



Vose & Sons  
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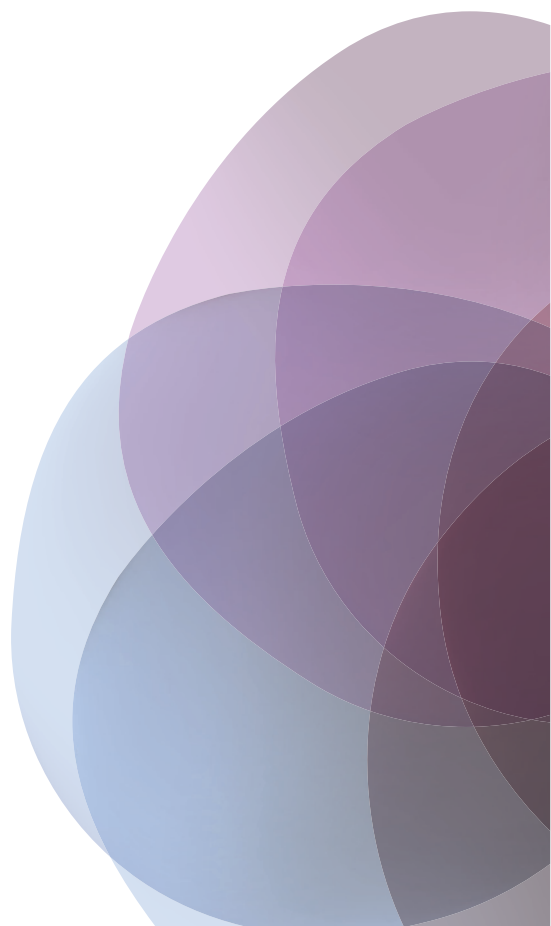
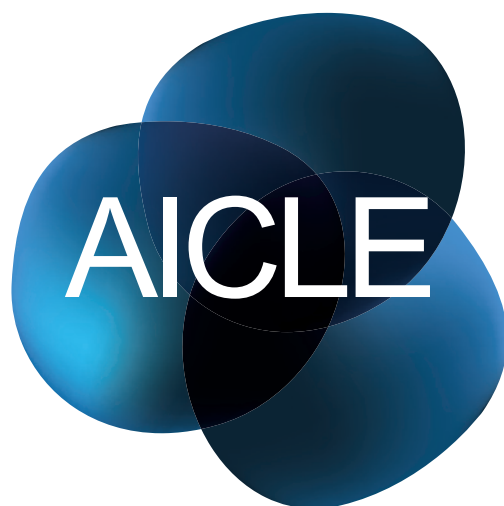
# Música

Secundaria



JUNTA DE ANDALUCIA

Inglés



## Identificación del material AICLE

<b>TÍTULO</b>	Medieval 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 medieval, tanto religiosa como profana, trabajando sus características principales y compositores 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>- Establecer similitudes y diferencias entre el pasado y el presente</li> </ul>
<b>OBSERVACIONES</b>	Se recomienda completar la unidad con la interpretación vocal o instrumental de alguna pieza de música medieval, por ejemplo la Cantiga nº 100 a la Virgen María de Alfonso X el Sabio, 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 medieval</li> <li>- Música medieval religiosa</li> <li>- Canto Gregoriano</li> <li>- Inicios de la notación musical</li> <li>- Comienzos de la polifonía</li> <li>- Música medieval profana</li> </ul>		
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Inquirir sobre datos históricos</li> <li>- Expresar diferencias entre dos categorías (música religiosa-profana)</li> <li>- Describir rasgos de piezas musicales</li> <li>- Referir hechos de un período histórico</li> </ul>		
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Tablas de características</li> <li>- Audiciones de música medieval</li> <li>- Crucigramas de vocabulario</li> <li>- Textos: completar huecos</li> <li>- Vídeos de imágenes medievales</li> <li>- Actividades de notación musical</li> <li>- Preguntas al compañero sobre conocimientos</li> </ul>		
<b>CONTENIDOS LINGÜÍSTICOS</b>	<b>FUNCIONES:</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> </ul>	<b>ESTRUCTURAS:</b> <ul style="list-style-type: none"> <li>- Voz pasiva: it was sung, it was composed...</li> <li>- Pasado simple</li> <li>- Expresiones: To learn by heart; it is said that...; in my opinion...;</li> </ul>	<b>LÉXICO:</b> <p>Monks, secular, Gregorian Chant, Pope, troubadour, jongleur, ornum, discantus, pray, sin, monophony, polyphony, unmarked, parchment, compile, thus, towards, wealthy, noblemen, nor, ancient.</p> <p>Verbos irregulares: to sing, to forbid, to begin</p>
<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Reconoce las principales características de la música religiosa medieval y de la profana</li> <li>- Diferencia auditivamente la música religiosa medieval de la profana</li> <li>- Conoce el nombre de compositores relevantes de música medieval, tanto religiosa como profana</li> <li>- Conoce el vocabulario específico relativo a la música medieval</li> <li>- Valora la importancia de la creación de la notación musical</li> </ul>		



