

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 5	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Categorize a series of 8-10 pieces into different styles (e.g., jazz, classical, romantic, folk, patriotic, popular music, etc.) using graphic organizers, manipulatives, or other tools.	1.4.5.A.1
2	Identify/analyze the structure of various musical forms (e.g., verse/refrain, chorus format, sonata, etc.) from varied cultures, time periods or musical genres.	1.4.5.A.2
3	Demonstrate an understanding of how music reflects the ideas of a composer and/or performer based on the historical, cultural, and personal characteristics of each musician. Make connections to the pieces when warranted.	1.4.5.A.3
4	Describe what constitutes a quality vocal performance (e.g., posture, breath support, intonation, diction, vowel placement, etc.) and interpretive elements (e.g., dynamics, phrasing, emotion, etc.) and apply these attributes to performance.	1.4.5.B.1
5	Use a graphic organizer or other tool to show common performance traits (e.g., technical fluency, rhythmic accuracy, intonation, etc.) in generally accepted great performances of music. Choose performances in three different styles (e.g., YoYo Ma's recording of a Bach Cello Suite, John Coltrane's Giant Steps, Ravi Shankar in a traditional Hindustani sitar raga).	1.4.5.B.3 1.4.5.B.4
6	Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).	1.4.5.B.2
7	Describe three ways that individuals can agree or disagree about the merits of a musical performance based on technical and interpretive perspectives, the composer and his/her intent, and if the intent was realized.	1.4.5.B.5

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

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	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.4	Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.
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.