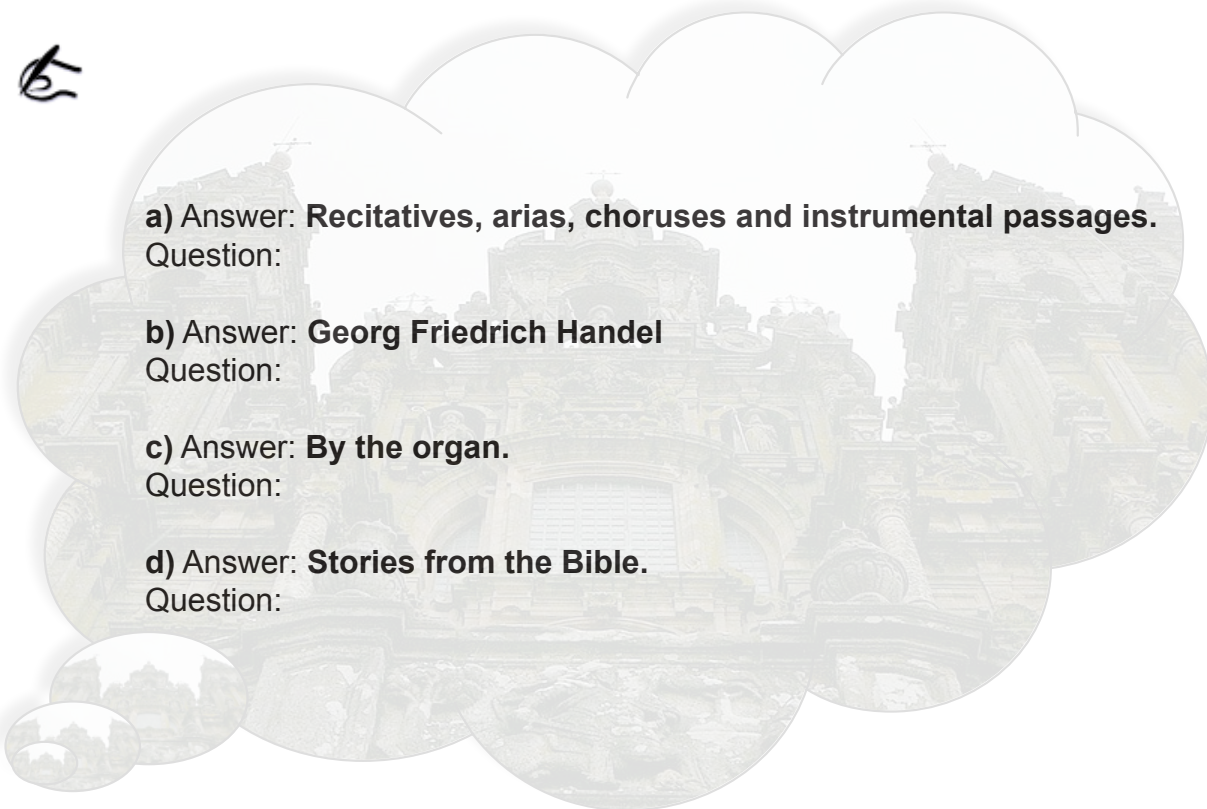
**a) Answer: The first is much shorter.**

Question: What is the difference between a cantata and an oratorio?

**b) Answer: The oratorio is performed without acting.**

Question: What is the difference between an opera and an oratorio?

How is an oratorio performed?



a) Answer: **Recitatives, arias, choruses and instrumental passages.**

Question:

b) Answer: **Georg Friedrich Handel**

Question:

c) Answer: **By the organ.**

Question:

d) Answer: **Stories from the Bible.**

Question:

7. Work with another partner. Write four more answers based on the text and give them to your partner (and vice versa). You do not need to write the questions. Be careful! Write clear answers (do not select pieces of information randomly).



**ANSWERS:**

1.....

2.....

3.....

4.....



## 2.2. INSTRUMENTAL MUSIC



1. You are going to hear a text about instrumental music during the Baroque era. Listen carefully, and make notes following this plan:

- FIRST TIME: write down only **KEY WORDS** (the most important words of the text, often musical words)
- SECOND TIME: write down **VERBS** and "**CHUNKS**" (words that go together, usually adjectives and nouns, e.g. instrumental music).
- THIRD TIME: write down the rest of the verbs, nouns and adjectives.
- FOURTH TIME: write down the rest of the words (articles, prepositions, etc.)

You have some words to help you:

sense.....

quality.....

developments.....

texture.....

chords.....

variations.....

2. Now, in groups of three, compare your text with the rest of the group and fill in the words you missed.



3. Do you know what a Stradivarius is? Well, apart from the fashion brand, it is also the name of the most expensive string instruments in the world. Listen to a story about a woman who found a Stradivarius.



Fill in the gaps while your teacher/assistant reads the story aloud. Then, write a chronological time line for the story, beginning in the 17<sup>th</sup> century.



Susan lived in Los Angeles, California. She was a nurse. One day back in 2004, when she went to take out the rubbish, she found an old ..... near the rubbish tip. She thought it was ..... of beautiful wood, and decided to take it with ..... She gave it to her ....., who was a cabinet-maker, to make into a CD case.

