Unit 2: Critique

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Choir**
Time Period: **September**
Length: **Throughout the school year**
Status: **Published**

Unit Overview

- Critique and self-critique are essential to the developing performer/musician. Critique will occur most often as formative assessment following the rehearsal of a particular piece of music; however, it will also occur in the as summative assessment following formal performances.

Essential Questions

How do musicians improve the quality of their creative work?

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Through their use of elements and structures of music, creators and performers.

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.K-12.1.3C.12int.Cr3	Refining and completing products.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.

MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Re8	Interpreting intent and meaning.
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.12nov.Re9	Applying criteria to evaluate products.

Performance Expectations

MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.

Lesson Titles

- Critique of different versions of the same music based on history, culture, and background

- Critique of others in the same peer group-The students will critique, both verbally and written, performances of students of their peer group in both solo and group settings.

- Critique of professional performances-The students will critique, both verbally and written, performances by professionals in the field of music.

- Identifying and comparing elements based on style, genre, ethnicity, religion, gender

- Self-critique-The students will critique, both verbally and written, their own performances.

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
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.

Inter-Disciplinary Connections

LA.8.3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
LA.8.3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.8.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.8.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
SOC.5-8.6.2.8	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.5-8.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Instructional Strategies/Learning Activities/Levels of Bloom/DOK

- Discussion

- Performing

- Singing

- Verbal Critique

- Written Critique

ELL Modifications

- Be flexible with time frames and deadlines

- Digital translators

- Focus on domain specific vocabulary and keywords

- Offer alternate/or modify assessments

- Offer resources for specific topics in primary language

- Repeat, reword, clarify

- Tap prior knowledge

IEP & 504 Modifications

- Allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group

- Modeling and showing lots of examples

- Non-verbal redirection of behaviors

- Providing students with content vocabulary prior to teaching a lesson including that vocabulary

- Speaking to students privately when redirecting behaviors

- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a specific career they are interested in?

- Employ differentiated curriculum to keep interest high.

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Student led/directed discussions

At Risk Modifications

- AE time

- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Modeling and showing lots of examples
- More resources/supports
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors

Formative Assessment

- Discussion
- Thumbs up, thumbs down, thumbs sideways
- View other performances
- What did you do well
- What do you need to improve
- Written critique

Summative Assessment

- Marking Period Assessment
- Performances
- Written critiques

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

- Full Voice Workbook
- Noteflight
- Sibelius
- Video sources for performances
- Youtube

Technology

- Audio recordings
- Chromebook
- Google Classroom
- Google Forms
- Noteflight
- Promethean Board
- YouTube and other video sources

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.