Lesson Objective: Students will identify and evaluate the features of Baroque Music based on the various characteristic genres: concerto, oratorio, chorale, opera, oratorio, orchestra music, etc.

Instruction/Anticipatory Set (hook):
- One minute history: Students will do a think-pair-share activity where they will share for 1 minute each what they learned about Baroque music previously.

Procedures/Instruction:
- Students will listen to Baroque Music excerpts (i.e. Bach’s “Badinerie” from Orchestral Suite #2; “Julius Caesar” opera by G. F. Handel; Vivaldi’s “La Folia”).
- What are some characteristics of these compositions in terms of their musical and thematic makeup?
- An ‘opera’ is a music genre that combines drama with music in a theatrical performance designed for the entertainment of the aristocracy.
- ‘Folia’ is a type of peasant or shepherd dance with recurring themes in various tempos.
- ‘Badinerie’, is an instrumental composition that is light, joking in mood, very fast, and similar to the ‘gavotte’ dance or to the Italian ‘scherzo’.
- Students will listen to the recording of “Wachet auf…” (Wake, Awake for Night is Passing) by Bach.
- What are some musical features of this piece? Discuss the translation of the lyrics
- A ‘chorale’ is a four bar composition written to be sung by a Christian congregation.

Assessment:
- Create Advance Organizer: Students will identify characteristics of various Baroque music genres

Re-teaching and/or Extension:
- Students will browse the www.classicsforkids.com website to listen to and analyze Baroque compositions by Bach, Handel, and Vivaldi.

Note: the material in this lesson could potentially be expanded over a unit on Music History.

Biblical Integration:
- Music was created by God for the edification of our spirit, and for the expression of our praise to God (Eph 5:19)
- What music reflects our praise to God? (Ps 98:1)
- Students will evaluate the style, character, and purpose for which Baroque compositions were designed and their suitability for Christian worship.
- What are ways in which music is distorted by Satan?
- How is music used for selfish/trivial aims? (Dan3:4-7)
- How could Christians choose Musical selections that restore the musical elements of harmony and balance that were distorted by Satan? (1 Thess 5:21)
- Consider: appropriateness of function, emotional response, physical response, origin of musical selection, meaning of lyrics, appropriateness of tone color & volume, commitment to mastery in performance, humility, and suitability in the context of culture, age, place, audience, and education (REBIRTH resources).
- Hymn 156 “O Sacred Head Now Wounded” read the lyrics of this chorale written by Hans Leo Hassler and utilized by Bach in his St. Matthew Passion oratorio.
- “Oratorio” is a composition for singers, choir, and orchestra on Biblical topics.
- Sing or listen to the recording and describe the connection between the lyrics and the music.

Biblical Integration Assessment:
- T-chart: Students will create lists of what Baroque music and Christ centered music have in common in terms of what these ‘sound like’ and ‘look like’. This list of values will help them identify selection criteria for determining or identifying Music that meets Christian standards.
Lesson Objective:
- Students will evaluate the impact of music in our lives.
- They will evaluate the importance of service to others.
- The students will identify ways in which they could make a difference by sharing their musical skills.

Biblical Principle: Students will recognize their gifts and will learn to share their musical abilities with others, thus contributing to God’s ideal of restoring man into His image through the character building power of music.

Anticipatory Set (hook):
- Reflective Moment: Write on the board the words with which J. S. Bach concluded each composition: “Soli Deo Gloria” = “Glory to God Alone!”, thus giving credit to God for his creative skill.
- Read Psalm 150:6 “Let everything that has breath praise the Lord.”
- Students will think about and share with a partner what ‘praise’ means to them and what did the words of Bach express about his praise to God.
- What are some ways in which we may praise God?

Big Ideas:
Baroque composers worked in the service of various kings, patrons of the arts, and churches:
- J. S. Bach worked for several years as court musician for Duke Wilhelm Ernst in Weimar and for Prince Leopold of Anhalt-Cöthen, but most of his career was spent as church musician in various towns and finally at the St. Thomas Church in Leipzig.
- Antonio Vivaldi worked for most of his career at the Ospedale della Pieta, a home for girls, in Venice.
- G. F. Handel served as court musician for the Elector of Hanover and for King George II, as well as for the Royal Academy of Music in London.

Assessment:
- Corners: Students will receive handouts outlining four options: 1) If I were a composer like Vivaldi I would gladly work at Ospedale della Pieta a home for abandoned girls; 2) If I were a great composer living in the time of Handel I would serve as court musician for King George II; 3) If I were a talented composer like Bach I would gladly be a church musician; 4) If I were a musically skilled shepherd boy like David was, I would gladly serve King Saul as court musician. Students will choose one of these scenarios, and in the designated corner of their choice they will talk with other students and give reasons for their choices, using concrete examples from the biographies of these musicians.

Biblical Integration:
- Romans 12: 6-8 (NKJV): “Having then gifts differing according to the grace that is given to us, let us use them: if prophecy, let us prophesy in proportion to our faith; or ministry, let us use it in our ministering; he who teaches, in teaching; he who exhorts, in exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerful.”
- Students will think about and share ways in which they could praise and serve God with their abilities.
- God gave everyone a gift with which we can serve Him, whether a musical talent or a different gift.
- “God is much more interested in our availability than our ability, since He’s the one who gives us the abilities in the first place. He just wants us to be willing to be used by Him.” (Lesson 3, Q1 YB PowerPoints).

Biblical Integration Assessment:
- Survey: students will respond to a brief survey based on their comfort level when engaging in the following musical activities:
  - I wish to sing in the children’s choir at church
  - I like to play instrumental solos at musical events
  - I’d like to play for elderly people at a nursing home
  - I would prefer playing in a big ensemble at church
  - I prefer helping set up the practice room or performance hall for musical events, as well as assist with musical instrument maintenance.
- Based on the responses we would decide together on musical projects that would engage each student in some form of service activity at school, at home, in church, or in the community.

Re-teaching and/or Extension:
- Students will complete and discuss the “Spiritual Gifts Inventory” (Troy Fitzgerald) and consider practical ways in which they could engage in service with the spiritual gifts they identified for themselves.