

# Great Musical Performances

A blue silhouette of a band performing on stage. In the center, a drummer is captured mid-air with arms raised, playing a drum set. To the left, a bassist is leaning forward, playing a double bass. To the right, a guitarist is in a dynamic pose, playing an electric guitar. The background is a solid dark blue.

created by:

education  
through **MUSIC**  
MAKING MINDS SING





## 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

### Anatomy of a Band

Explore the individual parts that make up a groove.

The guitar provides melody and harmony, adding color and texture to the groove. It plays chords and riffs that complement the rhythm section.

← ● ● ● ● →

An anatomical diagram of a band. It features a bass, a guitar, a drum set, and a keyboard. Each instrument is labeled with a white box containing the instrument name and a small icon of the instrument. The labels are: Bass, Drums, Keyboard, and Guitar. The diagram is set against a dark blue background.

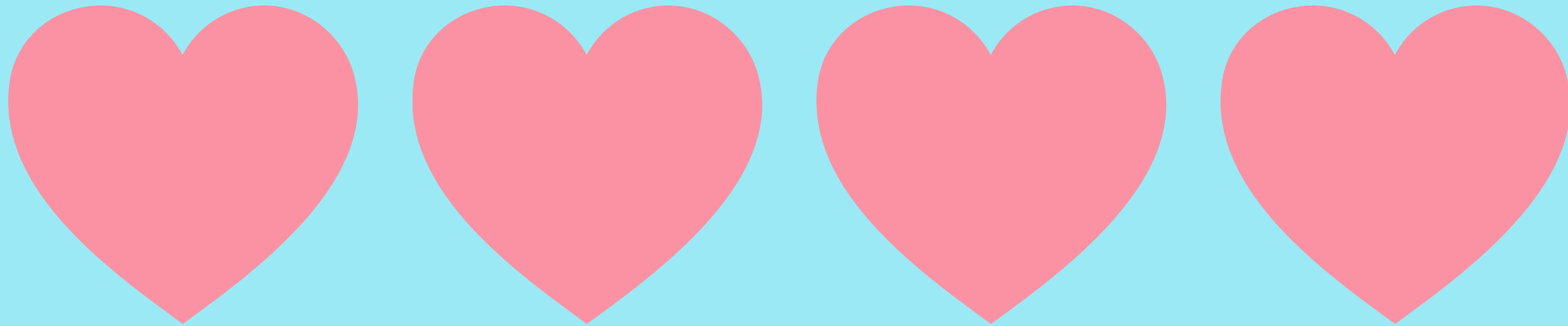


## Reflection Questions

- 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.

**Guitar**  
Behind On beat Ahead

**Bass**  
Behind On beat Ahead

**Keyboard**  
Behind On beat Ahead

**Drums**  
Always on beat

**GROOVE METER**  
On fire

The screenshot shows a dark-themed interface for an interactive music application. At the top, the title 'Find the Pocket' is displayed in white, with the subtitle 'Adjust the instruments to create the perfect groove.' below it. On the left, there are icons for a double bass, a drum set, a guitar, and a keyboard. Below these icons is a 'GROOVE METER' with a red-to-blue gradient bar and a white knob positioned towards the right, labeled 'On fire'. On the right side, there are four horizontal sliders for instrument timing. The 'Guitar', 'Bass', and 'Keyboard' sliders are labeled 'Behind', 'On beat', and 'Ahead' respectively, with a red knob positioned exactly in the middle. The 'Drums' slider is labeled 'Always on beat' and has a lock icon on the left. A 'Play' button with a right-pointing triangle is located in the top right corner of the interface.



## 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

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

# Great Musical Performances: Tier List Critique Toolkit

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**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 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

# Great Musical Performances: Tier List Critique Toolkit



## 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
<b>Performance Critique</b>		<b>Tier Ranking</b>
<b>Describe at least 3 musical elements that characterize this performance.</b>		
<b>What do you like about this performance?</b>		<b>Rationale</b>
<b>What do you dislike about this performance?</b>		Describe why you rank this performance in this tier.

# Great Musical Performances: Tier List Critique Toolkit



## 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

Things to include in your introduction script:

- Welcome your viewers
- Describe your Theme
- Summarize your Tier Ranking categories and criteria

**Introduction Script:**

### Ranking Your Songs

Things to include in your ranking scripts:

- Name, Artist, Event where performance occurred
- Brief audio excerpt
- Highlighted musical elements and opinions from your song critiques
- Tier ranking and rationale

**Song 1 Script:**

**Song 2 Script:**

**Song 3 Script:**

**Song 4 Script:**

**Song 5 Script:**

### Conclusion

Things to include in your conclusion:

- Brief summary of the theme and rankings
- Thank the audience for watching
- Call to action: Ask the audience for their opinion

**Conclusion Script:**

# 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



Element	3	2	1
<b>Theme and Repertoire</b>	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.
<b>Song Critique Journals</b>	Critique Journals contain ALL of the following: <ul style="list-style-type: none"> <li>Journal entries for every live performance</li> <li>3 musical elements that characterize the live performance</li> <li>Commentary on likes/dislikesTier ranking</li> <li>Ranking rationale</li> </ul>	Critique Journals contain MOST of the following: <ul style="list-style-type: none"> <li>Journal entries for every live performance</li> <li>3 musical elements that characterize the live performance</li> <li>Commentary on likes/dislikes</li> <li>Tier ranking</li> <li>Ranking rationale</li> </ul>	Critique Journals contain SOME of the following: <ul style="list-style-type: none"> <li>Journal entries for every live performance</li> <li>3 musical elements that characterize the live performance</li> <li>Commentary on likes/dislikes</li> <li>Tier ranking</li> <li>Ranking rationale</li> </ul>
<b>Script</b>	Script contains ALL of the following: <ul style="list-style-type: none"> <li>Introduction</li> <li>Script entry for EVERY live performance that highlights musical elements and opinions from the performance critiques</li> <li>Conclusion</li> </ul>	Script contains MOST of the following: <ul style="list-style-type: none"> <li>Introduction</li> <li>Script entry for MOST live performance that highlights musical elements and opinions from the performance critiques</li> <li>Conclusion</li> </ul>	Script contains SOME of the following: <ul style="list-style-type: none"> <li>Introduction</li> <li>Script entry for SOME of the live performances that highlights musical elements and opinions from the performance critiques</li> <li>Conclusion</li> </ul>
<b>Video</b>	Video contains ALL of the following: <ul style="list-style-type: none"> <li>At least 3 minutes long</li> <li>Commentary on every live performance</li> <li>Screen capture of tier list</li> <li>Hosts are visible</li> <li>Audio/Visual excerpts from performances</li> </ul>	Video contains MOST of the following: <ul style="list-style-type: none"> <li>At least 3 minutes long</li> <li>Commentary on every live performance</li> <li>Screen capture of tier list</li> <li>Hosts are visible</li> <li>Audio/Visual excerpts from performances</li> </ul>	Video contains SOME of the following: <ul style="list-style-type: none"> <li>At least 3 minutes long</li> <li>Commentary on every live performance</li> <li>Screen capture of tier list</li> <li>Hosts are visible</li> <li>Audio/Visual excerpts from performances</li> </ul>