**Technology in the Music Classroom Lesson Plan Assignments**

**Name \_\_\_\_Donna Kennedy\_\_\_\_ Lesson Plan Type\_\_\_\_Responding to Music\_\_\_\_**

**Lesson Title/Description:** Cultural Context of Sonatina and Concerto Forms

**Class/Grade:** Theory III

**Lesson Time:** 1 hour 20 minutes

**Standards:** MU:Re7.2.T.IIa Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

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| **Learning Outcomes** | **Assessment Evidence** |
| By the end of this lesson, students will know the historical background of the Classical Music period.  | Evidence: Students will have used wiki or other sites to research Western European historical events 1720-1850. |
| By the end of this lesson, students will know the historical background of Beethoven, Clementi, and Haydn. | Evidence: Students will have used web searches to find biographical information on Beethoven, Clementi and Haydn and add to Whiteboard. |
| By the end of this lesson, students will be able to use historical and musical contexts to gain a broader understanding of the Sonata and Concerto style. | Evidence: Through group discussion and additions to Whiteboard notes, students will demonstrate a better understanding of how Western European countries, cultures, and composers intersect and relate during the Classical Period. |

**Prior Knowledge and Skills:** Students will have a concrete knowledge of the basic elements of music. Students will have practiced skill in analysis of small musical forms. Prior to class, students will have listened to Beethoven Sonata Op. 2, No. 1, mvt. 1, Clementi, Sonatina in C Major, Op. 36, No. 1, mvt. 1, and Haydn Concerto for Corno di caccia, mvt. 1.

**Materials:**

* Student Theory Workbook and Anthology
* Pencil and Paper
* SmartPhone, Tablet, or Laptop
* Whiteboard and Markers

**Learning Activities:**

* Inform class that to better understand the Sonata and Concerto forms that the class period will be used to delve into historical and cultural aspects of Western Europe 1750-1820.
* Research (20 minutes) – Students may work individually or in groups of 2-3 to research the historical time period, the composers listed above, and write any notes they feel will be beneficial to the group discussion.
* Discuss (30 minutes) – Substitute will begin leading the discussion by writing WHO, WHAT, WHERE, WHEN on the Whiteboard, one in each of the four corners. Each individual or group will add information around the large words, explaining what they have uncovered that they feel is of value. Substitute will ask students why they think larger music forms such as the Sonata and Concerto might have evolved during this time period. Also ask students how much influence and connection they think composers had to each other. Was it more or less than prior musical eras? Encourage students to add words or phrases to Whiteboard notes that will add value to the discussion and understanding.
* Interpret (20 minutes) – Students will again listen to the three pieces assigned and make notes on musical elements they feel are important to the works.
* Remind students that the Workbook Assignments that correlate to the pieces listed and listened to prior to class will be due on Blackboard by midnight.

**Helpful Links:**

<https://www.musictheoryacademy.com/how-to-read-sheet-music/the-elements-of-music/>

[https://en.wikipedia.org/wiki/Classical\_period\_(music)](https://en.wikipedia.org/wiki/Classical_period_%28music%29)

<https://viva.pressbooks.pub/openmusictheory/chapter/sonata-form/>