Unit 04: Analyzing and Critiquing

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

Standards

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

MU.K-12.1.3C.12nov.Cr1a Compose and improvise ideas and motives for melodies and rhythmic passages based on
characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a Evaluate and refine draft compositions and improvisations based on knowledge, skill and
teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b Share personally developed melodic and rhythmic ideas or motives (individually or as an
ensemble) that demonstrate understanding of characteristics of music or texts studied in
rehearsal.
MU.K-12.1.3C.12nov.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical
skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b Demonstrate, using music reading skills (where appropriate) how knowledge of formal
aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a
varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and
improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b Demonstrate an awareness of the context of the music through prepared and improvised
performances.
MU.K-12.1.3C.12nov.Re7a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b Identify how knowledge of context and the use of repetition, similarities and contrasts
inform the response to music.
MU.K-12.1.3C.12nov.Re8a Identify interpretations of the expressive intent and meaning of musical works, referring
to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a Identify and describe the effect of interest, experience, analysis, and context on the
evaluation of music.
MU.K-12.1.3C.12nov.Cn10a Demonstrate understanding of relationships between music and the other arts,

other
disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Brief Summary of Unit

Students will listen to, analyze, and describe music using the musical dialogue they have developed in the cumulating units of this course. Students will apply their analysis and critiquing skills to a variety or aural examples from a varied repertoire of music, representing diverse genres and cultures, by describing the use of musical elements and expressive devises. Students will be exposed to music that will allow them to develop their listening and understanding of music to higher levels of aesthetic awareness

Transfer

Essential Questions

- How have my experiences thus far culminated in a well – rounded musical ability?
- Why is it important to listen to, analyze, and describe music?

Essential Understandings

- evaluating a work may include examining the aesthetic choices the composer made.
- music is written for reasons that are specific to each piece.
- there is a difference between passive listening and active listening.

Students Will Know

- how to listen to and describe music objectively.
- how to use the musical elements of rhythm, melody, harmony, form, tone color, and expressions

in describing music.

- why some music is more appealing to one person than another.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer questions using the vocabulary of musical elements: rhythm, melody, harmony, form, tone color, and expression through a purposeful musical dialogue.
- answer the essential questions.
- demonstrate understanding through classroom discussion and written portfolio assignments.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Students will engage in informed dialogue with regard to various musical elements, and their interpretations. Students will demonstrate their knowledge through performance (level III).
- Students will identify formal and structural elements without the guidance of the teacher. Students will have a better understanding of higher level vocabulary, i.e. major or minor, legato or staccato. Students should recognize and perform expressive elements, i.e., dynamics, articulations, without direct guidance (level II).
- The teacher will identify formal/structural elements such as repeat signs, contrasting sections, etc. Students will be able to recognize these elements as their distinguishing characteristics. The teacher will guide students in characterizing musical qualities (level I).

Materials

Suggested Strategies for Modifications