

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 1	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Demonstrate an understanding of the similarities and differences of children’s singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.	1.4.2.A.2
2	Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	1.4.2.A.3
3	List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.	1.4.2.B.1
4	Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	1.4.2.B.2
5	Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).	1.4.2.B.3

Code #	NJCCCS
1.4.2.A.2	Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

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	<p>Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>
1.4.2.A.3	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>
1.4.2.B.1	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
1.4.2.B.2	<p>Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.</p>
1.4.2.B.3	<p>Content Statement: Contextual clues are embedded in works of art and provide insight into artistic intent.</p> <p>Cumulative Progress Indicator: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>