Unit 5: Performance Critique

Content Area: **Music**
Course(s): **Music**
Time Period: **May**
Length: **10 weeks**
Status: **Published**

Enduring Understandings

1. The process of critique allows for the evaluation of strengths and weaknesses of works of music.
2. Through critique, students can focus their understanding of their likes and dislikes in music.
3. Critique is a positive process through which students can better themselves.

Essential Questions

1. How do I become a better musician?
2. Why do I like this music, or why don't I like this music?
3. What makes music interesting and good, and what if I like different music than my friends?

Content

- Elements and expressive aspects of music, such as: beat, rhythm, melody, harmony, tempo, dynamics, phrasing, mood...
- Evaluative tools and methods

Skills

- Express opinion in meaningful and appropriate ways regarding amateur and professional performances
- Self-reflect on performances given in class and in formal settings
- Assess the application of elements and expressive aspects of music
- Discuss technical proficiency of peers and professional musicians
- Cooperatively discuss different opinions and thoughts concerning different performances
- Respond to musical performances discussing personal, cultural and historical points of view
- Categorize music according to the context from which it originated

Resources

Critique Acronym

Standards

VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.B	Music
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B	Music
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.5.A	Aesthetic Responses
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B	Critique Methodologies
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.