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*Worksheet 3.1 Music in History: The Middle Ages*

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1. What years were the Middle Ages?

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2. Why don't we know what Greek and Roman music sounded like?

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3. What does "notate" mean?

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4. Name the three social classes of people in the Middle Ages.

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5. What was the official music of the Roman Catholic Church?

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6. Use musical terms to describe what Gregorian Chant is like

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7. How does notated music in the Middle Ages look different from today's notated music? How does it look the same?

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*Worksheet 3.1 Music in History: The Middle Ages*

8. For which **two** social classes did minstrels play?

- A) Clergy and nobility
- B) Nobility and peasants**
- C) Clergy and peasants

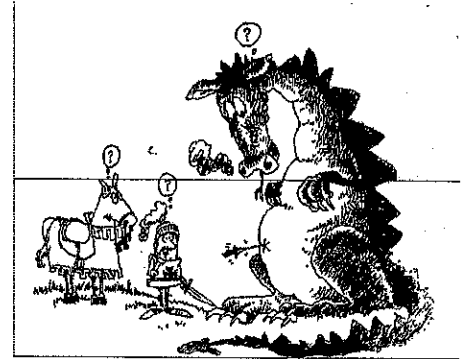
9. Describe the living conditions of peasants in the Middle Ages.

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10. For which two activities did peasants play music?

- A) Dancing and boating
- B) Tending sheep and archery
- C) Dancing and tending pigs**
- D) Archery and hunting



11. What were minstrels called in France?

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12. What were troubadour songs about?

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13. Name some instruments played by minstrels and troubadours.

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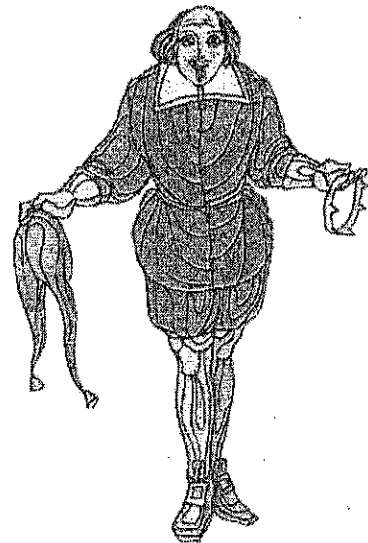
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## *Music in History: The Renaissance 1450-1600*

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After the 1000 years of "Dark Ages," the Renaissance, from 1450-1600, brought much needed "light" into the world. People of the time spoke of a "rebirth" of creativity. Everybody wanted to learn. They wanted to read, write, learn mathematics, and play music. During this time period Columbus and Magellan explored the world. Leonardo da Vinci and Michelangelo created masterpieces of art. The printing press was invented. This was also the era of Shakespeare. Great things were happening in the world.

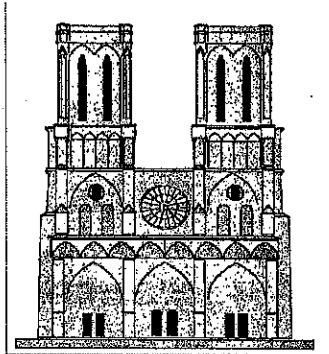


During the Renaissance every educated person was trained in music. It was also an important leisure activity. Musicians worked in churches, noble courts, and towns. But the focus of music was shifting from the church (like in the Middle Ages) to the courts.

In the Renaissance, as in the Middle Ages, vocal music was more important than instrumental music. Renaissance **composers**, people who write music, often used **word painting** in their music. Word painting is making a musical "picture" of the text. For example, the words "coming down from the clouds" might be set to a melody that moves down, and "running" might have many fast notes. Renaissance music has a narrow range of **dynamics**, **tone color**, and **rhythm**. The texture is mostly **polyphonic**. There is **not** a strong beat in Renaissance music so the rhythm flows gently along.

## *Music in History: The Renaissance 1450-1600*

The music of the church, **sacred music**, was almost always vocal music. Instruments were considered too "vulgar" to be played in church. However, a few instruments began to find their way into church, such as the organ. Most church music was written for the church service called the **mass**.



Music that was played outside of the church is called **secular music**. The most important kind of secular vocal music in the Renaissance is the **madrigal**. A madrigal is a piece for several solo voices. The text is a short poem that is usually about love. It uses word painting. Due to the invention of the printing press in 1450, madrigals were widely used in Europe.

Instrumental music was becoming more important. Much of the instrumental music



was used for dancing. Dancing was a very popular Renaissance entertainment, so there is a great deal of this kind of music that has come down to us.

Renaissance instruments made after and duller sound than the instruments that we hear today. Composers did not write music for any specific instrument like they do today. This was because the music was meant to be played on **any** instrument that was available.

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## *Listening to Renaissance Music*

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### **Sacred Music**

**Josquin Deprez** (1440-1521) was one of the best known Renaissance composers. He spent most of his life in Italy, but also worked for King Louis XII of France. One of his most famous works is a vocal piece called "Ave Maria—virgo serena" which was written in 1502.

"Ave Maria" is written for four voices. The text is in Latin and it is a prayer. The texture is **polyphonic**. Josquin uses a **Gregorian chant** for the **melody**. Each voice, starting with the **soprano**, sings the beginning melody on the words, "Ave Maria." After the soprano voice, the melody is sung by the **alto**, **tenor**, and finally, **bass**. Each voice enters in the middle of the melody. This overlapping gives the music a steady flow.

Josquin skillfully varies the texture. You can hear two, three, and four voices at anyone time.

As you listen to this piece remember that this was **sacred music**. The tone tends to be very serious and peaceful.

### **Secular Music**

One of the most important English composers was **Thomas Weelkes** (1575-1623). He was an organist and church composer. But he also wrote secular music. "As Vesta Was Descending," (1601) is one of his many **madrigals**. This piece was written in honor of Queen Elizabeth. It is for six voices.

"As Vesta Was Descending" has the light mood typical of English madrigals. Weelkes uses a lot of **word painting**. For example, the word "descending" is sung to downward melodies while "ascending" has upward melodies. When Vesta's attendants run down the hill, "first **two by two**, then **three by three** together, leaving the goddess **all alone**," we hear first **two** voices, then **three** voices, then **six** voices, and finally a **solo** voice.

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## Worksheet 3.2 Music in History: The Renaissance

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1. What are the years of the Renaissance?

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2. What important events were happening in the world during the Renaissance?

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3. What is a composer?

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4. What is word painting?

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5. Use musical terms to describe Renaissance music.

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6. What is sacred music?

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*Worksheet 3.2 Music in History: The Renaissance*

7. What is secular music?

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8. What is a madrigal?

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9. Why didn't Renaissance composers write for specific instruments?

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## *Music in History: The Baroque 1600-1750*

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The baroque period, from 1600-1750, is very important for music. It is the era that developed opera and produced two musical "giants" in George Frederic Handel and Johann Sebastian Bach. Baroque arts--music, sculpting, painting, and architecture – all fill space with action and movement.

