Students will learn:

- The Baroque period was distinguished by fancy expressions in music, art, fashion, and architecture.
- The techniques used by Baroque composers: trills, turns, and appoggiaturas.
- The way people lived during the Baroque period (1600-1750).
- The three most prominent Baroque composers: Bach, Vivaldi, and Handel.
- The unique qualities of the harpsichord and the Baroque orchestra.

Vocabulary

- Orchestra
- Trill
- Turn
- Appoggiatura
- Baroque
- Fugue
- Ornament

* concepts included in the Teacher Guide, but not in the DVD
**Unit 3 Composers & Music History**

**MUSIC STANDARDS IN LESSON**

6: Listening to, analyzing, and describing music
7: Evaluating music and music performance
8: Understanding the relationship between music and the other arts
9: Understanding music in relation to history, style, and culture

Complete details at [QuaverMusic.com](http://QuaverMusic.com)

---

**Key Scenes**

<table>
<thead>
<tr>
<th>#</th>
<th>What they teach</th>
<th>Music Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Baroque period is notable for fancy clothes, fancy hair, and fancy music played by the harpsichord and orchestras.</td>
<td>8, 9</td>
</tr>
<tr>
<td>2</td>
<td>To make their music more fancy, singers and instrumentalists used ornaments, a distinctive trait of the Baroque period.</td>
<td>6, 7</td>
</tr>
<tr>
<td>3</td>
<td>A look at life during the Baroque period.</td>
<td>8, 9</td>
</tr>
<tr>
<td>4</td>
<td>They discover the size and characteristics of the Baroque orchestra, how the harpsichord was used as the lead instrument, and hear Bach's Air on a G String.</td>
<td>6, 7</td>
</tr>
<tr>
<td>5</td>
<td>Leading composers Vivaldi, Bach, and Handel are profiled. Also presented is a brief look at a fugue, Vivaldi's Four Seasons, and Handel's Hallelujah Chorus.</td>
<td>9</td>
</tr>
</tbody>
</table>

---

**LESSON INTRO Introducing the episode**

Provide a context for the study by helping students contrast the fancy from the ordinary. Ask students:

- What does fancy mean?
- What is the fanciest food they have ever eaten?
- What is the fanciest car they've ever seen?
- Has anyone been to a place they thought was fancy? Describe it.
- What is the fanciest outfit they’ve seen worn by someone famous?

Fancy is the key word to describe the Baroque Period (1600-1750). The music was fancy, decorated, and ornate as were the clothes, buildings, and visual arts. The word Baroque comes from an Italian word meaning bizarre, but is better translated as fancy or ornamented. Pay careful attention to all the fancy things to be found in Quaver's world.


**Discussion Points**

- What is the word that Quaver used to describe the Baroque period?  
  *fancy*
- What instrument is most closely associated with this period?  
  *harpsichord*
- Who were the most notable composers of this period?  
  *Bach, Vivaldi, and Handel*
- Which instrument was added to the orchestra at the end of the Baroque period?  
  *clarinet*

---

**What is a Music Period?**

Historians classify music (and other forms of art) by bracketing years of stylistic similarity. Although opinions differ, these are the most commonly recognized designations:

- Renaissance (1450-1600)
- Baroque (1600-1750)
- Classical (1750-1820)
- Romantic (1820-1910)
- Impressionist (1870-1910)

---

**Q Tips**

Why not wear a fancy wig while teaching this subject? Students will never forget it!

---

**Baroque Dances [Tracks 1 & 2]**

**Purpose:** Exploring contexts in which Baroque music was played

Baroque pieces were written for churches as well as a variety of dances. In the Baroque Period, dances were very elegant social events. Dances were in different meters and had unique dance steps. Prepare students for a dance by encouraging them to speak in lofty accents and give themselves fancy names.

Pair up students and teach them how to bow as a precursor to dancing. Play *Handel’s Sarabande (Track 1)* and *Gigues I and II from Water Music (Track 2)*, and lead them in fancy made-up dances.

**Comparisons [Tracks 3 & 4]**

**Purpose:** Listening and style recognition

Play the contemporary pop song *Don’t Stop Moving (Track 3)* and the well-known Baroque piece, *Bach’s Air on a G String (Track 4)*. Create a list with one column representing contemporary music and the other column Baroque music. Record your students’ answers to these questions:

- What style of music do you hear?
- What instruments can you identify?
- What kind of beat do you hear?
- What do you picture when you listen to this music?

Ask students to also identify what was similar between these two pieces of music.

---

**The Four Seasons [Tracks 5, 6, 7 & 8]**

**Purpose:** Listening and simple analysis

Ask students to brainstorm a list of words that describe each of the four seasons. Play excerpts of *Vivaldi’s The Four Seasons, Spring (Track 5), Summer (Track 6), Autumn (Track 7), and Winter (Track 8)*. Invite students to guess which season he is portraying with each piece. Ask what clues Vivaldi provides in his music.

