

Fink's Taxonomy as Learning Objectives	Assessment Type	Criteria for Evaluation	Learning Activities to
Foundational Knowledge: Students will refine and use scholarly terminology of musical form and texture.	Portfolio of terminology with definitions, diagrams, and examples from individual's repertoire	5 points per term: 1 for definition, 1 for diagram, 3 for appropriate example from literature.	Readings and exercises from textbook (outside of class)
Application: Students will accurately analyze music with and without a score	Scores/recordings provided with questions regarding harmony, phrase structures, form, etc.	Points earned for each correct response. Multiple correct options, possible partial credit.	Analysis of works as class, small groups, and individuals
Application: Students will critique and critically evaluate published analyses	Summary and response mini-essays for assigned readings.	20 Points: 15 points for content (what, so what, now what), 5 points for grammar/organization/presentation	Class discussions (student leaders)
Integration: Students will examine the interaction between musical analysis and performance	Multiple recordings of a previously analyzed work will be compared and evaluated for authenticity and creativity. Findings to be reported in the style of a performance-review article/essay.	Differentiation of varying musical characteristics in recordings, use of appropriate terminology and musical reasoning, avoidance of "emotional" language in describing music, grammar/organization/presentation	Compare/critique multiple performance/recordings of a single work
Human Dimension: Students will become analytically-informed performers without sacrifice to creativity/artistry	15-minute oral analysis presentation of piece currently being performed, including live performance excerpt.	Provides an analytic thesis, includes live performance to support thesis, organization/delivery/timing.	Perform excerpts with varied analytic interpretations
Caring: Students will value the ability to challenge a performance or interpretation that conflicts with their own	Participation in class discussions, which evaluate analyses provided in readings.	10 points for leading discussion as assigned. Additional points for participation in remaining discussions.	Debate contrasting interpretations

interpretations			
<i>Learning How to Learn:</i> Students will develop their own scholarly voice by emulating writings they study	5-page article/essay on piece/topic from oral presentation	Provides analytic thesis, appropriate academic-style of writing, terminology, accuracy of content, organization, grammar.	Write article summary/response essays (weekly)

Table 1. Objective, Assessment, Criteria for Evaluation, and Learning Activities for “Analysis for Performers.”