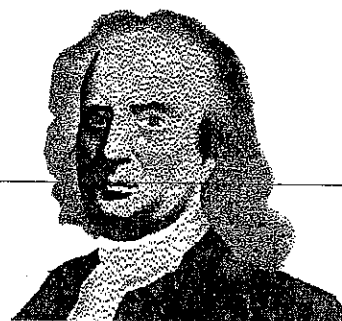
During the baroque, the colonies of Jamestown and Plymouth were founded in America. The great scientists were Sir Isaac Newton and Galileo. They showed how motion was involved in *our* universe. Books, such as *Gulliver's Travels* and *Robinson Crusoe* were written. Artists like Rembrandt and Rubens painted a world in motion.



REMBRANDT



GALILEO



NEWTON

During the baroque period, music was written to order. This means that composers were hired by churches, courts, opera houses, and others to write music. Everybody wanted new music for every occasion. Composers, therefore, wrote a *lot* of music during this era.

In the early part of the baroque, **opera** was invented. In the days before movies, videos, and TV, opera was one of the most popular forms of entertainment. They were very dramatic and passionate and audiences loved them! The color and motion of live performances were very much part of the baroque lifestyle.

We will mostly be learning about the late baroque period, from 1680-1750. This is the time of the greatest musician of the time, J.S. Bach.

## *Music in History: The Baroque 1600-1750*

### **Characteristics of Baroque Music**

#### **Unity of Mood**

A baroque piece usually expresses one mood. A piece that begins joyfully will remain joyful. Composers used music to express different moods, such as joy and grief. There were specific melodies and rhythms associated with specific moods. This unity of mood was used much more in instrumental music. Vocal music often changed moods to match the mood of the text.

#### **Rhythm**

Unity of mood in baroque music is expressed through repeating rhythmic patterns. These patterns will be repeated throughout a baroque composition. This gives this music a strong drive and energy. Forward motion is always felt very strongly. There is a much stronger beat in baroque music than in most Renaissance music.

#### **Melody**

Melodies in this era also are repeated often. An opening melody will be heard again and again during the piece. Often melodies will be heard at a higher or lower pitch. Baroque melodies are elaborate making them difficult to sing or remember. Once again, melodies have a sense of being in constant motion.

#### **Terraced Dynamics**

Dynamics in baroque music tend to stay constant for a time. When the volume changes, it is sudden. It is like stepping from one level to another. There are no gradual changes in dynamics. This sudden shift in volume is called terraced dynamics.

#### **Texture**

The texture of baroque music is mostly polyphonic. Composers did use homophonic textures as a contrast and also in opera so that the words could be understood easier.

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## *Listening to Baroque Music*

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We will be listening to several baroque compositions. These pieces have several different forms. We will hear a **concerto grosso**, a **fugue**, **program music**, a **suite**, and an **oratorio**.

### **Concerto Grosso**

The main thing to listen for in a concerto grosso is a soloist playing and then an entire ensemble playing. A soloist is a person who performs alone. An ensemble is a group of musicians who play together. We will be listening to the first movement of the "Brandenburg Concerto No.5" (1721) by J.S. Bach. A movement is a piece that sounds complete and independent, but is part of a larger composition. There are usually three movements in a concerto grosso. They almost always are 1) fast, 2) slow, and 3) fast. Listen for the trading musical ideas between the ensemble and the soloists. This piece is almost 10 minutes long, so you will need to concentrate!! Near the end is a long solo for the harpsichord. It requires that the player be a virtuoso. A virtuoso is a person with extraordinary musical talent.

### **The Fugue**

A fugue is a polyphonic composition based on one main idea, or theme. Throughout a fugue the theme is changed slightly, or imitated, by other voices or instruments. We will be listening to J.S. Bach's "Organ Fugue in G Minor", also known as the "Little Fugue." It was written in 1709 and is about 4 minutes long. Listen for the theme and how Bach changes it and moves it from a high pitch to a low pitch.

### **Program Music**

Program music is instrumental music that is associated with a story, poem, idea, or scene. When you attended a concert, you received a program that described the story that the music was about. The most well known baroque program music is "The Four Seasons" by Antonio Vivaldi.

## *Listening to Baroque Music*

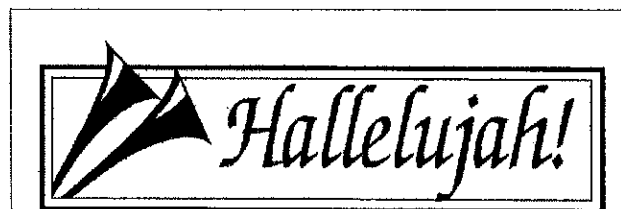
We will be listening to "Spring" from "The Four Seasons." Listen for the following sounds of springtime "painted" with music by Vivaldi: songs of birds, murmuring streams, and thunder and lightning. This movement is about 3 minutes long.

### The Suite

A suite is a composition that was meant for dancing. If a wealthy patron were having a dance or ball, he would hire a composer to write a suite for it. We will be listening to "Suite No.3 in D Major" (1730) by J. S. Bach. In each of the movements, Bach writes for a different type of dance. The **tempo** changes for each dance. Try to imagine the fancy clothes and festive atmosphere of a party in 1730! How do you think they were different from a party of today's high society? How were they the same?

### The Oratorio

An oratorio is like an opera except that there is no acting, scenery, or costumes. It is written for a chorus, vocal soloists, and orchestra. A **chorus** is a large group of singers. Most oratorios are based on stories from the bible, but were not meant to be played as part of the church service. We will be listening to the "Hallelujah" Chorus from George Frideric Handel's "Messiah." Handel wrote the "Messiah" in 1741 and the entire composition lasts over two and a half hours. It has become one of the most well known works in music history. You can hear, and sing, this piece every Christmas. The "sing-along" versions of "Messiah" are still very popular today. Listen for changing textures. Handel uses monophonic, polyphonic, and homophonic textures in the "Hallelujah" Chorus.



## *Worksheet 3.3 Music in History: The Baroque*



1. What are the years of the baroque period?

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2. What does all baroque art have in common?

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3. What does "music written to order" mean?

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4. Why did composers write so much music during the baroque era?

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5. Why do you think that opera was so popular during the baroque?

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6. Who was the greatest musician of the baroque period?

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7. What is rhythm like in baroque music?

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*Worksheet 3.3 Music in History: The Baroque*

8. Why are baroque melodies difficult to sing?

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9. What is terraced dynamics?

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10. What is the texture of baroque music?

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11. What is a soloist?

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12. What is the main thing to listen for in a concerto grosso?

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13. Name a famous concerto grosso.

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14. What is program music?

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*Worksheet 3.3 Music in History: The Baroque*

15. Name a famous piece of program music and the composer.

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16. What kinds of sounds does Vivaldi "paint" in "The Four Seasons?"

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17. What were suites used for?

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18. How is an oratorio different from an opera?

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19. What is a chorus?

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20. What is the name of Handel's famous Christmas oratorio?

