

| Week | Lesson no | Desription of Lesson | Objective | Resources & Ideas | Assessments |
|-------------------------------|-------------------|--|---|---|----------------------------------|
| 1 (Aug 8-12) | 1 | Intro to Unit: Playing Modern Classical Music | To understand the statement of inquiry, the idea of baroque-romantic music providing a base for modern music and begin experimenting with those connections | Memories- Maroon 5 (Pachabel Canon), Zayn- Blue (Bach Ave Maria), Celine Dion- All By Myself (Rachmaninoff Piano Concerto 2), Little Mix (Faure-Pavane) Not English: S.H.E.- (Mozart Symphony 40), Bum Bum Tam Tam (Bach Toccatta) Two Set Violin Pop Video , Memories- Maroon 5, Queen- It's a Hard Life (Festi la Coupa), Elvis Surrender (Torna a Serrento), A Whiter Shade of Pale (Bach- Air on a G String), Eric Cartman (Rachmaninoff) 14 Songs that Rip off Classical Music Shinhwa T.O.P. | |
| | 2 | Baroque Music | Introduction to the Baroque time period. (Focus Artists in the Baroque Period) | When was the Baroque Time Period? What else was happening in history? Have you heard of these people before? | |
| | 3 | Baroque Music | Focus Artists in the Baroque Period and Stylistic potions key to the Baroque Period | J.S. Bach, G. F. Handel, Antonio Vivaldi, Claudio Monteverdi, Henry Purcell | |
| 2 (18-22) | 4 | Baroque Music | Focus Artists in the Baroque Period and Stylistic potions key to the Baroque Period | Counterpoint Assessment- have students see examples and replicate. | Class Performance Counterpoint!! |
| | 5 | Classical Music | Introduction to the Classical time period (and the changes from Baroque to Classical) | W. A. Mozart, L. van Bethoveen, Joseph Haydn, L Boccherini, | |
| | 6 | Classical Music | Focus Artists in the Classical Period and Stylistic potions key to the Baroque Period | | |
| 3 (25-29) | 7 | Classical Music | Focus Artists in the Classical Period and Stylistic potions key to the Baroque Period | Students Perform Melodies from Classical Pieces (Melody Identification Challenge) | Class Performance |
| | 8 | Romantic Music | Introduction to the Romantic time period (and the changes from Classical to Romantic period) | R. Schumman, F. Chopin, Paganini, Tchaikovsky, Grieg, Dvorak, Brahms, F. Shubert | |
| | 9 | Romantic Music | Focus Artists in the Romantic Period and Stylistic potions key to the Romantic Period | Students Develop Plan for Programme Music/German Leid | |
| 4 (Nov 1-5) | 10 | Romantic Music | Focus Artists in the Romantic Period and Stylistic potions key to the Romantic Period | Rhapsody & Suites/Incidental Music | Class Performance |
| | 11 | Revamping the Classics (How do we do that)? | Introduce summative assessments, go over criterion for assessment. Discuss Class Revamp | Unit/Summative Assessment Breakdown | |
| | 12 | Revamping the Classics (How do we do that)? | Revamp a sonata as a class to discuss and explore which projects are best for students. | Mozart Sonata K545 | |
| 5 (8-12) | 13 | Project Proposal- Which Composer? Which Piece? | Students decide on the composer and piece they will perform and present | Composers & Pieces | Class Performance |
| | 14 | Presentation work | | | |
| | 15 | Presentation and performance work | | | |
| 6 (15-19) | 16 | Formative presentations | | | Mark Presentations |
| | 17 | Presentation and performance work | | | |
| | 18 | Rehearsal/prep | | | |

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| 7 (22-26) | 19 | Summative presentations | | | Mark Presentations |
| | 20 | Rehearsal | | | |
| | 21 | Formative Performances | | | Mark Performances |
| 8 (29-3) | 22 | Rehearsal and Review | | | |
| | 23 | Rehearsal | | | |
| | 24 | Summative Performances | | | Mark Performances |
| | 25 | Reflection | | | |
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