

Great Musical Performances



created by:
education
through **MUSIC**
ETMonline.org





Lesson Objective

Students will analyze and compare influential musical performances from across history and use this knowledge to create their tier list of musical performances.

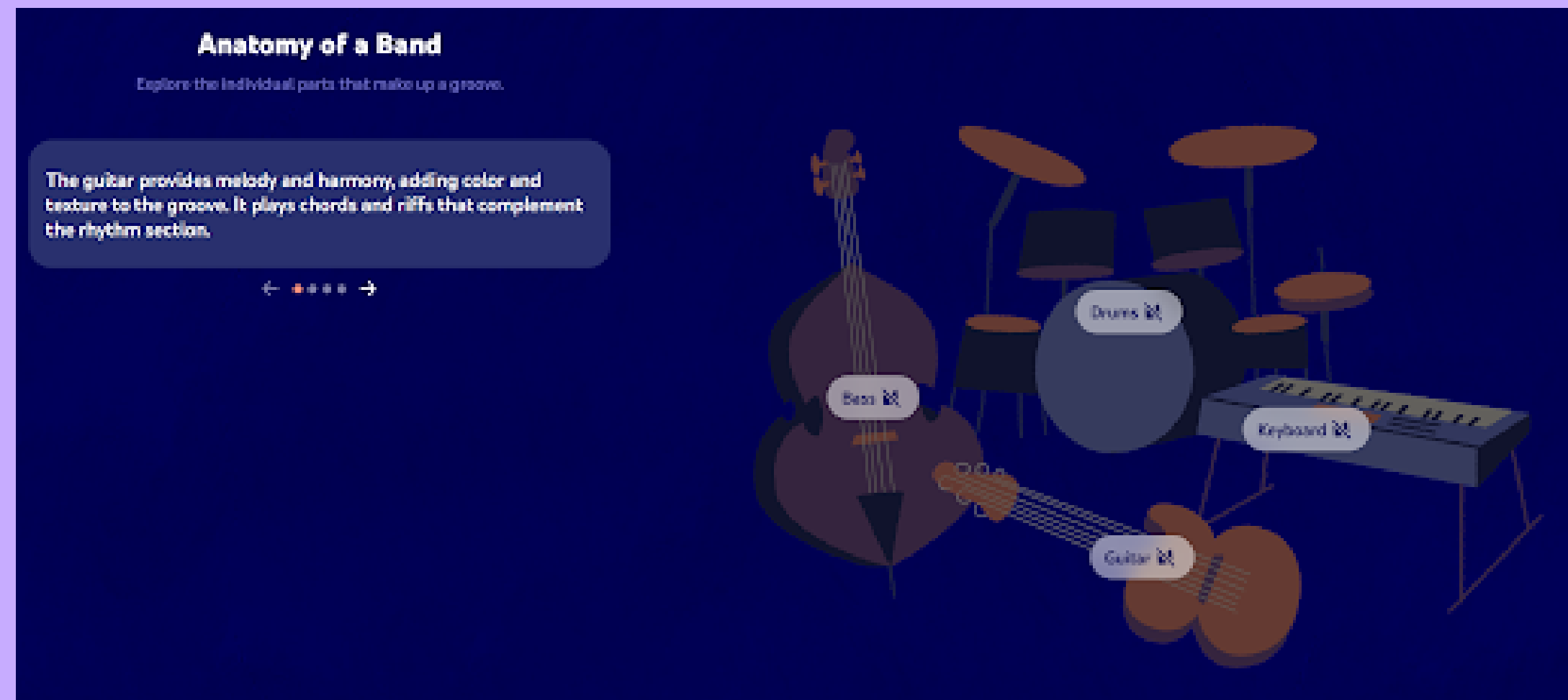


Vocabulary

Beat, Rhythm, Rhythm Section, Tempo, Groove, Melody, Harmony, Rhythm, “The Pocket”, Chords, ‘Comps’, Subdivision, Metronome



