Unit 05: 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 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