Unit 07: Analyzing and Critiquing Music

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

Brief Summary of Unit

Students will listen to, evaluate, and describe music using the musical vocabulary that they have developed during the course of their instrumental study. Students will apply their analytical skills and critical thinking to a variety of aural examples representing a diverse repertoire of musical literature, from various genres, in relation to history and culture. Further, students will be exposed to music that will enable the development of their listening skills and advance their aesthetic awareness in the performing arts.

Standards

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

1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8a	Explain and 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 personal research.
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.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Essential Questions

- What life experiences influence my perception and understanding of music?
- What qualities in music evoke specific emotion/feeling from the listener?
- Why is it important to listen to, analyze, and describe music?

Enduring Understandings

- 1. Each thoughtful opinion of music is valid.
- 2. It is important to respect the musical analysis of others.
- 3. Composer’s use music to evoke specific emotional reactions.

- 4. There is a difference between passive and active listening.

Students Will Know

- 1. How each person relates to music based on their own life experiences.
- 2. The set criteria used in the evaluation of quality music.
- 3. How to use the musical elements of rhythm, melody, harmony, tone color, form, and expression in describing music.
- 4. How to listen to and describe music objectively.
- 5. How to engage in active listening.
- 6. How to listen with an open mind.

Students Will Be Skilled At

Listening and evaluating musical performances.

Describing music orally and in written form.

Cultivating conversation with peers around musical preference while using music terminology.

Evidence/Performance Tasks

- Students will be assessed during classroom discussion. Assessments will be based on the accuracy of their musical perception and the purposeful musical dialogue in which they answers questions using the vocabulary of musical elements (i.e. rhythm, melody, harmony, form, tone color, and expression).

Learning Plan

- Level 5: Students will utilize personal experience as well as their musical vocabulary to initiate advanced critical dialogue pertaining to musical performances.
- Note: The teaching sequence for analyzing and critiquing music 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 will use their musical vocabulary to describe recordings and/or live performances.
- The teacher will expose students to music of varying cultures, styles, and genres.
- The teacher will lead comparison/contrast exercises of recordings in the classroom environment.
- The teacher will lead the class in describing a diverse repertoire of musical recordings.

Materials

- Lined paper for writing.
- Recordings of various musical pieces

Suggested Strategies for Modifications

Extra time as needed.

Support from the writing center.

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