Unit 6: Analyzing and Critiquing Music and Musical Performance

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

By listening to, looking at, and performing music, students will gain and apply skills which allow them to identify and understand common musical elements, characteristics, and expressive devices. Students will listen to music objectively in order to analyze, evaluate, and critique it using proper music terminology, and will develop informed judgments and attitudes about the music they hear and perform. Through this process, students develop the ability to listen critically and form informed judgments and attitudes about the aesthetic value of music.

Revised June 2025

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1	Self-Awareness
2	Self-Management
1.3C.12acc.Re7	Perceiving and analyzing products.
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12acc.Re8	Interpreting intent and meaning.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
1.3C.12acc.Re9	Applying criteria to evaluate products.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3B.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Learning Plan

- Teacher reviews basic elements of music, which include pitch (melody and harmony), rhythm, meter, tempo, instrumentation, timbre/tone color, dynamics, articulation, tonality, form, etc.
- Students and teacher create a common criteria for the objective evaluation of music, using the elements of music.
- Students and teacher discuss, describe, and evaluate recordings of professional performances.
- Students explore what it means to be aware in listening, and how awareness affects performance. This is done using recordings, including those of the choir's first performances.
- Students and teacher discuss, describe and evaluate recordings of professional performances and their own performances.
- Students write thoughtful musical critiques and evaluations using the established criteria and musical terminology.
- Students compare and contrast different recordings of the same piece (or the sound of two different choirs) discussing the elements that varied and how it affected the overall performance, especially focusing on tone color, timbre, and vocal space.
- Students utilize the information they glean from evaluation to better their own performances.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom/rehearsal. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative. The performance tasks listed below are examples of the types of assessments the teacher may use to track student progress and inform instruction.

- Explore and reflect on the essential questions through in-class and online discussions, journaling, turn-and-talk, entrance and exit tickets, peer and self reflections, etc.
- Teacher observation of student performance and participation in rehearsal.
- Individual or small group hearings.
- Written essays and reflections.
- Performances.
- Mid-term and final exams.

-Identify the basic elements of music.

-Identify the specific elements that are present in a given piece of music.

-Accurately analyze and describe performances using proper music terminology, both written and verbally.

-Determine their own criteria for musical evaluation, and have objective reasoning as to why they find a piece of music or performance aesthetically pleasing.

-Evaluate their own performances and musical interpretations live and through recordings.

-Evaluate a piece's progress within the choral rehearsal and assess what elements and aspects need attention.

Materials

- Varied and diverse choral and solo vocal repertoire
- Music manuscript books/journals
- Recordings and online resources with aural examples of varied repertoire

Suggested Strategies for Modifications

Concert Choir Accommodations and Modifications