

Instrumental Winds Performance Review

CCA

Symphonic Band, Concert Band, Jazz Ensemble

This performance review CCA has two components that all students will submit:

1. Each student will use the “Performance Review” rubric and grade their performance accordingly as they listen to the recorded performance.
2. Each student will submit a TYPED writing response based on their performance. Students will write a response using the criteria used in the performance review rubric. Students will use the criteria from the Performance Rubric and indicate whether the criteria were successful and why they chose the grade for each. Students need to include at least four overall positive strategies for improvement.

Standards Addressed:

Standards: <http://musiced.nafme.org/resources/national-standards-for-music-education/>

National Standards for Music Education

2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

National Coalition for Core Arts Standards

MU:Cn10.0.H.Hs intermediate - Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.H.Hs intermediate - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

MU:Cr3.1.H.Hs intermediate - Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

MU:Cr3.2.H.Hs intermediate - a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Pr4.1.H.Hs intermediate - a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

MU:Pr4.3.H.Hs intermediate - Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

MU:Pr5.1.H.Hs intermediate - a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

MU:Pr6.1.H.Hs intermediate - a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:Re7.2.H.Hs intermediate - a. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

Rhode Island GSE / National Standards for Music

Mu 1 Artistic Process - The human experience can be created and recreated through sound.

Mu 2 Cultural Contexts - Music connects and expresses history and culture around the globe.

Mu 3 Communication - Music of diverse genres is performed in a variety of settings.

Mu 4 Aesthetic Judgement - Music knowledge is applied through reflection and evaluation of the music of self and others.

Meets Standard: M 4 (9-12) -2 Students evaluate music by...

a. developing and applying four specific criteria provided for critiquing music (e.g., dynamics, intonation, tone, and blend: "The clarinets were in-tune with the strings and played with an open-focused sound.")

Advanced: M 4 (9-12) Ext -2 Students evaluate music by...

a. using specified criteria to suggest improvement of performance of music (e.g., "If the trumpets listened to the upper woodwinds, a better balance would be achieved.")