Explore the Anatomy of a Band



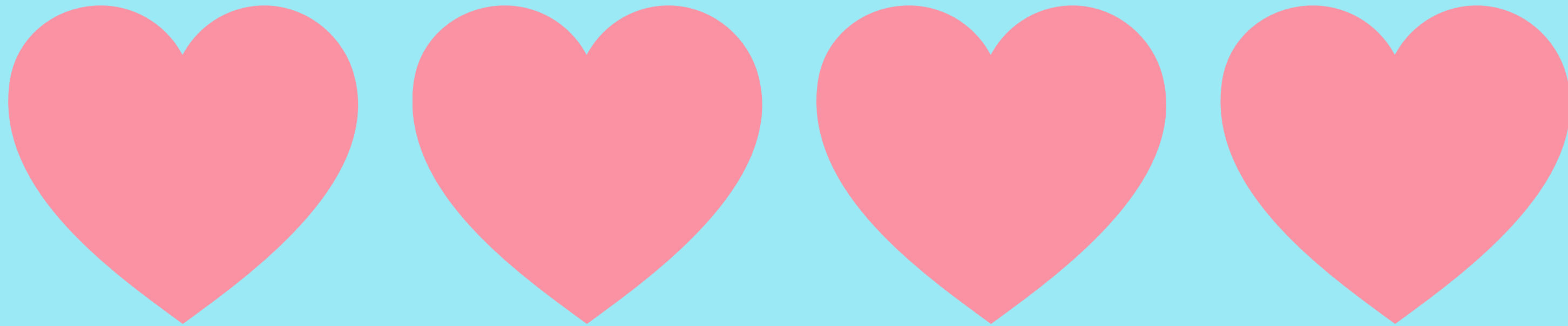


Reflection Questions

- What instruments can you identify (guitar, bass, keyboard, drums), and what role does each play in a groove?
- These 4 instruments are called the rhythm section of a band. Are they all playing the same thing? How are their parts similar or different?
- Which instruments have more active parts? Which instruments have more supportive or “back-up” roles?



Compose a 4-Beat Ostinato





Reflection Questions

- How did your ostinato represent your instrument's role in the rhythm section?
- What do we need to do in order to keep our rhythm section in time?



Metronome:
Click HERE for video



Reflection Questions


- How did the metronome help you “Find the Pocket”?
- How do you listen while playing your part?
- Was there a particular instrumental part that helped you stay in the pocket?



Find the Pocket

Find the Pocket

Adjust the instruments to create the perfect groove.



GROOVE METER

On fire

Play

Guitar

Behind On beat Ahead

Bass

Behind On beat Ahead

Keyboard

Behind On beat Ahead

Drums

Always on beat





Reflection Questions

- How did you move each instrument to find the perfect groove?
- What were you doing to an instrument's performance when moving the slider?
- Were the instruments playing noticeable behind or ahead of the beat to you?
- What does it mean to “Find the Pocket” and how do you think you can find it when performing with an ensemble?



Influential Musical Performances



Igor Stravinsky's The Rite of Spring Premiere

- Paris, 1913
- This performance started a riot and revolutionized modern dance and music.
- [The ballet that incited a riot by TED-Ed](#)



Marian Anderson performs at Lincoln Memorial

- Washington D.C, 1939
- This groundbreaking performance of a Black woman to a segregated crowd at the Lincoln memorial was a public rejection of segregation that foreshadowed the Civil Rights Movement by more than 20 years.



The Beatles' Rooftop Concert

- London, 1969
- The Beatles' final live performance marks the end of an era and showcases their energy and cultural impact.



Jimi Hendrix performs the Star-Spangled Banner at Woodstock

- Woodstock, 1969
- Symbolically transformed the national anthem into a song of protest.



Michael Jackson's Billie Jean Motown 25 Performance

- Televised 1983
- The debut of the moonwalk transformed dance in popular music.



Queen's Live Aid Performance

- London, 1985
- Created the blueprint for the modern day arena concerts and festivals with the uniting of over 72,000 fans.



Leonard Bernstein conducts Beethoven's 9th Symphony

- East Berlin, 1989
- Brought together musicians from across the world in celebration of the fall of the Berlin Wall.



Selena performs at Houston Astrodome

- Houston, 1995
- Catapulted Latin music into the American mainstream and inspired a generation of crossover artists.



Beyoncé – Coachella (“Beychella”)

- California, 2018
- Barrier breaking performance by the first Black woman to headline Coachella.



BTS performs Dynamite at the VMAs (No complete video available of that performance)

- Televised, 2020
- First performance by an Asian group on the VMA main stage.



Reflection Questions

- What are some of the ways a live performance can make an impact? Social, Historical, Musical, Emotional, etc.
- What about the performance was impactful to you?
- Which performance resonated the most with you? Why?
- What elements of the music were most influential for your decision?
- What words would you use to describe the performance?

Great Musical Performances: Tier List Critique Toolkit



Tier List Critique Project:
Click [HERE](#) for video

Great Musical Performances: Tier List Critique Toolkit



How to Make a Tier List:
Click [HERE](#) for video

Now let's try one together in [Tiermaker](#)



Now let's try one together in [Tiermaker](#)

Tier Examples:

- **S Tier (Supreme or God Tier)** – The highest possible ranking.
- **A Tier (Excellent or Top Tier)** – Very high ranking, but slightly below S Tier.
- **B Tier (Good or Mid-High Tier)** – Solid and dependable, but not exceptional.
- **C Tier (Average or Mid Tier)** – Mediocre ranking.
- **D Tier (Below Average or Low Tier)** – Below-average performance.
- **F Tier (Failure or Trash Tier)** – The lowest possible ranking.

Great Musical Performances: Tier List Critique Toolkit



Part 1: Select Your Live Performance

First, choose 5-10 live performances that you want to critique and rank on your tier list. Fill out the table below with your selections.

