

Unit 4: Critique

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Band**
Time Period: **September**
Length: **180 days**
Status: **Published**

Unit Overview:

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

Essential Questions:

- How does critique (feedback) differ from someone asking your opinion of a song or performance?
- In what ways can critique be issued about a performance without alienating fellow classmates?
- What does effective critique (feedback) look/sound like? Does "why" matter with critique?

Enduring Understandings:

- Critique is based on understanding the prescribed task and making objective decisions as to how that task was completed.
- It is necessary to extend critique beyond "It was good," or "I liked it." Supporting critical responses, in this instance, is identical to writing a persuasive essay but more succinctly and with fewer words.

Standards/Indicators/Student Learning Objectives (SLOs):

MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
MU.9-12.1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Lesson Titles:

- Framing Critique: It's about how "I felt"
- Less Isn't Always More: Substance in Critique Is Where Learning Takes Place
- Practical Critique: Concert Reviews
- The Rite of Spring (1913): Purely Subjective Feedback of the Greatest Work of the 20th Century

Career Readiness, Life Literacies, and Key Skills:

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections:

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

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

- Ensemble warm-up
- Individual warm-up

- Sectionals (instrument-specific, homogenous groups)

Modifications

ELL Modifications:

- Coordination with parents
- Extra help during lessons
- Extra help via Google Classroom

IEP & 504 Modifications:

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

G&T Modifications:

- Expanded Skill Assessments
- Increased difficulty levels of scales and literature

At Risk Modifications

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

- Delsea FlipBand YouTube Channel
- Delseamusic.com
- Fingering charts
- Google Classroom
- Scale sheets

Technology:

- Chromebooks
- Google Classroom
- Google Drive

- Screencastify

TECH.8.2.8.C

Design: The design process is a systematic approach to solving problems.

TECH.8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

TECH.8.2.8.C.3

Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.