# 1. INTRODUCTION

1. You are going to listen to two different songs. While listening, write some characteristics of each of the songs in the table below. You may refer to:



- Instruments you hear;
- Voices that appear in the song;
- The place you could listen to this music;
- The volume of the song;
- The speed of the beat;
- What you would use the song for;
- Anything else that you may want to note.

SONG 1	SONG 2

2. Now, compare your answers with your partner.



### Expressions to use:

- In the first song the volume was...
- I think in the first song I heard...
- The second song was...

Probably, some of you have noted that the first song sounds very old. In fact, it is very old!!! This kind of music is known as Gregorian Chant, a type of Medieval music. In this unit we are going to learn what music in the Middle Ages was like.

## What do you know about the Middle Ages?

3. Talk to your partner about what you already know about the Middle Ages. Talk about the society, the economic system, the arts, etc. Here you have some words to help you, and some sentences to organize your conversation.



In the Middle Ages, the society was organized.....  
The most powerful social class was.....  
During the Middle Ages, there were two artistic styles:.....  
The economic system was .....

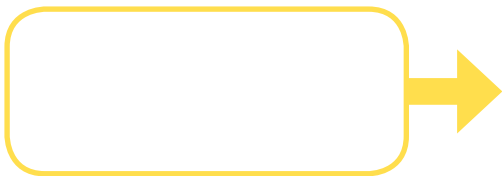
## 2. MEDIEVAL MUSIC

In the Middle Ages, from around 500 to 1500, music played an important role in the society and the culture of that period. **Religious music** was sung in monasteries and cathedrals. Non-religious music, which is known as **secular music**, was present in castles and villages. Both types of music were very different and had different functions.

1. You are going to listen to four different fragments of medieval music. Where do you think they were sung? Label the pictures with words from the text. Then, match the fragments with the place where they were sung.



FRAGMENT 1



FRAGMENT 2



FRAGMENT 3



FRAGMENT 4



2. According to the text, classify the fragments you heard before into religious music and secular music.



RELIGIOUS MUSIC	SECULAR MUSIC

3. Discuss the differences between medieval religious music and secular music with your partner.



**Expressions to use:**

One difference between religious and secular music is...  
Religious music is more/less.....

4. Now, make a list with the main characteristics of each type of music.



Religious music

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Secular music

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### 3. MEDIEVAL RELIGIOUS MUSIC

1. You are going to listen to another piece of music. After listening, cross out the words that are FALSE for this music from the words that appear below.



2. Now, use a pencil and write the rest of the words on this box.



## 3.1 GREGORIAN CHANT

Music was very important in the **Christian Church** all around Europe. **Mass** and other religious services were **sung** instead of spoken, **always in Latin**, the official language of the Christian Church. Monks spent many hours learning religious songs by heart. **Instruments were forbidden** inside the church (they were considered sins), so all the medieval religious music was only vocal.

In the early Middle Ages, religious music consisted of a **single melodic line**, without any harmony or accompaniment (which is called **monophony**). The rhythm was free, unmarked, and determined by the text. The tempo was slow. It is said that **Pope Gregory I** compiled the existing melodies during the sixth-century, and for that reason they received the name **Gregorian Chant**.