Theme: Live Performances		
Artist	Song Title or Event	Link to Recording



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Part 2: Tier List Ranking Categories

Create 5 ranking categories that you will use on your Tier List. Label and describe the criteria for each category in the table below from highest to lowest.

Tier Label	Description of Ranking Criteria

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Part 3: Critique Journals

Watch each of the performances on your list and write a critique by answering the questions provided in the tables below. Rank each of the songs using the tier labels and criteria that you created above.

Artist	Song Title or Event	Link to Recording
Performance Critique		Tier Ranking
Describe at least 3 musical elements that characterize this performance.		
What do you like about this performance?		Rationale
What do you dislike about this performance?		Describe why you rank this performance in this tier.



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Part 4: Write Your Script

Use the information from Parts 1–3 of this toolkit to write a script that you can use to help you record your Tier List Critique video.

Introduction
<p>Things to include in your introduction script:</p> <ul style="list-style-type: none">• Welcome your viewers• Describe your Theme• Summarize your Tier Ranking categories and criteria <p>Introduction Script:</p>
Ranking Your Songs
<p>Things to include in your ranking scripts:</p> <ul style="list-style-type: none">• Name, Artist, Event where performance occurred• Brief audio excerpt• Highlighted musical elements and opinions from your song critiques• Tier ranking and rationale <p>Song 1 Script:</p> <p>Song 2 Script:</p> <p>Song 3 Script:</p> <p>Song 4 Script:</p> <p>Song 5 Script:</p>
Conclusion
<p>Things to include in your conclusion:</p> <ul style="list-style-type: none">• Brief summary of the theme and rankings• Thank the audience for watching• Call to action: Ask the audience for their opinion <p>Conclusion Script:</p>



Great Musical Performances: Tier List Critique Toolkit



Part 5: Record Your Video

Record a video on your device that captures your tier list and shows your face. Use the script from Part 4 to help structure your video. Make sure your video has all of the following elements before submitting your project. [TIP: You may need to practice reading your script, using your tier list, and making the video a few times before you are ready to record your final version!]

Video Checklist

- ☐ My video is at least 3 minutes long
- ☐ The audience can hear my commentary on every performance
- ☐ The audience can see the Tier List
- ☐ The audience can see me
- ☐ The audience can hear/see excerpts from the performances I am reviewing





How to Screen Record:

- **For Chromebook Users:** Utilize this and provide [this video](#) to students as a resource. Note that students should make sure that the “webcam” and “record audio” settings are toggled on!
- **For Mac Users:** Utilize [this video](#) to learn how to screen record on a mac.
- **For Windows Users:** Utilize [this video](#) to learn how to screen record on a PC.
- **Alternative Options:** Students can use one device to record from the webcam and simply show the partner’s device on screen where they can show the TierMaker and play any audio excerpts

In modeling the video recording process, utilize the model script from the previous lesson to show students how to bring their script to life in their video.

Great Musical Performances: Tier List Critique Project Rubric



Great Musical Performances: Tier List Critique Project Rubric				
Element	3	2	1	Overall Project Quality
Theme and Repertoire	The project contains at least 5 live performances. The tier list theme and ranking categories are cohesive.	The project contains at least 5 live performances, but they do not consistently fit the theme of the tier list and/or the tier list theme and ranking categories are not cohesive.	The tier list theme and ranking categories may be cohesive, but the project contains fewer than 5 live performances.	
Song Critique Journals	Critique Journals contain ALL of the following: <ul style="list-style-type: none">Journal entries for every live performance3 musical elements that characterize the live performanceCommentary on likes/dislikesTier rankingRanking rationale	Critique Journals contain MOST of the following: <ul style="list-style-type: none">Journal entries for every live performance3 musical elements that characterize the live performanceCommentary on likes/dislikesTier rankingRanking rationale	Critique Journals contain SOME of the following: <ul style="list-style-type: none">Journal entries for every live performance3 musical elements that characterize the live performanceCommentary on likes/dislikesTier rankingRanking rationale	
Script	Script contains ALL of the following: <ul style="list-style-type: none">IntroductionScript entry for EVERY live performance that highlights musical elements and opinions from the performance critiquesConclusion	Script contains MOST of the following: <ul style="list-style-type: none">IntroductionScript entry for MOST live performance that highlights musical elements and opinions from the performance critiquesConclusion	Script contains SOME of the following: <ul style="list-style-type: none">IntroductionScript entry for SOME of the live performances that highlights musical elements and opinions from the performance critiquesConclusion	
Video	Video contains ALL of the following: <ul style="list-style-type: none">At least 3 minutes longCommentary on every live performanceScreen capture of tier listHosts are visibleAudio/Visual excerpts from performances	Video contains MOST of the following: <ul style="list-style-type: none">At least 3 minutes longCommentary on every live performanceScreen capture of tier listHosts are visibleAudio/Visual excerpts from performances	Video contains SOME of the following: <ul style="list-style-type: none">At least 3 minutes longCommentary on every live performanceScreen capture of tier listHosts are visibleAudio/Visual excerpts from performances	