

RENAISSANCE SCORE STUDY

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will reinforce knowledge and understanding of a number of important musical concepts through active score study of a Renaissance piece, *Come again sweet love* by John Dowland. Concepts include:
 - a. Score order for voice parts
 - b. Time signature
 - c. Key signature
 - d. Repeat sign
 - e. Eighth rests
 - f. Whole notes
 - g. Ties
 - h. Years/range of the Renaissance time period

ACTIVITIES:

1. Begin by watching this Classical MPR video on score study:
<http://minnesota.publicradio.org/display/web/2014/09/23/class-notes-whats-in-a-score>
2. Select a score from the Renaissance period. The following activities are based on *Come again sweet love*, by John Dowland. A copy of that score is included in the curriculum Dropbox folder and can also be found online at <http://www.free-scores.com/download-sheet-music.php?pdf=11162>
3. Create a worksheet to guide and structure students' exploration of the score. See the example (with answers) below. Students will find the answers on the score itself. In some cases, additional research may be required. Feel free to cut and paste to make your own or customize it to the unique needs of your classroom.

RENAISSANCE SCORE STUDY	
Title:	<i>Come again sweet love</i>
Composer:	John Dowland
Composer's life span:	1562-1626
What was the composer's nationality?	English/British
How many voices in this piece?	four
How many voices are in treble clef?	three
How many voices are in bass clef?	one
List the voices in score order:	Cantus (soprano), altus, tenor, bassus
What is the time signature?	Cut time
What is the key signature?	A-flat major
Circle the following in the score: <ul style="list-style-type: none"> • Eighth rest • Whole Note • Tie • Repeat sign • Eighth note • Dotted quarter note 	
Read the lyrics. What is the message of the words? What does this song mean?	
Listen to a recording. Does the piece sound like you expected? How was it different?	

STANDARDS:

Depending on which questions you choose to use, this exercise addresses the following standards:

1. Grades 4 – 5. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.1. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures.
2. Grades 4 – 5. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations and performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations and reactions to a variety of musical works or performances.
3. Grades 6 – 8. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 6.1.2.3.1. Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.



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