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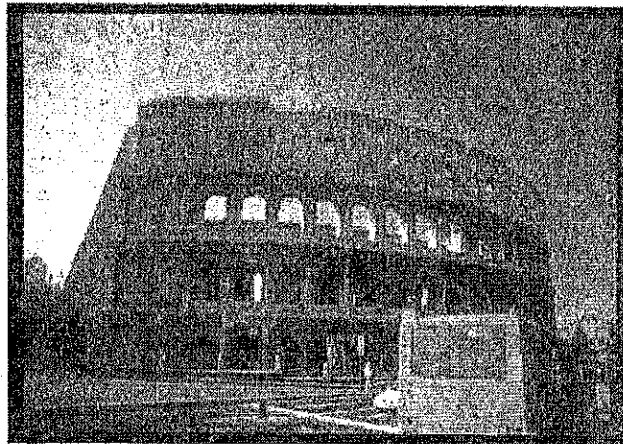
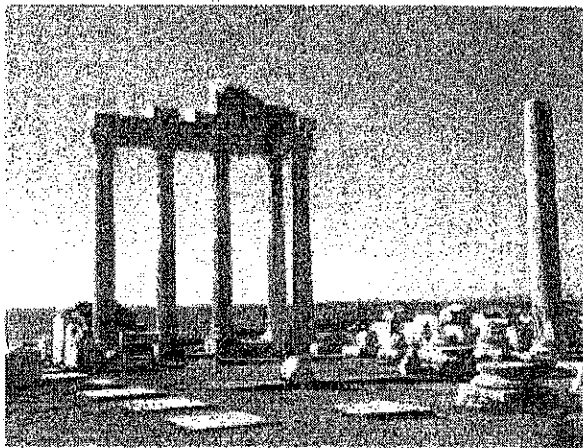
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## *Music in History: The Classical Period 1750-1820*

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The Classical Period is a time of some of the greatest and most famous people in history. Thomas Jefferson wrote the Declaration of Independence and Napoleon tried to conquer Europe. Ben Franklin experimented with electricity and George Washington led his troops at Valley Forge. Amadeus Mozart and Ludwig van Beethoven wrote musical masterpieces.

The term "classical" comes from a return to the "classic" art and architecture of the Greeks and Romans. The elaborate and action filled baroque gave way to the noble simplicity of the classical period. Artists looked for balance and clarity in painting, sculpture, and architecture.



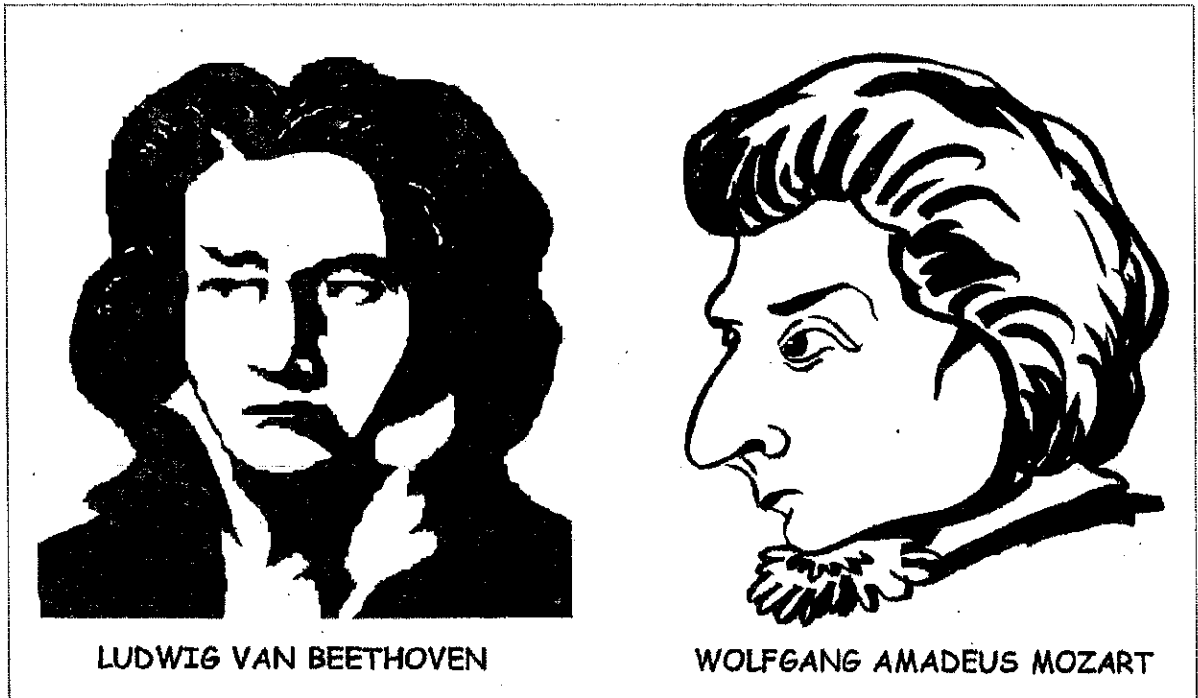
The term "classical" is sometimes used to label any music that is not rock, jazz, folk, or popular. But the classical period is a time in music history that was different from the baroque. Composers wrote music that was more balanced and had less motion and action.

The master composers of the classical style were Joseph Haydn (1732-1809), Wolfgang Amadeus Mozart (1756-1791), and Ludwig van Beethoven (1770-1827). These three musicians all knew each other and were well known to the public.

During this time of the American and French Revolutions, the middle class began to have a great impact on music. They were interested in hearing concerts and playing music at home.

*Music in History: The Classical Period 1750-1820*

Prosperous merchants, doctors, lawyers, and government officials organized public concerts. People in the middle class bought instruments and learned how to play at home. Composers took middle class tastes into account when they wrote music. They liked to “poke fun” at the rich. Composers also liked to use folk and popular melodies in their music. Haydn, Mozart, and Beethoven all wrote dance music for public balls in Vienna—one of the music centers of Europe and a city in which they were all active.



LUDWIG VAN BEETHOVEN

WOLFGANG AMADEUS MOZART

## *Music in History: The Classical Period 1750-1820*

### **CHARACTERISTICS OF MUSIC IN THE CLASSICAL PERIOD**

#### **Contrast of Mood**

Music of the baroque only had one mood. But music of the classical period changed mood. Dramatic, turbulent music might lead into a carefree dance tune. Moods might change gradually or suddenly.

#### **Rhythm**

The rhythm of the baroque was in constant motion and stayed pretty much the same throughout the piece. Classical rhythm is very flexible. The classical style has unexpected pauses, **syncopations**, and frequent changes from long notes to shorter ones.

#### **Texture**

In contrast to the polyphonic texture of baroque music, classical music is mostly homophonic. However, textures also change. Music can change suddenly or smoothly from one texture to another. Remember that a **homophonic** texture is a melody accompanied by chords.

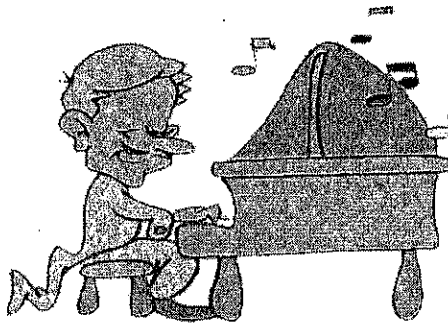
#### **Melody**

Classical melodies are tuneful and easy to remember. Due to the rise of the middle class, many compositions had a folk or popular flavor. Mozart even used a well-known song like "Twinkle, Twinkle, Little Star" as a theme. More often, they wrote original themes that had a popular character.

