

**Winslow Township School District**  
**9-12 Concert Choir**  
**Unit 4: Critique**

**Overview:** A vocalist gains immense insight into his or her own singing by listening to recordings of him or herself. Critique is necessary for growth in any subject or skill.

<b>Overview</b>	<b>Standards for Concert Choir Content</b>	<b>Unit Focus</b>	<b>Essential Questions</b>
<a href="#"><u>Unit 4</u></a>  <b>History of the Arts and Culture</b>	<b>1.3B.12acc.Cr3b</b> <b>1.3B.12acc.Re7b</b> <b>1.3C.12prof.Pr4b</b> <b>1.3C.12int.Pr6a</b> <b>1.3D.12int.Re9a</b>	<ul style="list-style-type: none"> <li>• Evaluate different components of their individual performance.</li> <li>• Use information from adjudication to improve practice effectiveness.</li> <li>• Find errors in real time.</li> </ul>	<ul style="list-style-type: none"> <li>• How will knowledge of choir assist in discussing and critiquing a performance?</li> <li>• Why is critique, both self and peer, effective and necessary in the development of a vocalist as a performer?</li> </ul>
<b>Unit 4:</b> <b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Vocalists must be able to recognize errors in pitch, expression, rhythm, and expression as they sing.</li> <li>• Adjudication by other skilled listeners can be an effective and helpful skill building tool.</li> <li>• The analysis of one’s own singing and performance is critical to growth.</li> </ul>		<ul style="list-style-type: none"> <li>• What are the technical and stylistic differences between choirs who specialize in different genres of music? What are the similarities?</li> </ul>

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
<b>Unit 4: Critique</b>	<b>1.3C.12prof.Pr4b</b>	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.	8	45
	<b>1.3C.12int.Pr6a</b>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	8	
	<b>1.3B.12acc.Re7b</b>	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.	8	
	<b>1.3D.12int.Re9a</b>	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.	8	
	<b>1.3B.12acc.Cr3b</b>	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.	8	
	Assessment, Re-teach and Extension		5	

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<b>Unit 4 Grade 9-12</b>		
<b>Enduring Understanding</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria	<b>1.3B.12acc.Cr3b</b>	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	<b>1.3B.12acc.Re7b</b>	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3C.12prof.Pr4b</b>	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.
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	<b>1.3C.12int.Pr6a</b>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	<b>1.3D.12int.Re9a</b>	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.

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Unit 4 Grade 9-12 Assessment Plan	
<ul style="list-style-type: none"> <li>• Quarterly Assessment: Performance- Based</li> </ul> <p><b>Teacher Observation</b></p> <ul style="list-style-type: none"> <li>• Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)</li> <li>• Critiques/Reflection time</li> <li>• Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share</li> <li>• Performance rubrics</li> <li>• Performance task checklist</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Projects, Portfolio, Presentations</li> <li>• Homework</li> <li>• Essays, Short Answers</li> <li>• Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• <a href="http://artsedge.kennedycenter.org/educators/howto/student-critique.aspx">http://artsedge.kennedycenter.org/educators/howto/student-critique.aspx</a></li> <li>• Colin Lawson, Robin Stowell: The Historical Performance of Music: An Introduction/ Edition 1. Cambridge University Press</li> <li>• <a href="http://www.fromthetop.org/">http://www.fromthetop.org/</a></li> <li>• <a href="https://cnx.org/contents/wUoKuUO6@2/Providing-Constructive-Criticism-in-Music">https://cnx.org/contents/wUoKuUO6@2/Providing-Constructive-Criticism-in-Music</a></li> <li>• <a href="http://www.rubistar.4teachers.org">www.rubistar.4teachers.org</a></li> <li>• <a href="https://www.wikihow.com/Critique-Music-if-You-Are-Not-a-Musician">https://www.wikihow.com/Critique-Music-if-You-Are-Not-a-Musician</a></li> <li>• Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• List the criteria used to critique a musical performance.</li> <li>• Have small group discussion to construct a performance rubric.</li> <li>• Attend performances of various ensembles and soloist, applying the evolved criteria for critique.</li> <li>• Students will read and analyze music reviews online and in print publications regarding elements of performance</li> <li>• Students will compare and contrast different performances of the same pieces, for example, comparing Solti’s conducting of the Mozart Requiem to that of Bernstein.</li> </ul>

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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 10. Manage response rates                    |

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.2.12.CAP.3** Investigate how continuing education contributes to one's career and personal growth.

**9.2.12.CAP.10** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Invite parents/guardians to participate in sharing cultural plays.
- Provide an outline for journal entries and study guides.
- Provide extended time for written responses and reports.
- Extended time as needed
- Read directions aloud
- Assist with organization
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in Chorus studies in student’s home country</li> <li>• Use sentence/paragraph frames to assist with writing reports.</li> <li>• Work with a partner to develop written reports and journal entries.</li> <li>• Provide extended time for written responses and reports.</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>



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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Integration of Computer Science and Design Thinking NJSLS 12**

**8.1.12.AP.9:** Collaboratively document and present design decisions in the development of complex programs.

**8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

**8.1.12.DA.1:** Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.