Is Winter sharp and cold?, Does Spring seem to grow? How effectively does he represent each season?
My Spring Piece

Purpose: Creating music to express a thought or story

The four seasons of the year were the inspiration for Vivaldi’s notable composition; invite students to write a piece of music using percussion instruments to depict a fireworks display. Instruct them to represent the various phases such as lighting the fuse, the launch, and the explosions. As a variation, students could work in groups to create and perform an original piece. Then play Handel’s Music for the Royal Fireworks, Overture (Track 9), and ask them to critique his piece.

VIDEO REPLAY
Baroque Ornaments

Purpose: Application of Baroque techniques to simple music

Review the ornaments Quaver and Madame Elizabeth add to their performance of Twinkle, Twinkle, Little Star.

Using the IWB, instruct students to add a trill, turn, and appoggiatura to four measures of Mary Had a Little Lamb. As each ornament is added, lead them in singing the new modification. Once completed, have students perform their new Baroque piece and create a dance to go with it.

Note: In the Baroque period, the performer had the freedom to add ornamentations. The best players were the ones who smoothly added ornaments in the most effective places. In that sense, it was a bit like jazz improvisation!

WEB ACTIVITIES

QSynth
Students can experiment with the science of sound by manipulating the attributes of audio waveforms with our simplified oscilloscope.

QPhoneBox
Students travel back to the Baroque period to learn more about music during this time in history. Students can choose from several games to explore this fancy time.
6 HOMEWORK

My Baroque Day  Worksheet # 1
Purpose: Imagining life in a different time period
To observe the differences between the Baroque period and now, instruct students to complete the worksheet provided.

Great Composers of the Baroque Period  Worksheet # 2
Purpose: Discovering important facts about great composers
Have students complete the attached worksheet to review key information about the Baroque Period.
Note: There is one worksheet like this for every episode on the musical periods—collect them all!

7 ASSESSMENT

Baroque Assessment  Tracks 10 to 17  Worksheet # 3
Play four selections and have students identify which two are characteristic of Baroque music.
Track 10  Bach’s Brandenburg Concerto No.5, 3rd Movement – Baroque
Track 11  Bumpin’ Along – country pop
Track 12  Bach’s Badinerie – Baroque
Track 13  Sunshine Calypso – reggae

Play the four audio clips and have students identify the four ornaments used.
Track 14  Truly Trill – trill
Track 15  Appoggiatura – appoggiatura
Track 16  Turny Turns – turn
Track 17  Quaver’s Shower Song – Quaver’s shower song
Social Studies

Women were not allowed in Baroque orchestras. Ask students to speculate on the reasons for this rule. Does it seem fair? Ask students to think about what was happening in the United States during this time. The strictly plain Puritans were opposed to the fancy concepts of the Baroque period.

Another example of restricted freedom involved the exclusion of voting rights for women. To protest this law, ladies like Emeline Pankhurst in Great Britain started a movement called the suffragettes. They campaigned for women to be allowed to vote and even went to prison for their beliefs.

Discuss with students why they were prepared to go to such lengths for their cause. Ask them what issues most concern them today. What could they do to bring about change?

History

Use the IWB to present examples of fashion during the Baroque period. Have them speculate what influenced the designs and materials used. Get students to vote on their favorite fashion items, and ask them to explain why they made their choices.

Art

Instruct students to write their first names. Have them decorate their names with ornamental designs. Make available a variety of art supplies such as markers, crayons, colored pencils, glue, yarn, and glitter. How does the use of various media affect how plain or fancy the artwork is?

Meter

Purpose: Listening and analyzing music

Listen to these two dances in the Baroque period: Handel’s Water Music, Bourree (Track 2) in 6/8 meter, and a Berenice, Minuet (Track 18) in 3/4 meter. Have your students join you in clapping or tapping the beat while making sure to accentuate the strong beats. See if students can find the meter in each piece. Discuss the differences in the selections.

• How do differing meters change the way the music feels?
• Does the meter affect how you might dance to the music?

Note: A meter of 6/8 is split up into two groups of three.

Conduct Yourself

Purpose: Musical teamwork and playing in an ensemble

Get students to tap four times on their desks together and analyze how difficult this is without someone leading them. Is it easier if one is designated as the leader? What signals can the leader offer to start everyone together? Ask whether they think this is why conductors were added after the Baroque period.

Choose a piece of music to sing or play on Orff instruments or band instruments. Tell them that you will not direct them. Have them devise a way to sing or play together and lead themselves. Note how amazingly effective non-verbal communication can be.
The Baroque Period

TEACHER NOTES

Featured Instruments

- Harpsichord
- Violin
- Viola
- Cello
- Clarinet
Unit 3

My Quaver Music File

Composers & Music History

©2011 Quaver's Marvelous World of Music

This cover can be used to make a worksheet unit folder
My Baroque Day

List ten simple activities you do each day. Mark the box next to the items you think would NOT have been done during the Baroque period. Example: lighting a candle or lantern instead of flipping a light switch.