Classical melodies are balanced. They often have two phrases that are the same length.

*Music in History: The Classical Period 1750-1820***Dynamics and the Piano**

Classical composers wanted to try and express different shades of emotions. This led them to use gradual changes in dynamics. A crescendo is a slow increase in the volume. A decrescendo is a slow decrease in the volume. This use of crescendos and decrescendos was so amazing to audiences that they sometimes rose right out of their seats! How did composers use dynamics differently in the baroque period? (HINT: terraced dynamics)



During the classical period, the desire for gradual dynamic change led to greater use of the piano. By changing the finger pressure on the keys, a pianist can play more loudly or softly. The piano was invented around 1700. It replaced the harpsichord as the main keyboard instrument around 1775. Almost all of the keyboard compositions of Mozart and Beethoven are for piano.

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## *Listening to Music From the Classical Period*

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### **Symphony No. 40 by Wolfgang Amadeus Mozart**

Wolfgang Amadeus Mozart (1756-1791) was born in Salzburg, Austria. He was a child **prodigy**. He could play violin and harpsichord by age 6. He could also read any music perfectly at first sight. At the age of eight he wrote a symphony. When he was twelve he wrote an opera.

Mozart's father was also a musician. He took his talented young son on tours of Europe. By the time he was fifteen years old, Wolfgang had played before every important person in the world.

But trying to live up to his own popularity was difficult. As he became older, Wolfgang was no longer the "cute kid who could play music better than anyone." He grew up to be a young man who was not appreciated by the people around him. Even though he was probably the greatest musician that ever lived, he died poor. He was buried in an unmarked mass grave for paupers.



We will be listening to the first movement of Mozart's "**Symphony No. 40.**" This was written in 1788, so it was one of his last symphonies. It is about eight minutes long. Listen for how the mood changes. Try to hear the **crescendo** and **decrescendo** of the orchestra. The melody is tuneful and easy to sing and remember

## *Listening to Music From the Classical Period*

### **Symphony No.94 ("Surprise") by Joseph Haydn**

Joseph Haydn (1732-1809) was born in a small town in Austria. As a boy he sang in choirs and learned music. Life was hard for him as a young man. He took various jobs including playing violin in street bands. When he was 29, he was hired by a wealthy family to compose music. He stayed at that job for the next 30 years. He composed thousands of pieces of music, including over 100 symphonies!

Both Mozart and Beethoven became students of "Papa" Haydn. Mozart was such a musical genius that it was difficult to "teach" him anything. He admired Haydn greatly and enjoyed his lessons from "Papa." Beethoven, on the other hand, thought that lessons from Haydn were "a complete waste of time."

By the time Beethoven was Haydn's student he was very old. Beethoven called him "an old fogey."



We will be listening to the second movement of Haydn's **Symphony No. 94, (Surprise)**. The label "Surprise" was given to this symphony because of the "surprise" loud chord that is heard in this movement. It is said that Haydn put this "surprise" chord into the music to wake up people who were falling asleep during performances. This kind of symphony is called a **theme and variation**. You can hear a **theme** (melody) that is changed (**variations**) This movement is about six minutes long. It was written in 1791, near the end of Haydn's career.

## *Listening to Music From the Classical Period*

### **Symphony No. 5 by Ludwig van Beethoven**

Ludwig van Beethoven (1770-1827) represents the highest level of musical genius. He was born in Bonn, Germany into a family of musicians. When he was sixteen, he played for Mozart. Mozart said of the young Beethoven, "Keep your eyes on him. Someday he will give the world something to talk about." When he was 22, he went to study with Haydn. His lessons did not go well with "Papa" Haydn, who was then 60 years old.

Beethoven had a mysterious personality. He was loud and had a bad temper. He was quiet and withdrawn, too. He was a "superstar" during his own lifetime. Despite his popularity and wealth, he was never happy. When he was 29, he began to go deaf. This began a terrible part of Beethoven's life. His most important sense—hearing—was leaving him. He expressed his emotions in his music.



Beethoven was a hard man to understand. He was self-educated and read widely<sup>1</sup> but was weak in basic math. He was orderly when composing<sup>1</sup> but dressed sloppily and lived in messy apartments. He fell in love with several women but never had a long lasting relationship.

We will be listening to Beethoven's "**Symphony No. 5.**" He started writing it in 1804, but did most of the work during 1807-1808. The Fifth Symphony begins with one of the most famous rhythmic ideas in all music. Beethoven thought that this four-note **motive** was "fate knocking at the door." The first movement is about seven and a half minutes long. This opening movement is filled with power, energy, and extreme emotion!!

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*Worksheet 3.4 Music in History: The Classical Period*

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1. What were the years of the Classical Period?

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2. Where does the term "classical" come from?

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3. Who were the three master composers of this era?

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4. What group of people had a big impact on the music of this period?

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5. What did composers do to please middle class tastes in music?

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6. What city was the center of musical activity? (Extra credit if you can also name the country where this city is!!)

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*Worksheet 3.4 Music in History: The Classical Period*

7. How was rhythm different in the classical period from the baroque?

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8. What is syncopation?

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9. What is the texture of music from the classical period?

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10. Describe how a classical melody would sound.

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11. How did composers use dynamics in this era?

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12. When was the piano invented?

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13. Why did composers want to use the piano instead of the harpsichord?

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*Worksheet 3.4 Music in History: The Classical Period*

14. How old was Mozart when he died?

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15. What is a prodigy?

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16. Name some extraordinary things that Mozart did.

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17. How many symphonies did Haydn compose?

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18. What is the "surprise" in Haydn's "Symphony No.94?"

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19. How old was Beethoven when he died?

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20. When was Beethoven born?

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*Worksheet 3.4 Music in History: The Classical Period*

21. Tell, in your own words, how Mozart felt about Beethoven.

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22. How was Beethoven's personality "mysterious?"

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23. What happened to Beethoven when he was 29?

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24. When did Beethoven finish "Symphony No.5?"

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## *Music in History: The Romantic Period 1820-1900*

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The Romantic Period (1820-1900) is a time of emotion, imagination, and individualism. It was a time to freely express emotions in art, literature, and music. Artists, writers, and musicians looked at their own inner lives and expressed it in their art. The romantics were drawn to the world of fantasy. Romantic literature includes tales of horror and the supernatural, such as the stories of Edgar Allan Poe and Mary Shelly's "Frankenstein."

They were also interested in things exotic, such as stories from different lands.

Of all the inspirations for romantic art, none was more important than nature. Nature was seen as a mirror of the human heart. Landscape paintings became important in the world of art, and nature was a frequently used topic for composers.



This was a time of the industrial revolution. Great inventors were making new products that made work faster and easier. Thomas Edison invented the light bulb, phonograph, and motion pictures. Alexander Graham Bell invented the telephone. Abraham Lincoln led the United States through a terrible Civil War that had over 500,000 Americans lose their lives. Mark Twain wrote about life along the Mississippi River in his books, "Tom Sawyer" and "Huckleberry Finn." The American west was opened after the discovery of gold in California in 1849. The Romantic period saw the beginning of our modern world.