3. You have here some pictures related to the text. Below each picture write a word or expression from the text (the ones in bold) that describes the picture.



.....

.....



  
**In nomine  
 patris...**

.....

.....



.....

.....

**4. Check if the words you wrote on activity 2 match the text. Add some or delete some if necessary.**



**5. Check how much your partner knows about Gregorian Chant!! Ask him/her five questions about Gregorian Chant, and he/she should say if they are true or false. Write the questions on the lines below (you have one question as an example).**

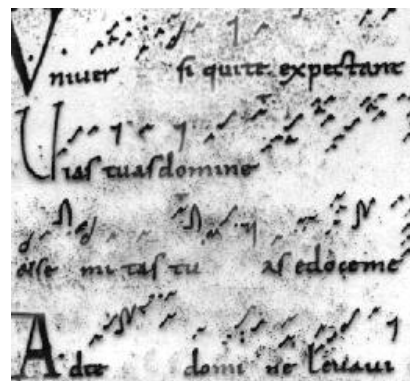


Ex. Gregorian Chant was accompanied by instruments (FALSE)

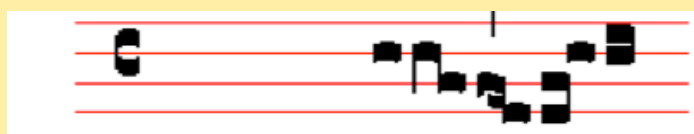
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## 3.2 HOW WAS GREGORIAN CHANT WRITTEN?

In the beginning, music was not written; monks learnt it by heart. Later, they began to write some signs over the text as a reminder of the melodic movement. These signs were called **neumes**.



Later, they decided to include a line which represented one sound; thus, the neumes above the line were higher than that sound, and the ones below were lower than the sound of reference. After this first line, they decided to add more lines representing more specific sounds, so that they created a system formed by four red lines. The neumes also changed into square forms, representing different durations.

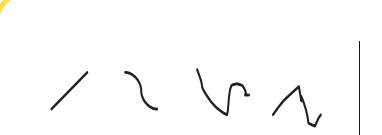


6. Here you have some pictures representing the beginnings of the musical notation. Order them according to the text.





Ave Maria Gratia Plena



Ave Maria Gratia Plena

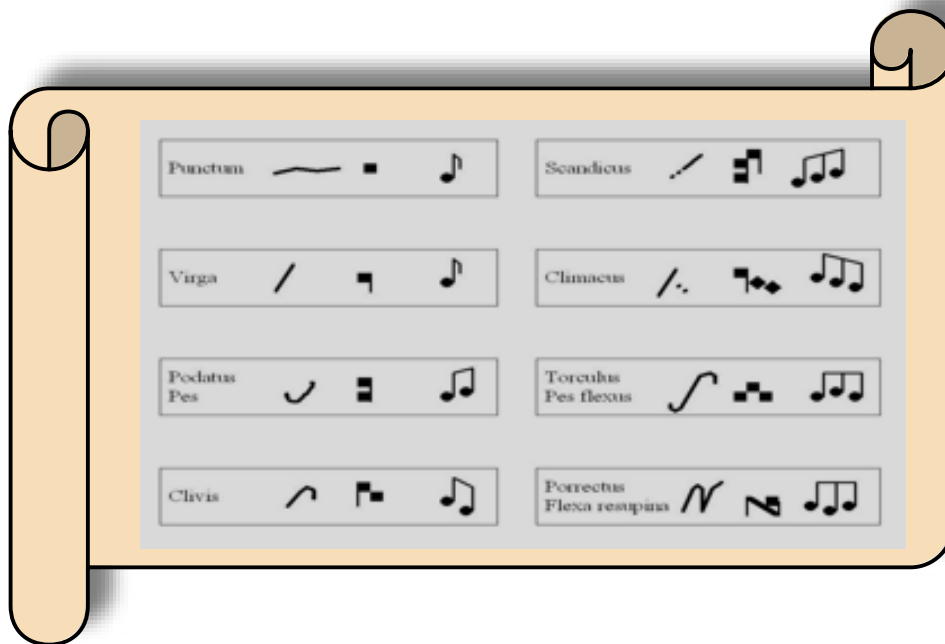


Ave Maria Gratia Plena



Ave Maria  
Gratia Plena

7. Have you noticed how different the Gregorian notation and the current one are? Try to convert the following Gregorian chant score into a current score. Use the guide provided here, which shows the name of the neume, the sign, the square note and the current note.



