

Analyzing and Critiquing Musical Performance Copied from: Tenor Bass Chorus Grade 9-12 (Formerly Men's Chorus), Copied on: 11/30/23

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **65 Days**
Status: **Published**

Brief Summary of Unit

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

By listening to, looking at, and performing music, students gain and apply skills which will allow them to identify and understand common musical elements, traits, and expressive devices. Students will listen to, analyze, evaluate, and critique music using proper terminology and will develop informed judgments and attitudes about the aesthetic beauty of the Arts.

Revised August 2019

MU.9-12.1.3C.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
MU.9-12.1.3C.12prof.Cr3	Refining and completing products.
MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.9-12.1.3C.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.9-12.1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

MU.9-12.1.3C.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.9-12.1.3C.12prof.Pr6	Conveying meaning through art.
MU.9-12.1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12prof.Re7	Perceiving and analyzing products.
MU.9-12.1.3C.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.
MU.9-12.1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
MU.9-12.1.3C.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3C.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.
MU.9-12.1.3C.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Essential Questions

- Why is it important to listen to, analyze, and describe music and performances?
- How does the evaluation of music lead to musical improvement and growth?
- What makes a piece of music beautiful?
- Is all music ‘good?’ What is quality?
- What life experiences influence my perception of, understanding of, and taste in music?
- How does one listen to music with a critical ear?
- What musical elements are part of acceptable performance practice?
- What specific elements of music invoke emotions in the performer and listener?

Students Will Know/Be Skilled At

- How to use and form an appropriate criteria for evaluation of quality music.

- How to use musical vocabulary in the evaluation of musical performances.
- Acceptable performance practices.
- Why they prefer some types of music better than others.
- How to listen to and describe music objectively and critically
- Using a specific criteria for the evaluation of music aids in and furthers one's appreciation of a piece of music.
- Each thoughtful opinion of music is valid.
- Each piece of music is unique in its characteristics, time period, culture, and the intent of its composer.
- Self-assessment is essential to determining areas in need of improvement.
- Listening to and evaluating performances of other groups promotes the continual development of musicianship.

Learning Plan

- Students experience music of varying cultures, styles and genres. Teacher facilitates the discovery of specific musical elements and structures which affect the
- Students and teacher create a common criteria for the evaluation of music.
- Students and teacher discuss, describe, and evaluate recordings of professional performances.
- Students and teacher discuss, describe, and evaluate their own performances.
- Students write music critiques and evaluations using a thoughtful criteria and correct musical terminology.
- Students compare and contrast different recordings of the same piece and/or the sound, color, and tone of two different choirs.
- Students utilize the information they glean from evaluation to better their own performances.

Evidence/Performance Tasks

- Identify specific elements that create a quality piece of music and a pleasing performance.
- Determine their own criteria for musical evaluation.
- Accurately analyze and describe performances using proper music terminology, both written and verbally.
- Evaluate their own performances and musical interpretations through recordings.
- Evaluate a piece's progress within the choral rehearsal and assess what aspects need attention.

Materials

- Varied and diverse repertoire
- Manuscript Journals
- Online resources with aural and visual examples of various performances

Suggested Strategies for Modification

Tenor Bass Choir [Accomodations](#)