## *Music in History: The Romantic Period*

There were many important musicians during the romantic period. Romantic composers often wrote music to fulfill an inner need rather than to meet the demands of a rich patron. They tried to compose music that would be heard for many years. They came from the middle class and wrote music for middle class audiences. Most could not support themselves through composing alone so they worked as conductors, teachers, and music critics.

The rise of the urban middle class led to the formation of many orchestras. Pianos were now very common in middle class homes. This led to the founding of private music conservatories in the United States and Europe.

### **CHARACTERISTICS OF ROMANTIC MUSIC**

#### **Individuality of Style**

Romantic music puts emphasis on self-expression and individuality of style. There is "not a bar which I have not truly felt and which is not an echo of my innermost feelings," wrote Tchaikovsky. Many romantic composers created music that sounds unique and reflects their personalities.

#### **Nationalism and Exoticism**

Nationalism was an important political movement that influenced music from this period. Musical **nationalism** was expressed when romantic composers created music with a specific national identity. They would use the folk songs, dances, legends, and history of their homelands.

This also led composers to draw on colorful materials from foreign lands. This is known as musical **exoticism**. For example, some composers wrote melodies with an Asian style or used rhythms and instruments from distant lands. There were operas set in Spain ("Carmen") and Japan ("Madame Butterfly"). There were orchestral works that suggested Arabia ("Schéhérazade"). The romantics were attracted to things remote, picturesque, and mysterious.

## Music in History: The Romantic Period

### Program Music

This period was the great age of **program music**. Program music is instrumental music associated with a story, poem, idea, or scene. A piece of program music can represent the emotions, characters, and events of a story. An example is Tchaikovsky's "Romeo and Juliet," where agitated music represents the feud between the families, a tender melody is used to show young love, and a funeral march shows the lover's tragic fate. Program music was also used to evoke the sounds and motions of nature. An example of this is Smetana's "The Moldau." The Moldau is a river in Europe and Smetana uses musical effects to show a flowing stream, a hunting scene, a peasant wedding, and the crash of waves.



Niccolò Paganini



Franz Liszt

### Expressive Tone Colors

Romantic composers wanted to hear rich and different sounds. They used tone color to get a variety of moods and to create different atmospheres. This caused new instruments to be developed. Every section of the orchestra grew. Also, instrumentalists were asked to use their instruments in new ways. For example, violin players were asked to strike the strings with the wood of their bows.

## *Music in History: The Romantic Period*

### **Expanded Range of Dynamics. Pitch. and Tempo**

Romantic music calls for a wide range of dynamics. There are sharp contrasts between faint whispers and extremely loud passages. Composers used frequent **crescendos** and **decrescendos** as well as sudden dynamic changes.

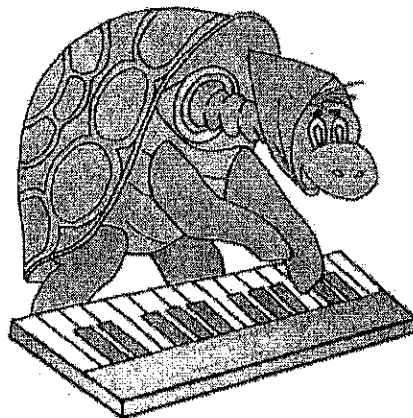
The range of pitch was expanded, too. Composers looked for very high and very low notes. Instruments like the piccolo were used to reach the extreme edges of an instrument's pitch range.

The tempo of romantic music also changed. A piece might slow down or speed up. This is called **accelerando** (speed up) and **ritardando** (slow down).

### **Form: Miniature and Monumental**

Music in this period differs greatly. On one hand there are piano pieces that last only a minute or two. These miniatures were meant to be played in the home by the growing number of people who owned pianos. These miniatures were a perfect outlet for the romantic composer who could create a mood through a melody, a few chords, or an unusual tone color. On the other hand, there are gigantic works that call for a huge number of performers and last for several hours.

In learning about this era that so prized individuality, it is hard to make generalizations that might help you understand it better. There is such diversity that you just need to keep an open mind and try to understand it as best you can!





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## *Listening to Music from the Romantic Period*

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One of the new forms that was introduced in the romantic period is the **art song**. An art song is a composition for solo voice and piano. Franz Schubert (1797 -1828) was the earliest romantic composer to use this form. Schubert was born in Vienna and had great musical talent as a child. He wrote a great deal of music in his short lifetime. During 1816 alone he wrote 179 pieces of music! One of his most famous art songs is "The Erlking," written in 1815 when he was just 18 years old. The story is about a father riding on horseback through a storm with his sick child in his arms. The boy sees a vision of the legendary Erlking, the king of the elves who symbolizes death. Listen for music that suggests the galloping horse and different high and low pitches for the voices of the father, son and the Erlking.

### **Mazurka in A Minor by Frederic Chopin (1810-1849)**

Frederic Chopin was the only great composer who wrote almost exclusively for the piano. He was born in Warsaw, Poland. He was a frail man who was constantly in poor health. He died of tuberculosis at the age of 39.

Chopin composed the "Mazurka in A Minor" in 1834 when he was about 24. A mazurka is a dance composition for piano. Listen for the "dreamy" mood that Chopin creates.

### **Transcendental Etude No.10 in F Minor (1851) by Franz Liszt**

Franz Liszt (1811-1886) was handsome, magnetic, irresistible to women, and an incredible showman. During the 1840's he performed superhuman feats on the piano which overwhelmed European audiences. He was born in Hungary and at age 11 he studied in Vienna where he met Beethoven. He toured Europe constantly from 1839-1847. Later in his life he became a piano teacher and composer.

Listen for the virtuosic piano playing in this piece. It takes a master musician to be able to play the music of Franz Liszt.

## *Listening to Music from the Romantic Period*

### **Fantastic Symphony (1830) by Hector Berlioz**

Hector Berlioz (1803-1869) was born in France. His father was a doctor and wanted his son to follow in his footsteps. However, Hector was "filled with horror" by the dissecting room, so he gave up medicine and took up music. "The prevailing qualities of my music," wrote Berlioz, "are passionate expressiveness, inner fire, rhythmic drive, and unexpectedness." Above all, his music sounds unique.

The "Fantastic Symphony" is an example of program music. We will be listening to the fifth movement titled "Dream of a Witches' Sabbath." Here are the program notes:

He sees himself at a witches' sabbath in the middle of a hideous crowd of ghouls, sorcerers, and monsters of every description, united for his funeral. Strange noises, groans, shrieks of laughter, distant cries, which other cries seem to answer. The melody of his loved one is heard, but it has lost its noble character. Now it seems grotesque for it is she who comes to the sabbath! A howl of joy greets her arrival...she participates in the dance of death, the witches dance.

Listen for strange tone colors and use of dynamics. Berlioz dared to create sounds that are weird rather than pleasing. He was one of the musicians who was ahead of his time. His music would fit in perfectly with the early part of the 20th century, so this piece is about 70-100 years ahead of itself!

### **The Moldau (1874) by Bedrich Smetana**

Bedrich Smetana (1824-1884) was the founder of Czech national music. His music is filled with the folk music and legends of his native land. His piece, "The Moldau:" is a great example of both **program music** as well as **nationalism**. Here are the program notes for "The Moldau:"

The composition describes the course of the river, beginning from its two small sources, one cold the other warm, the joining of both streams into one, then the flow of the Moldau through forests and across meadows, through the countryside where merry feasts are celebrated; water nymphs dance in the moonlight; on nearby rocks can be seen the outline of ruined castles, proudly soaring into the sky.