NOT in the Baroque Period

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

Review the checked boxes and think how you would have accomplished those activities in the Baroque Period.

©2011 Quaver's Marvelous World of Music
Great Composers of the Baroque Period

Antonio Vivaldi

HIS LIFE AND MUSIC
- Born March 4, 1678 in Venice and died July 28, 1741 in Vienna.
- He wrote over 450 pieces of music.
- He wrote hundreds of concertos and operas. A Baroque concerto had two groups of players, one larger than the other. In a concert, they took turns performing.
- One of his popular pieces is **THE FOUR SEASONS**.

INTERESTING FACTS
- Vivaldi was employed by a wealthy orphanage for girls and wrote lots of music for them as practice pieces.
- He was fired from the orphanage and then got his job back at the same place!
- He had red hair and on the day he was born there was an earthquake.
- Vivaldi had asthma.

Find out more on Quavermusic.com

Johann Sebastian Bach

HIS LIFE AND MUSIC
- Born March 21, 1685 and died July 28, 1750 in Germany.
- One of Bach’s most famous pieces was his **AIR ON A G STRING**.
- Bach was a musical genius who played the organ. He wrote organ pieces, orchestra pieces, lute pieces, harpsichord pieces, choir pieces, and loads more.
- He was employed by churches and therefore wrote loads of church music.
- Bach was a master at writing fugues, which were really like rounds, but a bit more complicated.

FUN FACTS
- He was never famous in his lifetime. In fact, he was just known as the church organist. BUT, after he died, people realized what a genius he was.
- He had twenty children, of which four became famous musicians.
- Bach was very impatient with people not as skilled as himself. He once took off his wig and threw it at a player who couldn’t play the right notes. On another occasion he told a bad bassoon player that he sounded like a nanny goat!

Find out more on Quavermusic.com

©2011 Quaver’s Marvelous World of Music
George Frideric Handel

HIS LIFE AND MUSIC
- Born in Germany February 23, 1685 and died April 14, 1759.
- He spent most of his life in England and later became an English citizen.
- He wrote many pieces for English royalty such as *Music for the Royal Fireworks* and *Water Music*, requested by King George I, who wanted a concert on the River Thames.
- Handel wrote 40 operas and many oratorios (operas without the acting).
- One of his most popular pieces today is his *Messiah*, which contains the famous *Hallelujah Chorus*.
- In addition to his larger pieces, he also wrote 16 keyboard suites, which were sets of small pieces based on dances.

FUN FACTS
- Handel’s dad banned him from playing the clavichord, but he managed to smuggle one up to his bedroom in the attic and practice it when his dad was asleep.
- During a performance of *Music for the Royal Fireworks*, one of the fireworks hit a specially made wooden carving of George I. The whole stage caught fire and fell apart!
- Beethoven once said of Handel, “Handel is the greatest composer who ever lived. I would bare my head and kneel at his grave.”

Find out more on Quavermusic.com

More about the Baroque Period...
- The Baroque Period followed the Renaissance Period from 1600 to 1750. It was a period of orchestras and fancy music.

- Singers and instrumentalists used ornaments such as trills, turns, and appoggiaturas to make their music more fancy.

- The harpsichord was a featured instrument during this period of music.

- Women were not allowed to perform in Baroque orchestras. Chairs were not allowed; musicians stood to perform.

- The clarinet was introduced near the end of the Baroque Period.

Other Famous Composers...
- Johann Pachelbel (1653–1706)
- Henry Purcell (1659–1695)
- Georg Philipp Telemann (1681–1767)
- Jean-Philippe Rameau (1683–1764)
Baroque Assessment

Part One
Listen to the four musical selections and circle whether they are Baroque or non-Baroque in the answers below:

Circle the correct answer:

<table>
<thead>
<tr>
<th>Track #1</th>
<th>Baroque</th>
<th>non-Baroque</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track #2</td>
<td>Baroque</td>
<td>non-Baroque</td>
</tr>
<tr>
<td>Track #3</td>
<td>Baroque</td>
<td>non-Baroque</td>
</tr>
<tr>
<td>Track #4</td>
<td>Baroque</td>
<td>non-Baroque</td>
</tr>
</tbody>
</table>

Part Two
Listen carefully to the next selections and circle the best answer.

1. a. Trill ✿
   b. Turn ~
   c. Appoggiatura ↩
   d. Quaver singing

2. a. Trill ✿
   b. Turn ~
   c. Appoggiatura ↩
   d. Quaver singing

3. a. Trill ✿
   b. Turn ~
   c. Appoggiatura ↩
   d. Quaver singing

4. a. Trill ✿
   b. Turn ~
   c. Appoggiatura ↩
   d. Quaver singing

©2011 Quaver's Marvelous World of Music