After several days, Susan read in the ..... that a genuine Stradivarius cello, which belonged to the L.A. Philharmonic Orchestra's Peter Stumpf Institution, had been lost. It was valued at ..... and a half million dollars. She couldn't believe that she had that cello and it was going to become a CD case! How could a cello be that .....? She did some research in the Internet about Stradivarius ..... and found the following information:

"Before the Industrial Revolution, string instruments were ..... by professionals called luthiers. In the 17th century, there was a famous ..... luthier called Antonio Stradivarius, whose instruments were highly regarded because of their exquisite ..... Nobody has ever discovered the ..... of his handmade process, but it is true that nobody has ever made instruments of such quality. It is thought that around 1200 ..... instruments were made, but only around ..... have survived. They are unique pieces of an incalculable value, and the existing ones belong to ....., private collections or ..... institutions." Susan was shocked. She wanted to give it back to the Institution, but her boyfriend had already started to ..... the pieces of the cello. Finally they decided to call the Institution and explain the ..... The cello was restored and the cellist who lost it got his instrument back.



TIME LINE:

2004

17<sup>th</sup>  
century

4. Talk to your partner. Discuss what you would have done if you were Susan.



**Structures to use:**

If I were Susan, I would.....

If I was in that situation, I would...

5. Baroque Instruments.  
Match the pictures and the definitions.



1. Organs were mostly associated with church music and used as solo instruments or accompaniment instruments. A vast growth in organ literature took place during this period.

2. The harpsichord usually had two manuals or keyboards. It could not produce dynamics. The harpsichord was the main instrument employed in the basso continuo. It is one of the most distinctive sounds of the Baroque Era and was the most favored instrument in solo music.

3. The new violin family of instruments slowly replaced the preceding viol family. A typical string quartet was formed by two violins, a viola and a cello. There were string orchestras.



**6. Listen to the 3 instruments and write down the order in which you hear them.**

1<sup>st</sup> .....

2<sup>nd</sup> .....

3<sup>rd</sup> .....

**7. Work in groups of four. Choose one text each, read it and underline the key words. Then, explain your text to the rest of your group.**



## INSTRUMENTAL GENRES OF THE BAROQUE

### Text 1: sonata

A sonata is an instrumental composition for one, two or three instruments. There were two types of sonata:

The church sonata had three or four movements that contrasted in tempo and texture. The tempo of the movements followed a slow-fast-slow-fast plan. They were played as part of a church service and used the organ to perform the basso continuo parts.

The chamber sonata was a suite of dance movements. Harpsichords were used to play the continuo basso in a chamber sonata. By the late Baroque era, there were few distinctions between church and chamber sonatas.

### Text 2: suite

A suite is a composition based on several dance pieces, usually with contrasting tempos. In the Baroque, it was performed not only for dancing but as a musical piece, by both chamber ensembles and full orchestras.

There was no standard number or order for the dance movements in the suites. Usually the movements were in the same key. The form for each dance movement was binary, which means it had two sections that were repeated. Some of the most common movements were courante, gigue, allemande, sarabande.

### Text 3: concerto

A concerto is a musical piece for orchestra and soloist. There were two types of baroque concertos. The solo concerto was a concerto for one instrument and an orchestra. It was written in three movements using a fast-slow-fast plan. The concerto grosso consisted of a group of two or three solo instruments (called concertino) playing in opposition to the orchestra as a whole (tutti).

### Text 4: toccata, prelude and fugue.

Tocatta and prelude were short musical pieces, usually for keyboard instruments, used as an introduction of a bigger piece, normally a fugue. They were composed to show the abilities of the performer, and they usually have sections in which the musician improvised with their instrument. A fugue is a complex polyphonic composition based on the development of two motives in different voices.

8. Now, complete the following chart with words you remember from your group's texts.



INSTRUMENTAL GENRES			
SUITE	SONATA	CONCERTO	TOCCATA, PRELUDE AND FUGUE

9. Work in the same groups as before. Listen to the following pieces of music. Using the information in your chart (above), decide which type of instrumental piece each one is:



PIECE NUMBER 1	
PIECE NUMBER 2	
PIECE NUMBER 3	
PIECE NUMBER 4	

After playing the pieces, your teacher will give you the right answers, and tell you the name of the composer of each piece. Complete the chart.



### 3. REVIEW ACTIVITY

Look at the words below.

Choose nine and write one in each box (each student must have different words).

Your teacher/assistant will read definitions of the words. Cross out a word when you hear its definition. The first student who completes a line (either horizontal or vertical) shouts BINGO and wins.



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## 4. PROJECT

Work in groups of three. You are A, B and C. Each person needs to find information about the life of one famous composer of the Baroque period:



A - Vivaldi, B - Bach and C - Handel. Then compare what you have found. Look for similarities and differences in their biographies. Prepare an oral presentation to be given in front of the rest of the class. Think about:

- Dates of birth and death.
- Places of birth and death.
- Countries where they lived.
- Marriages and children.
- Instruments they played.
- Type of music they composed.
- Number of musical pieces they composed.
- Composition style.
- Fame and wealth.
- Cause of death.
- Anything else you discover.



A. Vivaldi



J. S. Bach



G. F. Handel

Here are some links to get you started:

<http://www.baroquemusic.org/barcomp.html>

<http://www.notablebiographies.com/>

## AFTER THIS UNIT....



I CAN...	Identify a Baroque musical piece	YES	NO	NOT YET
	Recognize the sound of the main instruments of Baroque music	YES	NO	NOT YET
	Classify a Baroque musical piece in its appropriate genre	YES	NO	NOT YET
	Identify the main elements of an opera	YES	NO	NOT YET
	Extract information from texts	YES	NO	NOT YET
	Communicate in English to do the group activities	YES	NO	NOT YET

I KNOW...	The main composers of the Baroque era	YES	NO	NOT YET
	What a Stradivarius is	YES	NO	NOT YET
	The main genres of Baroque vocal and instrumental music	YES	NO	NOT YET
	Some of the most famous Baroque musical pieces	YES	NO	NOT YET
	The main characteristics of Baroque music	YES	NO	NOT YET
	The vocabulary of Baroque music	YES	NO	NOT YET