## *Listening to Music from the Romantic Period*

Listen for the following scenes: hunting by the riverbank; a peasant wedding; the dance of the water nymphs; and how the river grows from the two small streams into a large river.

The romantic period has so many well-known composers that we could easily spend a month listening to them! There are a few that we won't have time to listen to that are worth mentioning.

Felix Mendelssohn (1809-1847) was a brilliant pianist by the time he was 9. He wrote his first symphony at age 13. He is probably best remembered for writing the "Wedding March" that we still hear today at nearly every wedding ceremony.

Peter Ilyich Tchaikovsky (1840-1893) is the most famous Russian composer of this era. He had a dramatic and controversial life. He married in an attempt to find happiness, attempted suicide two weeks after the wedding, and had a nervous breakdown. Despite all of his personal problems, he wrote some of the most well known music of the romantic period. He is best remembered for his ballets—"Swan Lake" "Sleeping Beauty" and "The Nutcracker."

Finally, there is Richard Wagner (1813-1883). Few composers have had so powerful an impact on their time as he did. He is best known for his operas, such as "The Valkyrie." He was such a perfectionist that he wrote the music, the storyline, designed the sets and costumes, and did many other tasks as well.

Unfortunately for Wagner, his reputation has become somewhat tainted in the 20th century due to Adolph Hitler's obsession with his music. Hitler felt that Wagner wrote "perfect" German music and ordered that his music be played constantly during his dictatorship. Wagner contributed to the beginning of the next era in music, the 20th century, and even though his reputation has become connected to Hitler, he was very important none-the-less.

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## *Worksheet 3.5 Music in History: The Romantic Period*

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1. What are the years of the romantic period?

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2. What was one common theme for artists, writers, and composers?

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3. What was the most important inspiration for romantic art?

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4. What was nature seen as?

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5. Name two (2) inventors and their inventions from this period.

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6. What did Abraham Lincoln do that was important in this time period?

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*Worksheet 3.5 Music in History: The Romantic Period*

7. Composers wrote music for different reasons than earlier periods. What was this difference?

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8. What did composers do to support themselves?

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9. What instrument was common in most homes?

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10. What is musical nationalism?

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11. What is musical exoticism?

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12. Name some countries that composers used as sources for their music

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13. What is program music?

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*Worksheet 3.5 Music in History: The Romantic Period*

14. What did composers use tone color for?

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15. Were orchestras getting larger or smaller in this era?

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16. How were dynamics used in the Romantic Era?

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17. How was pitch used?

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18. How was tempo used?

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19. What kind of music were miniatures?

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## *Worksheet 3.6 Write a Music Review*

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### **STEP 1--BEFORE LISTENING**

Gather your background information. You need to know about the musicians. There will be two places to find information about the musicians. One is on the album liner notes. It tells about the musicians, the instruments used, and who the composers are. The other place that you will get information is from the musician's "manager." You will get to "interview" the manager (see Step 2). **WRITE ALL YOUR NOTES FROM THE ALBUM LINER HERE.**

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### **STEP 2--INTERVIEW THE MANAGER**

The manager is often responsible for promoting an album. You will have the chance to ask the manager questions that you have about the musician and the album. Before the interview you need to write out three (3) questions that you would like to ask. The manager will also let you know the three songs that you should listen to on the album.

Question 1-

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Question 2--

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Question 3--

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Song 1 \_\_\_\_\_ Song 2 \_\_\_\_\_

Song 3 \_\_\_\_\_

*Worksheet 3.6 Write a Music Review*

**STEP 3- LISTEN TO THE THREE SONGS**

Listen to each song twice. Take notes on the following musical elements:

SONG 1-- Title \_\_\_\_\_

Songwriter \_\_\_\_\_

**Pitch:** High or low?

**Dynamics:** Loud or soft? Does it change?

**Tone color:** What instruments are important?

**Mood:** What kind of mood does the music create?

**Rhythm:** Strong or weak beat? Slow or fast tempo?

Who would like this kind of music?

Your opinion:

SONG 2-- Title \_\_\_\_\_

Song Writer \_\_\_\_\_

**Pitch:** High or low?

**Dynamics:** Loud or soft? Does it change?

**Tone color:** What instruments are important?

**Mood:** What kind of mood does the music create?

**Rhythm:** Strong or weak beat? Slow or fast tempo?

Who would like this kind of music?

Your opinion:

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### Worksheet 3.6 Write a Music Review

**SONG 3--** Title \_\_\_\_\_

Song Writer \_\_\_\_\_

**Pitch:** High or low?

**Dynamics:** Loud or soft? Does it change?

**Tone color:** What instruments are important?

**Mood:** What kind of mood does the music create?

**Rhythm:** Strong or weak beat? Slow or fast tempo?

Who would like this kind of music?

Your opinion:

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#### **STEP 4 - WRITE THE REVIEW**

Using all the information you have, write your review! Start with the background information. Then tell about the music. End with your opinion. Be sure to write neatly and use complete sentences.

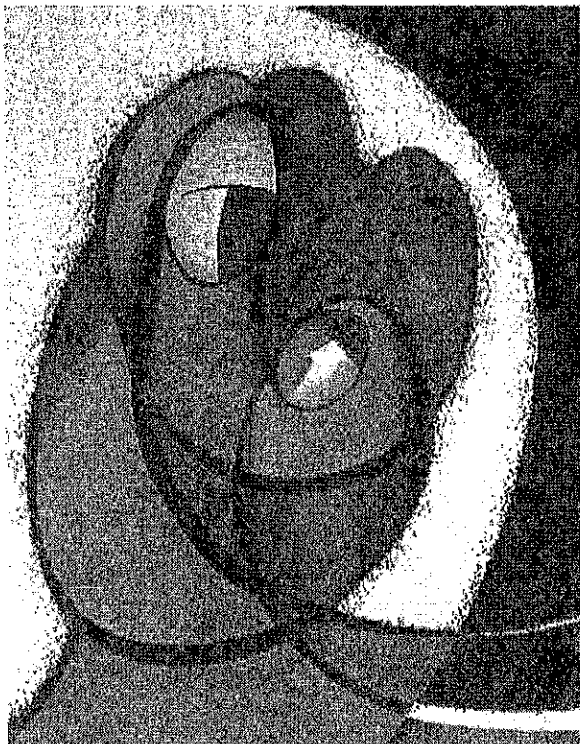
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## *Music in History: The 20<sup>th</sup> Century 1900-Present*

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The first 15 years of the 20th century saw radical new developments in art, science, and music. It was a time of the Wright Brothers historic airplane flight: Albert Einstein changed how we look at the universe with his theory of relativity. Pablo Picasso painted the world in a new way. And, in music, composers wrote daring new music that sounded very different from all previous times.



The dramatic changes in art and music in the beginning of the century left many listeners and art lovers confused. What had happened to the "beautiful sounds" of earlier eras? Why did artists just "scribble" on the canvas? This confusion by the listening public made modern music very unpopular. Therefore, for the first time, the public wanted to hear old masterpieces rather than new music.