### GREGORIAN CHANT SCORE

1810 Masses for the Dead.

Seq. 1.

**D** I-es irae, dī-es illa, Sólvet saeclum in favilla :



### CURRENT SCORE

### 3.3 ORIGINS OF THE POLYPHONY

In the ninth century, music theorists in the Church experimented with the idea of singing **two melodic lines simultaneously** at parallel intervals, usually at the fourth, fifth, or octave. This kind of music was called organum and very slowly developed over the next hundred years into new forms. The original chant melody was then sung very slowly on long notes called *cantus firmus*, and the resulting music was named *melismatic organum*. By the eleventh century, these added melodic lines began to move towards the opposite direction to the original line. This was called *discantus*. These polyphonic forms evolved towards more complicated forms in the following centuries.

The first period of the polyphony is known as **Ars Antiqua** (11th-14th cents.), which means 'old art'. The places where this style was composed were cathedrals, the most important being **Notre Dame Cathedral** in Paris, and the main composers were Lèonin and Pèrotin.

The second period of the polyphonic medieval era is known as **Ars Nova** (14th-15th cents.) which means 'new art'. The main composer of this style was **Guillaume de Machaut**.

The image displays two examples of medieval polyphonic music. The left example, titled "Organum paralelo (Schola enchiriadis s X)", shows two staves of music. The top staff is a vocal line with the lyrics "Sic glo - ri - a Do - mi - ni in se - cu - la". The bottom staff is a lute organum line, consisting of a series of eighth notes that move in parallel motion with the vocal line. The right example, titled "Melismatic organum", shows three staves. The top staff is a vocal line with the lyrics "ti . . . po . . .". The middle staff is a lute organum line with the lyrics "tus ge . . . ni . . .". The bottom staff is another lute organum line with the lyrics "ter. De . . . us". The organum lines in this example feature more complex rhythmic patterns and melodic movement compared to the parallel organum.

8. What is the text about?



.....  
.....

9. Listen to the music composed by Lèonin and Pèrotin. Look at the box on page number 10 that you filled in with characteristics of Gregorian Chant. How many of them appear in this music? Share your opinion with the rest of the students.



10. In the following sentences, fill in the gaps with words related to Medieval religious music.



The first type of religious music was ....., which consisted of a single melodic line.

The name Gregorian Chant is used because Pope ..... was the person who compiled the existing melodies.

Instruments were ..... inside the Church. In the beginning, Gregorian Chant was written with ....., small signs over the text to remind singers of the direction of the melody.

The first form of polyphony is called ..... and consisted of two parallel melodic lines at a certain distance.

Ars Antiqua, which means ....., is the first period of medieval polyphonic music.

.....and ..... were the most famous composers in the Ars Antiqua. The second period of polyphonic music is called ....., and the main composer was .....



# 4. MEDIEVAL SECULAR MUSIC

You are going to watch a video. Pay attention to the images that appear in it.



<http://www.youtube.com/watch?v=JtQZvoaMEy8>



1. Can you think of something that you saw several times during the video? Talk about it with your partner. Write your ideas on the dotted lines. Use complete sentences!



.....  
.....

2. Now, focus on the music you listened to. Write some of its characteristics inside the box, with a pencil. Your teacher will play the music again if it is necessary.



The music you have listened to is one kind of medieval secular music. As you can see, it is very different from the religious music. Let's learn something about it!!!

3. Pay attention to the following text. There are some words missing. Your teacher/ assistant will read the complete text. You should fill in the gaps with the words you hear. Pay attention to spelling!!!



During the Middle Ages, music was not only used for..... purposes, but it was also used for entertainment. This kind of music, the non-religious music, is also known as secular music.

..... music was performed by two kinds of musicians: troubadours and jongleurs.

