Unit 06: 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 become comfortable using their musical knowledge to design criteria that will enable them to evaluate their own performances as well as the performances of others.

Standards

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

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.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.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Essential Questions

- How does a performer use and apply feedback?
- How does self-evaluation lead to musical improvement?
- What does the evaluation of music do to further our growth as a musician?

Enduring Understandings

- 1. There are specific criteria that all music is evaluated by (i.e. rhythm, tone, melody).
- 2. Music can be described within the context of culture and time period.
- 3. Each piece of music has unique characteristics.
- 4. Self-assessment is essential to discovering areas in need of improvement.
- 5. Listening to and analyzing a variety of music will lead to continual development of musicianship.

Students Will Know

- 1. How to use their musical vocabulary in the evaluation of musical performances.
- 2. How to demonstrate acceptable performance practices in both concert and marching ensembles.
- 3. How to apply acceptable performance practices to musical evaluation.
- 4. How to emulate and explore performance practices of various times and cultures.

Students Will Be Skilled At

Evaluating performances using a rubric guide.

Reflecting upon their own performance or rehearsal in order to self assess their own work.

Providing feedback to peers using music terminology and applying that feedback to their practice.

Identifying characteristics of repertoire.

Evidence/Performance Tasks

- What cultural and historical themes are audible and indicative of the geographic area or time period?
- How are accepted performances practices used to evaluate music performances?
- What are acceptable performance practices in marching and concert ensembles?
- What are specific areas in which musical performances can be critiqued?
- What personal and/or artistic objectives should be included in evaluating musical performances?
- What visual aspects of marching ensembles contribute to ensemble effect?

Learning Plan

- Level 5: Students will develop a working vocabulary of musical descriptors for use in evaluating musical performances within concert and marching ensembles. Students will be able to evaluate their own performance within the context of the ensemble and apply their analysis to their performance.
- Note: The teaching sequence for evaluating musical performance begins in grade four and is outlined in the curriculum for 4-7, and eighth grade instrumental music (Halpern/Spatz 05; Halpern/Spatz/Murphy '06). Level five is a continuation of that sequence and is referred to below.
- The students use their musical vocabulary to describe recordings and/or live performances and also to self-evaluate.
- The teacher exposes students to music of varying cultures, styles, and genres.
- The teacher facilitates classroom evaluation of professional musical recordings and performances.
- The teacher facilitates classroom evaluation of the ensemble's performance.
- The teacher leads comparison/contrast exercises of recordings and activities in the classroom environment.

Materials

Rubric guide.

Suggested Strategies for Modifications

Extra time as needed.

https://docs.google.com/spreadsheets/d/1DgqFNsPtzrUBI0ZNu-CLnoSqkthiJ0c-yrlqcUNOEoU/edit?usp=sharing