

# *Carmenda*

## *Music History Curriculum*

*By Carla J. Courtney*

Acknowledgements

With great thanks to Dale Courtney,  
My husband and true love,  
And my computer genius.

Thanks to Erin Linton,  
My *Carmenda* titleist.

Dedicated to  
Ruth A. Mathews  
Donna W. Courtney  
Now serving their Lord Jesus Christ  
in the heavenly choir.  
Amen.

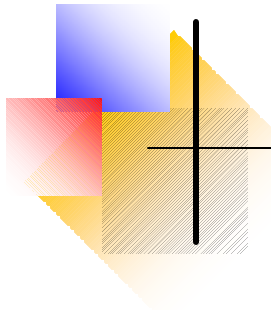
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Music History Curriculum

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Proposed Schedule			
Week	Lesson	Page #	Work Assigned
One	Psalms	6	Complete report & timeline Listening examples Introduce Psalms Sound-off
Two	Medieval Era	8	Complete report & timeline Listening examples Introduce Medieval Era Sound-off
Three	Pope Gregory I	9	Read report Matching exercise Review Medieval Era Sound-off
Four	Renaissance Era	10	Complete report & timeline Listening examples Introduce Renaissance Era Sound-off
Five	Palestrina	11	Read report Fact boxes Review Renaissance Era Sound-off
Six	Baroque Era	12	Complete report & timeline Listening examples Introduce Baroque Era Sound-off
Seven	Handel	13	Read report Handel Word Search Review Baroque Era Sound-off
Eight	Classical Era	14	Complete report & timeline Listening examples Introduce Classical Era Sound-off
Nine	Mozart	15	Read report Mozart Word Search Review Classical Era Sound-off
Ten	Romantic Era	16	Complete report & timeline Listening examples Introduce Romantic Era Sound-off
Eleven	Brahms	17	Read report Brahms Word Search Review Romantic Era Sound-off
Twelve	Modern Era	18	Complete report & timeline Listening examples Introduce Modern Era Sound-off
Thirteen	Vaughn-Williams	19	Read report Matching exercise Review Modern Era Sound-off
Fourteen	American Music	20	Read report Listening examples Introduce American Music Sound-off
Fifteen	Famous Composer	31	Create tri-fold display based on biographical information obtained from outside sources



# Overview and Course Goals

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The goal of this music history curriculum is to introduce students to the six major musical history eras, correlate those eras with historical events, and study one composer from each era. Additional activities for older students and larger groups are also included.

Overview:

1. Musical Eras: These concise, fill-in-the-blank reports provide an opportunity to learn about a particular music history time period. Present these as a guided discussion.
2. Timeline: Completing the timeline chart allows a student to place other historical events in the time period.
3. Listening Log: A listening log provides space for recording musical selections chosen for classroom or home listening exercises.
4. Composer Study with Activity: A biographical sketch of a prominent composer and a comprehension activity is on the reverse of each history study.
5. Psalms & American Music Study: Although not always included in most musical history timelines, these studies help students understand a development of biblical music as well as the rise of American music and composers.
6. Sound-offs: A list of ten basic concepts for each historical era including composers provide review material for class chants.
7. Famous Composer: This tri-fold activity is suitable for display at a school open house or as an assessment project.
8. Challenge Activities: Additional activities for further study in politics, research, music, drama, and creative writing are included for use with older students.
9. Resource List: Hymnal, books, recordings and helpful websites are listed here.
10. Answer Keys: Complete answers for all activities are included.

# THE PSALMS

B.C.-A.D.

## THE PSALMS: A SONG BOOK FOR THE PEOPLE OF GOD

The title "Psalms" means (1) " \_\_\_\_\_ " and was taken from the Septuagint. King (2) \_\_\_\_\_ wrote most of the Psalms, but other Hebrews, such as (3) \_\_\_\_\_ and (4) \_\_\_\_\_, are noted as authors. Many of the Psalms can be grouped together in themes.

Hymns of (5) \_\_\_\_\_ show great rejoicing in God's power and mercy. These songs show that God's people are in a right relationship with Him. (Ps. 8)

(6) \_\_\_\_\_ are songs of great sadness, fear, or anger, that turn to the Lord for help. These were the songs sung when Israel had sinned and fallen away from God's law. (Ps. 25) Psalms of (7) \_\_\_\_\_ are sung when the people turn to the Lord as He answers the prayers of His people. (Ps. 18)

Confidence and (8) \_\_\_\_\_ are strong themes in the Psalms. These special songs were sung to declare Israel's trust in God. (Ps. 23) The Kingship of God and (9) \_\_\_\_\_ to come are also strong themes. (Ps. 24) Great (10) \_\_\_\_\_ is found in the Psalms (Ps. 1)

## PSALMS LISTENING LOG

### Important Events in History

Abraham	
Exodus	
Judges	
King David	
Kingdom of Judah	
Kingdom of Israel	
Fall of Jerusalem	

### Vocabulary

- Septuagint: Greek translation of the Old Testament.
- Messiah: Jesus Christ, the expected King and deliverer of the Jews.
- Theoretician: One who studies the basic principles of an art.
- Liturgical year: A religious calendar year marking the holy days and festivals.

מִזְמוֹר לְדָוִד הִבֹּה לַיהוָה בְּנֵי אֱלֹהִים הִבֹּה לַיהוָה כְּבוֹד

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The top box is the Hebrew text of Psalm 29 (including the title “A Psalm of David”), complete with the accents (te amim) and vowel-points. The second box shows the same Hebrew text with the vowel-points removed. The third box shows just the 19 accents used in the Bible.

## SUZANNE HAIK-VANTOURA

Suzanne Vantoura, a French composer, organist, and music theorist, was born in Paris, France, on July 13, 1912. She studied organ and composition at the Conservatoire National Supérieur de Musique in Paris where she earned many honors for her hard work in composition. During WWII her family hid from the Nazis in southern France. She began to study the te amim, which were tiny signs above and below the Hebrew script. According to the sources available at that time, the te amim were ancient, musical, and of unknown meaning. Through hard work and perseverance she determined that the upper and lower te amim had different meanings. The lower te amim represented fixed musical notes and the upper te amim represented embellishments to the music. Using this as a guide, she was able to successfully translate the “Song of the Sea” from Exodus 15.

She was not able to fully pursue this project again until 1970, when she began to expand and publish her work in a book entitled *The Music of the Bible Revealed*. Several recordings have also been made based upon her translation of biblical musical texts.

She was married to Maurice Haik, but the couple had no children. She died in Switzerland on October 22, 2000. This day on the Judaic calendar is known as “Rejoicing in the Law”, which marks the ending of the Jewish liturgical year.



Suzanne Haik-Vantoura