**Troubadours** were noblemen, even kings, who composed and sang their own ....., usually about ....., They accompanied the song playing an ....., The songs' texts were in their own language. They sang for wealthy people from court to court, and they were very popular.



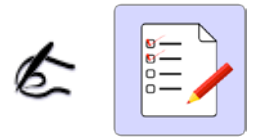
These musicians received different names depending on their countries, but the word troubadour is used as the generic one (Troubadours are the most famous and were from the south of .....; in the north of France there were Trovères; in ....., there were Minnesingers; there were also female composers, known as Trobairitz). Some famous troubadours were William IX Duke of Aquitaine, the English king Richard the Lionheart, and the Spanish king Alfonso X the Wise.



Jongleurs were .....from a lower social class. They went from village to village, or from ..... to castle, playing, singing and performing tricks, earning some money for ..... the nobility. They did not .....the songs they sang, nor write the lyrics of these songs.



4. Work in pairs. Compare the characteristics of secular music you wrote in the table before, and complete the list after reading the text again. Make sure you refer to instruments, language of the songs, purpose of the music, etc.

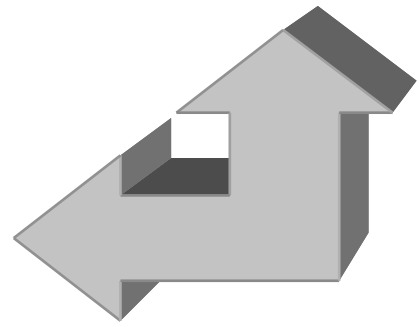


5. Do you know who this singer is?



.....

Can you guess what he has in common with Alfonso X the Wise? Write your answer on the dotted lines.



.....

.....

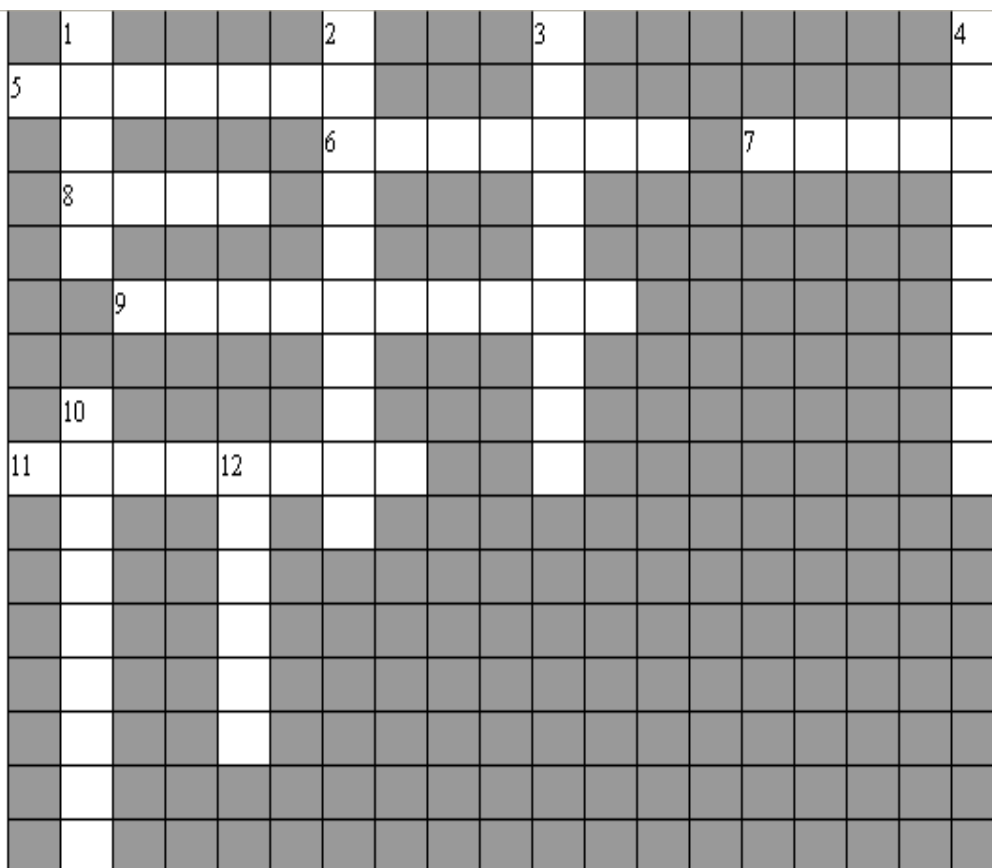
6. Now, circle the correct answer.

