

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Music</b>	<b>GRADE: 6</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Creative Process</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify and demonstrate the differences in rhythms various musical forms utilized in different cultures and historical eras.	1.1.8.B.1 and 1.1.8.B.2
2	Identify the differences of melody between difference styles and genres of music.	1.1.8.B.2
3	Analyze the form of symphonies and Program Music from the Romantic Period	1.1.8.B.1
4	Describe how tempo is employed in marches from various styles and cultures, (e.g., funeral, circus, military, British, German, and Italian etc.).	1.1.8.B.1
5	Identify specific rhythms in dance music from different cultures and historical eras (e.g., Clave, Rhumba, Cha-Cha, Rondeau, Pavane etc.).	1.1.8.B.1
6	Identify and analyze the differences of melody between folk music forms.	1.1.8.B.1 and 1.1.8.B.2
7	Analyze how harmony evolved from the Classical Period to the Romantic Period.	1.1.8.B.1

Code #	NJCCCS
	<b>THE CREATIVE PROCESS:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater, and visual art
1.1.8.B.1	<p><b>Content Statement:</b> Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p><b>Cumulative Progress Indicator:</b> Analyze the application of the <a href="#">elements of music</a> in diverse Western and non-Western musical works from different <a href="#">historical eras</a> using active listening and by reading and interpreting written scores.</p>
1.1.8.B.2	<p><b>Content Statement:</b> Compositional techniques used in different styles and <a href="#">genres</a> of music vary according to prescribed sets of rules.</p> <p><b>Cumulative Progress Indicator:</b> Compare and contrast the use of structural forms and the manipulation of the <a href="#">elements of music</a> in diverse styles and genres of musical compositions</p>