

ITV Solo and Ensemble Performance & Evaluation

Music

High School 9-12

Purpose

Students will perform and/or observe and assess musical performances.

Description

Students will utilize ITV facilities to perform musical selections for students from other schools. Students listening will assess the performance.

Assessment will focus mainly on musicality, interpretation and communication.

Activities	Curriculum Standards	NETS for Students
Preparation: Teacher will Select appropriate literature with the student Understand and prepare instruction for students in correct ITV equipment use Schedule ITV time and contact partner school Provide accompaniment (if necessary) Prepare assessment tools based on Minnesota State High School League Adjudication form		
Students will learn proper ITV equipment use		4
Students select appropriate literature with the teacher		
Students prepare song for performance	A.C. & P. A, B, C, D, E	
Students will perform a predetermined solo or ensemble for selected students from another school via ITV. This performance may be videotaped for future reference and/or self-evaluation.	A.C. & P. A, B, C, D, E	1, 4, 5, 6, 7, 8, 9, 10
Students from the other school will critique with an immediate verbal response, as well as completing a written critique regarding the musicality, interpretation, and communication of the performance.	A.C. & P. A, B, C, D, E	1, 4, 5, 6, 7, 8, 9, 10

Tools and Resources

(List all Web sites, specific software and hardware needs)

ITV room & equipment

Smart Music or suitable accompaniment (if needed)

video tape

fax machine

Minnesota State High School League Adjudication form

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

An immediate, verbal assessment will be given after the performance by each evaluator based on Minnesota State High School League Adjudication form.

Each student evaluator will also fill out a written critique.

Teachers will evaluate the assessors ability to convey appropriate and timely musical feedback and use accurate terminology.

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

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Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

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