Unit 7 - Analyzing and Critiquing Musical Performance

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

Brief Summary of Unit

By listening to, looking at, and performing music, students gain and apply skills that help them identify and understand common musical elements, traits, and expressive devices. They will listen to music objectively in order to analyze, evaluate, and critique it using proper terminology. Through this process, students develop the ability to listen critically and form informed judgments and attitudes about the aesthetic value of music.

Revised June 2025

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

1.1	Recognize one's feelings and thoughts
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
1.3C.12prof.Pr6	Conveying meaning through art.
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.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re7	Perceiving and analyzing products.
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.
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.
1.3C.12prof.Re8	Interpreting intent and meaning.
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.
1.3C.12prof.Re9	Applying criteria to evaluate products.

1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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

- What do you hear?
- 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 or objective ear?
- What specific elements of music evoke emotions in the performer and listener?

Students Will Know/Be Skilled At

- The elements of music, which include pitch (melody and harmony), rhythm, meter, tempo, instrumentation, timbre/tone color, dynamics, articulation, tonality, form, etc.
- How to use and form an appropriate criteria for evaluation of quality music.
- How to listen to and describe music in a critical and objective manner.
- How to use musical vocabulary in the evaluation of musical performances.
- Why they might prefer some types of music better than others.
- 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 found in each piece heard.
- Teacher lists and describes the basic elements of music, which include pitch (melody and harmony), rhythm, meter, tempo, instrumentation, timbre/tone color, dynamics, articulation, tonality, form, etc.

- Students and teacher create a common criteria for the objective evaluation of music, using the elements 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

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom/rehearsal. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative. The performance tasks listed below are examples of the types of assessments the teacher may use to track student progress and inform instruction.

- Explore and reflect on the essential questions through in-class and online discussions, journaling, turn-and-talk, entrance and exit tickets, peer and self reflections, etc.
- Teacher observation of student performance and participation in rehearsal.
- Individual or small group hearings.
- Written essays and reflections.
- Performances.
- Mid-term and final exams.

-Identify the basic elements of music.

-Identify the specific elements that are present in a given piece of music.

-Accurately analyze and describe performances using proper music terminology, both written and verbally.

-Determine their own criteria for musical evaluation, and have objective reasoning as to why they find a piece of music or performance aesthetically pleasing.

-Evaluate their own performances and musical interpretations live and through recordings.

-Evaluate a piece's progress within the choral rehearsal and assess what elements and aspects need attention.

Materials

- Varied and diverse choral and solo vocal repertoire

- Music manuscript books/journals
- Recordings and online resources with aural examples of varied repertoire

Suggested Strategies for Modification

Treble Chorus Accommodations and Modifications