

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 8	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	1.4.8.A.1
2	Identify music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.	1.4.8.A.2
3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	1.4.8.A.3
4	Analyze and discuss the audience reaction to the premier performance of Stravinsky's <i>The Rite of Spring</i> .	1.4.8.A.4
5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	1.4.8.A.5
6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6
7	Analyze the form, function, craftsmanship and originality of various styles of Jazz (e.g., swing, be-bop, free form).	1.4.8.A.7
8	Using YouTube, compare the effectiveness of a piece of concert band music being performed by different concert bands.	1.4.8.B.1
9	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2
10	Compare and contrast examples of archetypal subject matter in art from diverse cultural contexts and historical eras by writing critical essays.	1.4.8.B.3

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Code #	NJCCCS
1.4.8.A.1	<p>Content Statement: 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>Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>
1.4.8.A.2	<p>Content Statement: Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Cumulative Progress Indicator: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>
1.4.8.A.3	<p>Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>
1.4.8.A.4	<p>Content Statement: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p> <p>Cumulative Progress Indicator: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>
1.4.8.A.5	<p>Content Statement: Symbolism and metaphor are characteristics of art and art-making.</p> <p>Cumulative Progress Indicator: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>
1.4.8.A.6	<p>Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of</p>

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	<p>criteria for judging originality.</p> <p>Cumulative Progress Indicator: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>
1.4.8.A.7	<p>Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>Cumulative Progress Indicator: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>
1.4.8.B.1	<p>Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p> <p>Cumulative Progress Indicator: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p>
1.4.8.B.2	<p>Content Statement: 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>Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>
1.4.8.B.3	<p>Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> <p>Cumulative Progress Indicator: Compare and contrast examples of archetypal subject matter in art from diverse cultural contexts and historical eras by writing critical essays.</p>