

Unit 04: Analyzing and Critiquing

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

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 of aural examples from a varied repertoire of music, representing diverse genres and cultures, by describing the use of musical elements and expressive devices. 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
