

Katrina King Nicholson

The Baroque Dance Suite

Prior knowledge: binary form

Learning outcomes: As a result of this lesson, students will:



1. Recognize characteristics of the minuet, sarabande, and gigue
2. Compare dance forms to each other and to modern forms of art and entertainment

Assess comprehension of topic:

1. **Formative:** Identify different dance forms by ear using the listening activity; look for aural recognition of dance attributes and association with corresponding dance
2. **Summative:** Homework assignment matching Baroque dances to current forms of entertainment; look for accurate identification of dance attributes, well-articulated association of dances with other art, and appropriate use of musical terminology

Materials needed: videos of minuet, sarabande, and gigue; Spotify playlist inc. examples of minuets, sarabandes, and giges; PPT inc pictures of Louis XIV, Versailles, Minuet in G score, BWV 1006a score; copies of assignment

Minute 1	**Play video of Baroque dance as students enter the room**
Minute 2	Greeting Reference last class on binary forms (“Today we will put those forms into action...”) Contextualize Baroque dance within 17th-century France/Louis XIV/court life and expectations
Minute 3	
Minute 4	
Minute 5	Teach basic and cadential Minuet steps
Minute 6	
Minute 7	
Minute 8	
Minute 9	
Minute 10	Discuss tempo and meter based on the dance step (“Based on what you know now about the dance, what do you expect the music to sound like?”)
Minute 11	

Minute 12	Pair the students up to practice the steps while playing a recording of the minuets from Water Music
Minute 13	
Minute 14	
Minute 15	
Minute 16	
Minute 17	
Minute 18	Show score for Minuet in G; review binary form and do a formal analysis together as a class. Ask students to take special note of phrase lengths (regular, measures in pairs)
Minute 19	
Minute 20	
Minute 21	Review the characteristics we've identified: $\frac{3}{4}$ time, stately tempo, paired measures, regular phrase lengths, binary form
Minute 22	Introduce concept of dance suite as a multi-movement work made up of different dance forms (probably not intended for actual dancing, but inspired by dance forms that permeated 17th- and early 18th-century life). "We spent a lot of time on minuets because we'll see them again when we get to composite forms, but now let's do a quick tour of some of the other common Baroque dances."
Minute 23	
Minute 24	Listen to Corelli Sarabande
Minute 25	
Minute 26	Ask students to identify characteristics (slow triple, lengthened second beat, hemiola, common rhythms:) Ex.4 Sarabande rhythms (a)  (b) 
Minute 27	
Minute 28	

Minute 29	Listen to Gigue from Brandenburg no 5
Minute 30	Ask students to identify attributes (binary form, lively tempo, bouncy character, compound duple meter)
Minute 31	
Minute 32	
Minute 33	
Minute 34	
Minute 35	Review respective qualities of minuet, sarabande, and gigue
Minute 36	<p>Listening activity:</p> <ul style="list-style-type: none"> • Divide class into three groups and designate them the Minuet Group, the Sarabande group, and the Gigue group • Play several examples of different dances, and ask the corresponding group to stand up when their dance is being played • Group discussion is encouraged, as is getting up and dancing along!
Minute 37	
Minute 38	
Minute 39	
Minute 40	
Minute 41	
Minute 42	
Minute 43	
Minute 44	
Minute 45	<p>Go over homework assignment:</p> <ul style="list-style-type: none"> • Show students the score for Bach Suite in EM BWV 1006a • Note the Prelude (not a dance movement, but common way to start a dance suite) • Point out that dancing was an important part of daily recreational life in the 17th century, just like videos and other visual art might be today • Hand out assignment sheet and answer any questions
Minute 46	

Minute 47	
Minute 48	
Minute 49	
Minute 50	