The ancient Troubadours were similar to the current.....

- Circus artists
- Singer-songwriters
- Singer of a band

## 5. REVIEW ACTIVITY

Fill in this crossword with words that have appeared in this unit. You have the clues below.



### ACROSS

- 5. non-religious music.
- 6. first polyphonic music.
- 7. language in which Gregorian Chant was sung.
- 8. religious man who had devoted his life to God.
- 9. female troubadours.
- 11. medieval musician who sang, played instruments and performed tricks.


### DOWN


- 1. first sign of musical notation.
- 2. noblemen who composed and sang their own songs.
- 3. religious place where Gregorian Chant was sung.
- 4. single melodic line.
- 10. several sounds at the same time.
- 12. one of the most famous composers of Ars Antiqua.


## 6. PROJECT: LIVING IN THE MIDDLE AGES


You are going to become characters from the Middle Ages. There are four groups. Each group has to represent a scene explaining one type of medieval music, following the guidelines in the table below. Prepare the script, rehearse the scene and perform it in front of the rest of the class.



GROUP 1	
TOPIC	TALK ABOUT...
Gregorian Chant	<ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Places where it was sung</li> <li>• Function</li> <li>• How it was written</li> </ul>
CHARACTERS	EXPRESSIONS TO USE...
 <p>Monks Pope Gregory I Priest</p>	<p>Learn by heart To pray Write the melody with neumes The whole time singing in Latin .....</p>

GROUP 2	
TOPIC	TALK ABOUT...
Beginnings of Polyphony	<ul style="list-style-type: none"> <li>• Create two simultaneous melodic lines</li> <li>• Types of compositions</li> <li>• Place where the music was composed</li> <li>• Periods</li> <li>• Main composers</li> </ul>
CHARACTERS	EXPRESSIONS TO USE...
 <p>Pèrotin Léonin Machaut Monks Choir</p>	<p>Sing two melodies at the same time Parallel movement Opposite direction .....</p>

GROUP 3	
TOPIC	TALK ABOUT...
Secular music: Troubadours	<ul style="list-style-type: none"> <li>• Characteristics of these musicians: social class, educational level, etc.</li> <li>• Topics of the songs</li> <li>• Famous characters</li> </ul>
CHARACTERS	EXPRESSIONS TO USE...
 <p>Kings, Queens Knights People from the courts</p>	<p>I composed this song This song is about... I am going to fight for your love with my music .....</p>

GROUP 4	
TOPIC	TALK ABOUT...
Secular music: Jongleurs	<ul style="list-style-type: none"> <li>• Who were these characters</li> <li>• How they lived</li> <li>• Music they played</li> </ul>
CHARACTERS	EXPRESSIONS TO USE...
 <p>Jongleurs King and Queen People in the village</p>	<p>What do you want me to play? I didn't compose this song I am here to entertain you I want you to play the flute while jumping .....</p>

## AFTER THIS UNIT....



I CAN...	Differentiate medieval religious music from medieval secular music	YES	NO	NOT YET
	Recognize a Gregorian Chant piece	YES	NO	NOT YET
	Identify some characteristics in pieces of music	YES	NO	NOT YET
	Establish some links between the past and the present	YES	NO	NOT YET
	Participate in a role play	YES	NO	NOT YET

I KNOW...	The characteristics of medieval music	YES	NO	NOT YET
	What Gregorian Chant is, and its characteristics	YES	NO	NOT YET
	How musical notation began	YES	NO	NOT YET
	Who troubadours and jongleurs were	YES	NO	NOT YET
	The differences between religious and secular music	YES	NO	NOT YET
	Some famous composers of the Middle Ages	YES	NO	NOT YET