# Unit 05: Devising Criteria for Evaluating Performance

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 learn to design criteria to help evaluate what they are listening to and performing

## Transfer

## Essential Questions

- How can self-evaluation lead to musical improvement?
- Why is it important to evaluate our own performances and the performances of others?

## Essential Understandings

- listening to and analyzing a variety of outstanding examples of music will lead to continual development of the concept of tone quality, musicianship, phrasing, and expression.
- self – assessment is essential to discovering areas in need of improvement.

## Students Will Know

- how to describe musical performance with regard to specific musical elements such as rhythm, tone, form, articulation, tempo, melodic contour, and instruments.

## Students Will Be Skilled At

## Evidence/Performance Tasks

- answer the essential questions.
- demonstrate the ability to self-evaluate their own performance through discussion during lessons
- demonstrate understanding through describing music and evaluating musical performances in class discussions during ensemble rehearsals and lessons.

## Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Students will critique and evaluate their own performances and determine strategies for improvement (level III).
- Students will recognize and describe tone qualities in relation to different musical styles. Students will listen to and discuss recorded musical examples and also critique the performances of peers and their own performing ensemble (level II).
- Students will recognize the difference in tone quality. Students will recognize the difference between the sound of their own instrument and the other instruments in the ensemble and lesson group (level I).

## Materials

## Suggested Strategies for Modifications