

Unit 6: Analyzing and Critiquing Music and Musical Performance

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

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](#)