

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Music</b>	<b>GRADE: 3</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Creative Process</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Identify and sing or play steady beat in duple (2/4, 3/4, 4/4) and compound meter (6/8).	1.1.5.B.1, and 1.1.5.B.2
<b>2</b>	Read and perform rhythms using dotted-half and whole notes.	1.1.5.B.1, and 1.1.5.B.2
<b>3</b>	Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range.	1.1.5.B.1, and 1.1.5.B.2
<b>4</b>	Identify and sing or play mezzo (mp, mf), pp/ff; accelerando, ritardando; legato/staccato	1.1.5.B.1, and 1.1.5.B.2
<b>5</b>	Identify forms: ABACA (rondo); D.C. al fine (ABA); first and second endings; D.S. al fine.	1.1.5.B.1, and 1.1.5.B.2
<b>6</b>	Identify, read, and sing melodic patterns using “sol,-la,-do-re-mi-so-la.” Identify G-Clef; name letter names of lines and spaces.	1.1.5.B.1, and 1.1.5.B.2
<b>7</b>	Identify and sing home tone; Compare and contrast unison with chordal harmony.	1.1.5.B.1, and 1.1.5.B.2

Code #	NJCCCS
	<b>Standard 1.1 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, theatre, and visual art.
1.1.5.B1	<p><b>Content Statement:</b> The <a href="#">elements of music</a> are foundational to basic music literacy.</p> <p><b>Cumulative Progress Indicator:</b> Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.</p>
1.1.5.B.2	<p><b>Content Statement:</b> The <a href="#">elements of music</a> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p> <p><b>Cumulative Progress Indicator:</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and</p>

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harmonic progressions, and differentiate basic structures.