Unit 06: Devising Criteria for Evaluating Performance

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

Brief Summary of Unit

Students will become comfortable using their musical knowledge to design criteria that will enable them to evaluate their own performances as well as the performances of others.

Standards

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

1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
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.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
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.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Essential Questions

- How does a performer use and apply feedback?
- How does self-evaluation lead to musical improvement?
- What does the evaluation of music do to further our growth as a musician?

Enduring Understandings

- 1. There are specific criteria that all music is evaluated by (i.e. rhythm, tone, melody).
- 2. Music can be described within the context of culture and time period.
- 3. Each piece of music has unique characteristics.
- 4. Self-assessment is essential to discovering areas in need of improvement.
- 5. Listening to and analyzing a variety of music will lead to continual development of musicianship.

Students Will Know

- 1. How to use their musical vocabulary in the evaluation of musical performances.
- 2. How to demonstrate acceptable performance practices in large ensemble, small ensemble, and solo performances.
- 3. How to apply acceptable performance practices to musical evaluation.
- 4. How to emulate and explore performance practices of various times and cultures.

Students Will Be Skilled At

Evaluating performances using a rubric guide.

Reflecting upon their own performance or rehearsal in order to self assess their own work.

Providing feedback to peers using music terminology and applying that feedback to their practice.

Identifying characteristics of repertoire.

Evidence/Performance Tasks

- What cultural and historical themes are audible and indicative of the geographic area or time period?
- How are accepted performances practices used to evaluate music performances?
- What are acceptable performance practices in marching and concert ensembles?

- What are specific areas in which musical performances can be critiqued?
- What personal and/or artistic objectives should be included in evaluating musical performances?
- What visual aspects of marching ensembles contribute to ensemble effect?

Learning Plan

- Level 5: Students will develop a working vocabulary of musical descriptors for use in evaluating musical performances. Students will be able to evaluate their own performance within the context of the ensemble and apply their analysis to their performance.
- Note: The teaching sequence for evaluating musical performance begins in grade four and is outlined in the curriculum for 4-7, and eighth grade instrumental music (Halpern/Spatz 05; Halpern/Spatz/Murphy '06). Level five is a continuation of that sequence and is referred to below.
- The students use their musical vocabulary to describe recordings and/or live performances and also to self-evaluate.
- The teacher exposes students to music of varying cultures, styles, and genres.
- The teacher facilitates classroom evaluation of professional musical recordings and performances.
- The teacher facilitates classroom evaluation of the ensemble's performance.
- The teacher leads comparison/contrast exercises of recordings and activities in the classroom environment.

Materials

Rubric guide

Suggested Strategies for Modifications

Extra time as needed.

https://docs.google.com/spreadsheets/d/1RrBtrnW3PSznJEH3aeR56hZaCJv3lRq7WgnCQ0aj-DE/edit?usp=sharing