

**HOWARD COUNTY PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
GRADES THREE THROUGH TWELVE**

**GOALS AND OBJECTIVES
Grades Six, Seven, and Eight - Levels III and IV**

GOAL IV: AESTHETIC CRITICISM

The student will demonstrate the ability to make aesthetic judgments.

CORE OBJECTIVE A. The student will evaluate selected musical compositions using established criteria.

Enabling Objectives:

1. The student will develop evaluative criteria based on the elements of music.
2. The student will use developed criteria to compare and evaluate a variety of musical compositions.
3. The student will analyze the various ways composers use the elements of music to affect the listener's reactions.

Assessment Options: Visual organizers (R4.0 – R4.6)
Oral presentations

Strategy: Lead a class discussion on the various criteria used to evaluate musical composition. Notate student responses on the board, clarifying them to ensure student understanding. Once a consensus is reached on the criteria, have students meet in small groups to prioritize each category. Each group should explain their positions using musical terminology.

CORE OBJECTIVE B. The student will formulate, apply, and communicate criteria for evaluating personal performances and those of others.

Enabling Objectives:

1. The student will discuss ways one determines appropriate dynamic level, tempo, phrasing, and other related characteristics when performing or listening to performances.
2. The student will compare different performances of the same selection of music and analyze how interpretation affects the listener's reactions.
3. The student will formulate criteria to critique personal performances, improvisations, and compositions as well as those of others.

Assessment Options: Fill-in-the-blank

String Critique Checklist (A12.3)

Wind and Percussion Critique Checklist (A13.2)

Ensemble Performance – Student Observation and Reflection (A6.2)

Test-Take Home (A4.0)

- Strategies:**
1. Have students evaluate a recording of their performance using student-generated or previously developed criteria.
 2. Have students practice at home and record the number of errors, including pitches, rhythms, dynamics and articulations.