## Music in History: The 20<sup>th</sup> Century 1900-Present

The other big change that affected music was technology. Starting with Thomas Edison's phonograph; followed by the enormous popularity of radio in the 1920's and 30's; the invention of television in the 1950's; and with today's compact disc's, technology has made it possible for everyone to hear music. This technology has brought music to more people than ever before. But it has also changed the way we listen to music. Today people do not have to listen to live musical performances as the



only means of entertainment. There are many alternatives to going to see -and experience live performances. Are all the choices that we have today good, or bad?

The 20th century also saw the rise of popular music. Classical composers used many popular styles in their music as a way to try to gain popular support for their work. Jazz became the first true "American" music. Rock and Roll was born during the 1950's and became the voice of America's youth during the 1960's. The 1970's saw the rise of punk and disco and the wider use of electronics (technology). The 1980's gave birth to city and urban styles like SKA and rap. Other popular styles, like country and western, have thrived for over 50 years.



## Characteristics of Twentieth Century Music

### **Tone Color**

During the 20th century tone color has become a more important element of music than ever before. Tone color helps to provide variety, continuity, and mood. Music from this era also has instruments playing at the very top and bottom of their range. This makes the tone color of the instruments different from other time periods. Uncommon playing techniques are also used in 20th century music. For example, wind and brass players are often asked to make a fluttery sound by rapidly rolling their tongues while they play.

20th century music has many more percussion sounds than previous times. Composers began to use "instruments" like typewriters, sirens and automobile brake drums to make sounds.

### **Harmony**

Until the beginning of the 20<sup>th</sup> century, chords were basically of two types: consonant chords that sound stable and restful, and dissonant chords that sound unstable and active. But now, this difference between consonant and dissonant chords disappeared. Composers found that this freedom to use any kind of chord at any time very refreshing.

### **Rhythm**

Rhythm in the 20th century is irregular and unpredictable. Rhythm is one of the most striking elements of 20th century music. It gives music power, drive, and excitement. There are many **syncopations** and changing meters. Rapidly changing meters is unique to this era. In all of the other musical time periods that we have studied, the music keeps the same meter throughout the piece. Beats are grouped irregularly and often musicians will play two rhythms at the same time. This is called **polyrhythm**.

### **Melody**

Melody often has wide leaps and are difficult to sing. They tend to **not** be tuneful or easy to remember. The phrases are irregular in length.

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## *Listening to Music from the 20<sup>th</sup> Century*

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### **Prelude To "Afternoon of a Faun" by Claude Debussy (1894)**

This music was written by French composer Claude Debussy. It is a poem about the dreams of a forest creature who is half man and half goat. The faun is drunk and can't remember if he was really carried away by two beautiful nymphs or if he just dreamed it. Listen for how Debussy used tone color. Seldom does the entire orchestra play together. He blends different instruments together to create the dream-like mood of this piece.

### **The Rite of Spring by Igor Stravinsky (1913)**

Few compositions have had so powerful an impact on 20th century music as "Rite of Spring." When this piece was first performed in Paris on May 29, 1913 a riot broke out in the audience. Police were called as hecklers booed, laughed, made animal noises, and fought with people who wanted to listen to it. So powerful was this piece, and so different from all music that came before it that audiences didn't know what to think! Today, this composition is considered a masterpiece.



In the introduction, listen for "the awakening of nature, the scratching, gnawing, wiggling of birds and beasts... The very first instrument that you hear is a bassoon, playing at the very top of its register. Remember that this was one technique that 20th century composers used to create new tone colors.

In the second section, listen for the intense rhythms that Stravinsky uses. There are many unexpected accents (syncopations). This section is called, "Dances of the Youths and Maidens.

## *Listening to Music from the 20<sup>th</sup> Century*

The third section of the introduction is marked by violent strokes on the timpani and bass drum. This creates much tension and energy.

### **Five Pieces for Orchestra by Arnold Schoenberg (1909)**

If there is truly a composer who broke entirely new ground in the 20th century, it is Arnold Schoenberg. He was a self-taught musician. Like Stravinsky, his early works were met with much hostility. He invented a whole new way to write music. It is called the twelve-tone system. He used the twelve musical notes in a set, or row, to make his music.

Listen for the instruments playing at the very top and bottom of their range. Even though this piece was written for a large orchestra, most of the time you will hear small groups of instruments.

### **MUSICAL STYLES SINCE 1950**

Since 1950, "classical" music has continue to change. Composers have looked for new ideas and have been willing to experiment. We will be listening to two kinds of "new" music. One is chance music and the other is electronic music.

### **Woof and Warp by John Tew (1978)**

This is a piece of chance music that requires that the musicians listen closely to each other and respond musically. The conductor holds up flash cards to indicate the next "event" that the musicians should play. The composer has given the musicians some instructions on what to play, but chance and the listening skills of the musicians are most important. The title, "Woof and Warp" refers to texture. Listen for changing textures as the piece unfolds.

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## *Worksheet 3.7 Music in History: The 20th Century*

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1. What are the years for the twentieth century?

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2. What are the Wright Brothers famous for?

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3. How did most of the public feel about the changes in art and music?

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4. Why did the public want to hear old masterpieces instead of new music?

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5. How did technology affect music?

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6. What do people do today instead of going to see live performances?

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*Worksheet 3.7 Music in History: The 20th Century*

7. Why did classical composers use popular styles (like jazz) in their music?

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8. What is the first true American music?

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9. What kind of music became the voice of American youth in the 1960's?

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10. What element of music became more important than ever before?

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11. In what range do the instruments play during this era?

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12. What different kinds of percussion sounds were used?

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13. What is a consonant chord?

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*Worksheet 3.7 Music in History: The 20th Century*

14. What is a dissonant chord?

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15. What is rhythm like in the 20th century?

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16. What is a polyrhythm?

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17. Describe 20th century melodies.

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18. Which piece of music caused a riot when it was first played?

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19. Who is the composer of "Rite of Spring?"

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20. Which composer invented a new way to write music?

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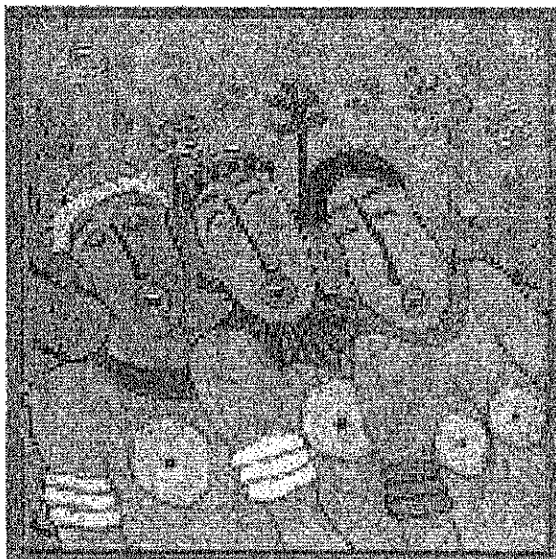
## *Music in History: Jazz*

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Jazz is a style of music that has its roots in the United States. It was created by musicians who performed on the streets and in the bars and dance halls of New Orleans and other southern cities. The term "jazz" was first used to describe this style in 1917, but it was being played at least 20 years before this. In the beginning, jazz was meant for dancing, but now it is also meant to be listened to as well.

