

# Unit 2: Critique (CURRENT EDIT)

Content Area: **Fine and Performing Arts**  
Course(s): **Instrumental Music I, Advanced Instrumental Music, M.S. Band**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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Students often critique themselves with little thought, giving over to phrases such as, "It was terrible," "That was awful," or "I think it was okay." The actual process of critiquing a performance, both through self-assessment and peer-evaluation, must be approached objectively so as to accurately gauge progress based on prescribed criteria and not knee-jerk emotional reactions.

## Enduring Understandings:

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1. Introspection is a valuable self-assessment tool that students can use to critique their performances.
2. Learning how to provide effective feedback of a performance is a critical life skill.
3. Knowing techniques for accepting all kinds of feedback and how to make use of it prepares students for improve performances.

## Essential Questions:

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- How can critique/feedback be analyzed to avoid negative reactions, focusing on positive outcomes?
- How can introspection be used as a self-assessment tool?
- How might an audience's perception of an ensemble performance differ from that of a soloist?

## Standards/Indicators/Student Learning Objectives (SLOs):

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MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Re9	Applying criteria to evaluate products.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.

## Lesson Titles:

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- Concert critique
- Individual Critique/Introspection/Reflection
- Rehearsal Critique

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## Inter-Disciplinary Connections:

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LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

## Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

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- DOK Levels 2, 3, 4
- Ensemble performance
- Performance Critique (written/oral)
- Solo performance
- Written reflection

## Modifications

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General modifications for Performance include:

- **Individual Performance Plans**
  - Students work with director to map out appropriate coursework to give them access to information in a manner more aligned with individual learning styles and/or needs.
- **Student-driven, student prepared assessments**
  - Students of the G&T and/or SpED populations can select assessments that grant them opportunities to achieve in the band class while creating attainable goals that meet curricular requirements.

Additional modifications may exist where IEPs/504s necessitate them, but the above modifications generally suit all students regardless of 'classification.'

### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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- Allow for redos/retakes .
- Assign fewer problems at one time (e.g., assign only odds or evens) .
- Differentiated center-based small group instruction .
- Extra time on assessments .
- Highlight key directions .
- If a manipulative is used during instruction, allow its use on a test .
- Opportunities for cooperative partner work .
- Provide reteach pages if necessary .
- Provide several ways to solve a problem if possible .
- Provide visual aids and anchor charts .
- Test in alternative site .
- Tiered lessons and assignments .
- Use of a graphic organizer .
- Use of concrete materials and objects (manipulatives) .
- Use of word processor .

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

### **Formative Assessment:**

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- Daily critique
- Ensemble feedback
- Individual/Group demonstrations
- Warm-Up

### **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

### **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Scale tests and assessments for Years 2-4

### **Resources & Materials:**

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- Ensemble literature
- Google Classroom and commensurate online resources
- Scale sheets and assessments for Years 2-4
- Warm-up literature

## Technology:

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- Chromebooks
- Google Classroom
- Vic Firth 40 Essential Snare Drum Rudiments

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.