

NJDOE MODEL CURRICULUM

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| CONTENT AREA: Music | GRADE: 1 | UNIT #: 1 | UNIT NAME: Creative Process |
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| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJCCCS |
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| 1 | Identify tempo as gradually speeding up or slowing down, steady or unsteady beat | 1.1.2.B.2 |
| 2 | Identify adult female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments. | 1.1.2.B.2 |
| 3 | Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music. | 1.1.2.B.2 |
| 4 | Identify the forms of call and response, verse and refrain, ABA. | 1.1.2.B.2 |
| 5 | Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio. | 1.1.2.B.2 |
| 6 | Identify strong beat, short and long notes/rests. | 1.1.2.B.2 |

| Code # | NJCCCS |
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| | THE CREATIVE PROCESS: All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art. |
| 1.1.2.B.2 | <p>Content Statement: The elements of music are foundational to basic music literacy.</p> <p>Cumulative Progress Indicator: Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> |