### **Roots of Jazz**

Probably the beginning of jazz can be found in the cotton fields and churches of the south. Black workers would sing as they worked on the plantations. The workers would use **call and response** as they sang and worked. One singer would sing a line (call) and the rest of the workers would sing it back (response). This was carried over to the black churches where the congregation would respond to the call of the preacher.



## *Music in History: Jazz*

### **Ragtime**

Ragtime is a jazz piano style that was used from the 1890's until about 1915. It was played and developed by black piano players who performed in saloons and dance halls in the south. The "king of ragtime" was Scott Joplin, whose most famous pieces include "Maple Leaf Rag" and "The Entertainer."

### **The Blues**

The blues are an important part of jazz. Blues began as a singing style, again developed by African Americans in the south. There is a set way to perform the blues and usually the lyrics (words) are about troubled times or other sad events. The black people, who lived the blues, found inspiration in their own day to day experiences. The blues tradition is still carried on today by such notable musicians as Eric Clapton, B.B. King, and Whitney Houston who all use blues as a basis for their own style. Nearly all of our current popular styles, like rock and country, have roots in the blues.





## *Music in History: Jazz*

### **ELEMENTS OF JAZZ**

Jazz can be played by a small group or a large band. A small jazz group is called a **combo**. It has three to eight players. The large jazz group is called a **big band**. It has between 10 and 20 players. The backbone of any jazz band is the **rhythm section**. The rhythm section is made up of piano, bass, and drums. This section keeps the beat and provides a strong foundation for the rest of the band. There are three other sections in a big band. They are saxophones, trombones, and trumpets. Each section has three to six players.

A combo can have any combination of instruments, but there are a few common ones. A **trio**, three musicians, is usually bass, piano, and a solo instrument, such as sax or trumpet, a **quartet**, four musicians, adds drums to the trio.

### **Improvisation**

At the heart of jazz is improvisation. This is the art of creating music as it happens. A well-trained and experienced musician can take a melody and change it instantly. Improvisation keeps a piece of music fresh and exciting as it is “new” every time it is played. Jazz players will take long solos where they will express their ideas through improvisation. Often two or more musicians will improvise at the same time. This takes great skill in listening and cooperation.

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## *Listening to Jazz*

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### **Ragtime**

We will be listening to one of the most famous ragtime piano pieces by Scott Joplin, "Maple Leaf Rag." This song has appeared in many movie scores

### **The Blues**

Listen to the "Empress of the Blues," Bessie Smith as she sings "Lost Yer Head Blues." Smith was one of the first blues singers to make a record. We will be listening to her recording made in the mid 1920's.

### **New Orleans Style**

Jazz in New Orleans style, sometimes called **Dixieland**, was started in New Orleans. New Orleans was the center of jazz from 1900 to 1920. It usually had five to eight players. We will be listening to "Heebie Jeebies" by Louis Armstrong and His Hot Five. Louis Armstrong (1900-1971) is one of the most famous jazz musicians of all time. He is the trumpeter and vocalist on this song which was recorded in 1926. Listen for the improvised solos and for Armstrong's very distinctive vocal style.



## *Listening to Jazz*

### **Swing**

Swing music started in the late 1920's but had its most popularity between 1935-1945. It was played by big bands and was meant for dancing. There was less improvisation than in New Orleans style. There were many famous bands and their leaders such as Count Basie, Glenn Miller, Tommy Dorsey, and Benny Goodman (the "king of swing.") Duke Ellington was probably the most important composer and arranger.

We will be listening to "In the Mood," by Glenn Miller. Listen for the changes in dynamics and for the power of each section. Today, swing has made a comeback. Popular groups, like the Brian Setzer Orchestra, have brought swing music to a whole new generation.

### **Bebop**

**Bebop**, or **bop**, was developed in the 1940's. It was a complex style that was usually played by a small combo. It was meant for listening rather than dancing. It was very unpredictable. The performers belonged to a select "in" group. The "stars" of this style were the great soloists, who could improvise as never, before. The most famous performers were trumpeter Dizzy Gillespie (1917-1993), pianist Thelonious Monk (1917-1982), and Charlie "Bird" Parker (1920-1955). We will be listening to "Moose the Mooch," by Parker. Listen for his soulful sax playing and long solos.

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## *Worksheet 3.8 Music in History: Jazz*

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1. When was jazz first played?

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2. When was the term "jazz" used for the first time?

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3. Where was jazz probably started?

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4. What is call and response?

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5. Besides the fields, where else is there call and response?

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6. What kind of instrument was used to play ragtime?

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7. Who was the "king of ragtime?"

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*Worksheet 3.8 Music in History: Jazz*

8. What is improvisation?

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9. What is New Orleans style often called?

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10. When was New Orleans the center of jazz?

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11. Who was the best known musician in Dixieland?

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12. In what years was swing jazz very popular?

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13. Who was the "king of swing?"

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14. Who was the most important composer and arranger?

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*Worksheet 3.8 Music in History: Jazz*

15. Why do you think that swing music is popular again in the 1990's?

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16. Describe bebop.

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17. Which bop player set the standard for sax players today?

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## *Study Guide for Final Exam*

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1. What is an easy definition of music?

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2. What is pitch?

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3. Name the four main properties of musical sounds.

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4. What is dynamics?

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5. What is an interval?

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6. What is syncopation?

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*Study Guide for Final Exam*

7. What is the highest female voice called?

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8. What is the lowest male voice called?

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9. Name any of the woodwinds.

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10. What are the four sections of a symphonic orchestra?

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11. What section of an orchestra does a saxophone play with?

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12. Know all the eras that we studied and their years.

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13. What texture is music from the Middle Ages?

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*Study Guide for Final Exam*

14. What was the official music of the Roman Catholic Church in the Middle Ages?

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15. What were traveling musicians in the Middle Ages called? (Hint: There are two answers!)

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16. What were melodies like in the Middle Ages?

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17. Name a famous person who lived during the Renaissance.

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18. What is word painting?

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19. What is the texture of Renaissance music?

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20. What is music played outside of church called?

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*Study Guide for Final Exam*

21. What is a person who writes music called?

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22. What does all baroque music have in common?

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23. What form of entertainment was invented in the Baroque?

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24. What is a sudden change in dynamics called?

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25. What is an opera without scenery, acting, or costumes called?

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26. Who was the greatest Baroque composer?

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27. Name a famous person (non-musician) who lived during the classical era.

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*Study Guide for Final Exam*

28. Who were the "big three" composers in the classical period?

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29. What is a prodigy?

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30. What happened to Beethoven when he was 29?

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31. How old was Mozart when he died?

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32. Who was the most famous inventor during the Romantic era?

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33. What is exoticism?

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34. What is nationalism?

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*Study Guide for Final Exam*

35. Why did people want to hear old music at the beginning of the 20th century?

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36. Who painted the world in a new way in the 20th century?

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37. What piece of music caused a riot in 1913?

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38. Who invented a whole new way to write music?

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39. What is polyrhythm?

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40. Where was jazz started?

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