

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 3	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
---------------------	----------	-----------	-----------------------------------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	1.4.5.A.3
2	Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes (e.g., music compositions having three string quartets or three pieces in rondo form... verses music with common subject matters such as Handel's <i>Water Music</i> , Debussy's <i>La Mer</i> , or the <i>Octopuss's Garden</i> by the Beatles etc.). Discuss how the composers' personal lives and historical contexts are reflected in the music.	1.4.5.A.3
3	Use music-specific rubrics and holistic scoring guides to objectively self-evaluate live or recorded solo performances, improvisations and/or compositions.	1.4.5.B.2
4	Compare and contrast music compositions based on similar themes (e.g., Ellington's <i>Dance of the Floreadores</i> & Tchaikovsky's <i>Waltz of the Flowers</i>) and distinguish ways individuals may disagree about the relative merits and effectiveness of the music.	1.4.5.B.5

Code #	NJCCCS
1.4.5.A.3	<p>Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p> <p>Cumulative Progress Indicator: Demonstrate how art communicates ideas about personal and social values and is inspired by</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 3	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
----------------------------	-----------------	------------------	------------------------------------------------------------------

	an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.2	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.4.5.B.5	<p>Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p> <p>Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>