

Unit 6: Critical Listening

Content Area: **Music**
Course(s): **Chamber Choir**
Time Period: **4th Marking Period**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Students will be expected to observe, listen, analyze, critique, and respond to musical performances and works of art. Students will develop an ability to use specific criteria to evaluate musical works and performances in a variety of cultural contexts.

Transfer

Students will be able to independently use their learning to appropriately and intelligently discuss, critique, or dissect works of music and/or art.

Meaning

Understandings

Students will understand that...

- 1.1 Music has value and meaning relative to the context in which it is created and performed.
 - 1.2 Individual human experiences influence emotional responses to music.
 - 1.3 Music plays an important role in all cultures.
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- 2.1 Specific criteria are used in evaluating the overall quality of a performance.
 - 2.2 Musicians grow from constructive criticism by recognizing areas of need and improving overall technique and musicianship.

Essential Questions

Students will keep considering...

1. How do you properly and appropriately evaluate the quality of a piece of music?
2. How do you properly and appropriately evaluate the quality of a musical performance?

Application of Knowledge and Skill

Students will know...

Students will know...

- The value of musical works is relative to its cultural context
- Methods of constructive critique
- Methods of evaluating technique and musicianship

Students will be skilled at...

Students will be skilled at...

- Discerning the value of a given work given its cultural context
- Discerning an artist;s intent based on an understanding of musical terminology and principles
- Evaluating a musical performance using a rubric
- Providing constructive feedback to assist the musical development of themselves and others

Academic Vocabulary

- Critique
- Constructive Criticism

- Evaluation
- Proficiency
- Emotional Impact
- Cultural Relevancy
- Responses
- Opinions
- Feedback

Learning Goal

Students will be able to critically discuss musical performances using proper evaluation tools and musical language.

VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Target 1 - Level 1 Retrieval

Students will be able to describe and identify the mood or overall emotion of a musical performance, or the lack thereof.

Target 2 - Level 2 Comprehension

Students will be able to describe the key elements of critique and evaluation.

Target 3 - Level 3 Analysis

Students will be able to critique technical musical aspects of a musical performance such as, but not limited to, diction, cutoffs/onsets, intonation, balance, blend, tempo consistency, etc.

Target 4 - Level 4 Knowledge Utilization

Students will be able to constructively critique the quality of a musical performance's impact and the "non-musical" aspects of a performance and offer suggestions.

Summative Assessment

- Concert Evaluations and Critiques
- Benchmark Assessment
- Rehearsal Reviews

Formative Assessment and Performance Opportunities

- Practice critiques
- Critical Listening Journal
- Written assessment
- Teacher observation in discussion

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Differentiation / Enrichment

Differentiation

- Utilize peer assistance
- Allow for partner work/discussion/writing
- Allow for more time for writing, posting examples on Google Classroom for later review
- Provide additional resources (More succinct or bulleted rubrics)

Enrichment

- Utilize as peer mentors
- Student discussion leaders
- Allow for students to choose choral examples

Unit Resources

- Repertoire recordings or video
- Music literature
- Music terminology guide
- Rubric/Evaluation tools
- Rehearsal/Concert recordings
- Audio/Visual choral examples

- Chromebooks and Google Classroom