

NJDOE MODEL CURRICULUM

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

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.	1.4.5.A.1
2	Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.	1.4.5.A.2
3	Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats.	1.4.5.A.3
4	Assess the musical elements used in three different recordings of the same song (e.g., Santa Claus Is Coming To Town, recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson). Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.	1.4.5.B.1 & 1.4.5.B.3
5	Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).	1.4.5.B.2
6	Explain personal reactions to musical works based on developed criteria.	1.4.5.B.5

Code #	NJCCCS
1.4.5.A.1	Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

NJDOE MODEL CURRICULUM

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

	<p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
1.4.5.A.2	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
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 an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>
1.4.5.B.1	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>
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.3	<p>Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p>

NJDOE MODEL CURRICULUM

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

	Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.5	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?). 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.