

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> Music	<b>GRADE:</b> 4	<b>UNIT #:</b> 2	<b>UNIT NAME:</b> Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16 <sup>th</sup> -note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.	1.3.5.B.1 and 1.3.5.B.4
2	Read and sing melodies using note values from 16 <sup>th</sup> -note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.	1.3.5.B.2 and 1.3.5.B.4
3	Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.	1.3.5.B.2 and 1.3.5.B.4
4	Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.	1.3.5.B.3

Code #	NJCCCS
1.3.5.B.1	<p><b>Content Statement:</b> Complex scores may include compound meters and the grand staff.</p> <p><b>Cumulative Progress Indicator:</b> Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p>
1.3.5.B.2	<p><b>Content Statement:</b> Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p> <p><b>Cumulative Progress Indicator:</b> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>
1.3.5.B.3	<p><b>Content Statement:</b> Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p><b>Cumulative Progress Indicator:</b> Improvise and score simple melodies over given harmonic structures using traditional</p>

## NJDOE MODEL CURRICULUM

**CONTENT AREA: Music**

**GRADE: 4**

**UNIT #: 2**

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instruments and/or computer programs.

1.3.5.B.4

**Content Statement:** Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

**Cumulative Progress Indicator:** Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.