

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Music</b>	<b>GRADE: 2</b>	<b>UNIT #: 4</b>	<b>UNIT NAME: Aesthetic Responses and Critique Methodologies</b>
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<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING NJCCCS</b>
<b>1</b>	Listen to instrumental pieces that are based on familiar melodies (e.g., Mahler Symphony #1, Movement 3; Mozart Variations on “Ah, vous dirais-je Maman”). Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.	1.4.2.A.1
<b>2</b>	Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse de la Fee Dragee from the Nutcracker, versions by Tchaikovsky and Ellington). Post a list comparing the two versions.	1.4.2.A.2
<b>3</b>	Create a story to a piece of music that has contrasting dynamics or heavy accents (e.g., Haydn Symphony #94, Movement 2; Russian Sailor’s Dance by Gliere). Use movement with the story to reflect the dynamics and accents as well as other musical elements.	1.4.2.A.3
<b>4</b>	Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non-pitched percussion instruments, or homemade instruments to musically depict the chosen elements.	1.4.2.A.4
<b>5</b>	Describe the difference between two contrasting articulations (e.g. plucked vs. bowed, tongued vs. slurred) and discuss how they affect the theme of the music (e.g., <i>The Seasons, Winter, Movement 2</i> by Vivaldi).	1.4.2.B.1
<b>6</b>	Critique an audio or video recording of a performance by the class/ school performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve	1.4.2.B.2

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	subsequent performance.	
<b>7</b>	Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music (e.g., Leopold Mozart – Musical Sleigh Ride etc.).	1.4.2.B.3

Code #	NJCCCS
1.4.2.A.1	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>
1.4.2.A.2	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> 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><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p><b>Cumulative Progress Indicator:</b> 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.A.4	<p><b>Content Statement:</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>

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	<b>Cumulative Progress Indicator:</b> Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.1	<b>Content Statement:</b> Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.  <b>Cumulative Progress Indicator:</b> 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.
1.4.2.B.2	<b>Content Statement:</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.  <b>Cumulative Progress Indicator:</b> Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	<b>Content Statement:</b> Contextual clues are embedded in works of art and provide insight into artistic intent.  <b>Cumulative Progress Indicator:</b> Recognize the making subject or theme in works of dance, music, theatre, and visual art.