



Show #63 – (linked) teacher pre-study guide

Essential Question:












How does understanding the structure and context of musical works inform performance?

Inter-Disciplinary Connections:

History, Physical education

Suggested Listening:

- “Classical Classroom: Episode 63
- Brandenburg Concerto No. 2 in F Major – Johann Sebastian Bach
- Various YouTube videos of trumpet

- Listen to **Classical Classroom Show #63** on  (click logo) or on  (click logo)
- Study vocabulary that you aren’t familiar with on  (click logo)
- Familiarize with information about the trumpet  (click logo)
-  (click logo) for Wiki on **Baroque**
- (If classroom is enabled) Login to  (click logo) to create your lesson, create class level appropriate pre-questions, insert link for Classical Classroom , insert vocabulary, etc.
- Play  video #1 – Brandenburg Concerto #2 on baroque trumpet
- Play  video #2 – Brandenburg Concerto #2 on modern trumpet
- Play  video #3 – Handel on baroque trumpet
- Play  video #4 – Marsalis on modern trumpet
-  class quiz url and code through either classroom webpage or on board
- Bloom’s Theory of Taxonomy from LearningTheories.com

Focus on Objectives:

How does understanding the structure and context of musical works inform performance?

Vocabulary:

Baroque, trumpet, mouthpiece, valves, crooks, piano, key, B-flat, transpose, rehearsal, pitch, treble clef, tessitura, range, posture, rhythm, Mikhail Baryshnikov, Dizzie Gillespie, J.B. Arban, Chris Gekker