



# Lesson Idea

## Music Listening Response



Grades K–5 (adaptable to all levels)

Model Performance Assessment: [M.T207 Music Listening Response](#)

### Standards

**Performance Standard:** M.EL.R.2 – Critically analyze a musical work and reflect on its cultural context using developmentally appropriate terminology.

#### Content Standards:

- ART.M.IV.EL.1 – All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
- M.IV.5.1 – Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures.

### Learning Targets

- Students can accurately identify instruments or instrument families
- Students can use appropriate music vocabulary to describe what they hear
- Students can interpret what they are hearing to “tell a story” about the piece

### Lesson Description

The teacher will play a piece of music from a genre and/or style period for the students. Then students will identify the types and qualities of the sounds (instrumentation, texture, dynamics, timbre). Students will analyze the technical elements of the work.

In the second part of this lesson, students will hear the same piece of music and will make a visual representation, write a piece of poetry, or a short story that expresses the same qualities that are in the musical example. Students can expand beyond what they hear to add their own unique interpretations.

### Adaptations

- Choose, sections of operas, symphonies, movie themes or popular music geared towards the student grade level/musical background
- Provide a context for the piece. Is it an opera? What is happening in the scene?
- Choose pieces that might connect to the current situation of COVID 19.
- Create selected response answers for reflective questions for K-2, have them dictate their answers to a parent or record their answers online or over the phone.
- Make use of scanning or texting photos to turn in work.

### Reflective Questions

1. How did this music make you feel?
2. Do different instruments evoke different feelings?
3. Does this music align with what you are feeling now during COVID 19? Describe.

– Offered by Cathy DePentu





# Lesson Idea

[maeia-artsednetwork.org/educator](http://maeia-artsednetwork.org/educator)

## You're the Director Performance Critique



Grades 6–12 (adaptable to all levels)

Model Performance Assessment: [M.T421 Performance Critique](#)

### Standards

**Performance Standard:** M.HS.R.1 – Listen to his/her own performances, as well as those of others, and critically analyze and reflect on those performances using developmentally appropriate musical terminology.

#### Content Standards:

- ART.M.IV.EL.1 – All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
- ART.M.3.HS.5 – Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, applying specific criteria

### Learning Targets

- Accurately assess what is heard
- Identify and analyze specific elements
- Develop critical listening skills
- Define an exemplary performance

### Lesson Description

*Listening for Improvement:* Watch the two video clips listed below:

- Legend of the Ghost Stallion (Richard Meyer, Grade 2.5 #47470)  
[YouTube video 3 minutes](#)
- Legend of the Ghost Stallion performed by Pacific and Shahala Middle School 8th grade Orchestra  
[YouTube video 4 minutes](#)

Evaluate the performance of the ensemble and compare it to work during a rehearsal. You be the director and figure out what the ensemble needs to do to improve. Listen as many times as you need to in order to cover every element, understanding that your goal is to be able to hear and react to all of the elements at once.

*Fixing the Problems:* Write a paragraph for each musical piece describing the problems you discover and how they can be corrected. Reflect and comment on each of these elements:

- Tone (Is it full or thin?)
- Intonation (Are they in tune?)
- Pitch Accuracy (Are they playing the correct notes?)
- Rhythmic Accuracy (Are they playing the correct rhythms?)
- Expressive Elements (How expressive is the style? The bowing? The dynamics?)



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## Adaptations

- Modify standards according to grade level
- Provide worksheet with prompts

## Reflective Questions

1. If you were the director, how would you correct some of the performance issues?
2. Why do we need to be able to listen critically?
3. Can you apply these same analytical skills to other subjects?
4. How, and why might it be valuable to have analytical skills?

– Offered by Cathy DePentu