

## NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 6	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Differentiate how “traditional” and non-traditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music such as <i>An American Elegy</i> by Frank Ticheli and Penderecki’s <i>Auschwitz Oratorium</i> , and generate an emotional and observational response to the music.	1.4.8.A.1 and 1.4.8.A.6
2	Differentiate ways “traditional” non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance.	1.4.8.A.1
3	Analyze the basic formal structures and technical proficiency of master artists of a particular instrument in various style with of a given genre such as jazz or swing and employ similar applications of style to musical performance.	1.4.8.B.2

Code #	NJCCCS
1.4.8.A.1	<p><b>Content Statement:</b> Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p><b>Cumulative Progress Indicator:</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>
1.4.8.A.6	<p><b>Content Statement:</b> Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p><b>Cumulative Progress Indicator:</b> Differentiate between “traditional” works of art and those that do not use conventional</p>

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	elements of style to express new ideas.
1.4.8.B.2	<p><b>Content Statement:</b> Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p><b>Cumulative Progress Indicator:</b> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>