

Ocean Academy Charter School
Curriculum Guide
Grade 1 - Music



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: General Music	
Course Title: General Music	
Grade Level: Grade 1	
Unit Title	Pacing Guide in Days
Beginning Music Literacy	18 days (1 day per week)
Integrating Basic Musical Concepts	18 days (1 day per week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: General Music	
Unit Title: Beginning Music Literacy	Duration: 18 days (1 day per week)
Target Course/Grade Level: Grade 1	
Introduction: In this unit, first-grade students will continue building foundational music skills through active participation in singing, instrument playing, movement, and listening. Through a variety of engaging activities, students will explore musical concepts such as steady beat, rhythm, pitch, tempo, and dynamics. They will develop their singing voices, echo short melodic patterns, and begin to differentiate between beat and rhythm. Using a wide range of classroom instruments, students will learn proper playing techniques and perform both individually and in groups. They will also create and perform rhythmic patterns, explore melodic contour, and use movement to demonstrate their understanding of	

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musical elements like tempo and pitch. These experiences aim to help students grow as expressive, confident, and thoughtful musicians.

Throughout the unit, students will also begin to think more deeply about how music is created and experienced. They will consider where musical ideas come from, how musicians make choices, and how performances are shaped by individual expression and cultural context. Students will learn that their own preferences, ideas, and experiences can influence how they respond to and create music.

By connecting their personal experiences to the process of making and responding to music, students will begin to understand that music is not only a creative activity, it is also a meaningful form of communication and connection.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
New Jersey Student Learning Standards for Visual and Performing Arts**

Anchor Standards:	Performance Expectations	Practice
Anchor Standard 1: Generating and conceptualizing ideas	1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Imagine

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Anchor Standard 2: Organizing and developing ideas	1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.	Plan, Make
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	Rehearse, Evaluate, Refine
Anchor Standard 7: Perceiving and analyzing products	1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	Select, Analyze

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Anchor Standard 8: Interpreting intent and meaning	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators' /performers' expressive intent.	Interpret
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection

New Jersey Student Learning Standards: Interdisciplinary Connections <https://www.nj.gov/education/cccs>

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

1.0A.C. Add and subtract within 20

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Brainstorming can create new, innovative ideas.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Brainstorming can create new, innovative ideas.	9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

New Jersey Student Learning Standards: Computer Science and Design Thinking

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Perform simple rhythms and melodies accurately on instruments • Maintain a consistent pulse while singing, moving, or playing instruments • Distinguish between using their voice for speaking and singing • Show understanding of musical ideas through movement that reflects pitch and speed • Play instruments alone and with peers to present musical pieces • Repeat short melodic phrases and participate in group and solo singing • Recognize changes in music such as speed, volume, and melody direction • Demonstrate proper handling and playing of classroom instruments • Tell the difference between the steady beat and rhythm variations in music • Name and describe different musical instruments by how they look and sound
Unit Enduring Understandings: <i>Students will know...</i> • Improving musical performance involves practicing, thinking about feedback, and trying new ideas • Musical creators use patterns and sounds intentionally to communicate meaning • Music is inspired by feelings, stories, and the environment around us • Our tastes and cultural background influence the music we enjoy and perform • Musicians make performance choices based on their skill, goals, and the situation they are in

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- Engaging with music allows us to connect our own experiences with others' expressions

Unit Essential Questions:

- What helps musicians get better at performing?
- Where do musical ideas come from?
- How does learning about music's structure and background shape the way we listen?
- How does making and listening to music help us relate to ourselves and others?
- How can we understand what a musician wants to say through their music?
- What factors influence a musician's selection of music?

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat and rhythm on various instruments
- movement to demonstrate steady beat
- movement exploration
- movement for form and expression
- echoing rhythms in various forms, including rhythm syllables
- reading and performing rhythms including quarter notes and eighth notes in iconic notation and standard notation
- echoing short 3-note pitch patterns in various contexts
- emulating and performing various movement activities to demonstrate understanding of tempo and pitch

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

- Based on IEP or 504 as needed

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Performance Tasks:.

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance
- Students will demonstrate rhythms through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, icons, or color coding for musical concepts.
 - Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
 - Provide step-by-step modeling of singing, rhythm, or movement.
 - Use teacher-guided, choral, and small-group singing before moving to independent practice.
 - Pair students with a peer “buddy” for support.
 - Offer preferential seating near teacher or instruments.
 - Reinforce vocabulary with movements, gestures, or visual cues.
 - Allow extra response time during activities.
 - Provide extended time to create, practice, or perform.
 - Accept oral or physical demonstrations in place of written responses.
 - Provide small-group instruction for singing, instrument practice, or rhythm activities.
 - Use augmentative communication systems or adapted instruments when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice and performance.
 - Offer small-group or quiet work settings.
 - Provide preferential seating near teacher or resources.
 - Allow oral or non-written demonstrations of knowledge.
 - Provide adapted instruments or communication supports as needed.
-

Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
- Pre-teach key musical vocabulary and tasks.
- Provide teacher modeling for rhythm, singing, or movement.
- Pair with a peer tutor or supportive “buddy.”
- Use group singing and chants for reinforcement.
- Offer preferential seating.
- Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.

- Provide frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
 - Encourage creativity and improvisation in singing, rhythm, or movement.
 - Provide choice in instruments, songs, or project formats.
 - Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
 - Encourage student leadership in group singing or rhythm games.
 - Provide opportunities for solo or small-group performances.
 - Allow for independent or interest-based extension projects.
 - Encourage reflection and self-assessment (“What did you like about your song?”).
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and gestures to support directions.
 - Pre-teach vocabulary (music terms, instrument names) with pictures.
 - Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
 - Pair vocabulary with actions, rhythms, or movements.
 - Allow extra time for practice and performance.
 - Accept oral demonstrations and partner support instead of written work.
-

Diversity and Inclusion

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

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- Musicplayonline.com
- First Steps in Music
- Various performance materials
- Classroom instruments

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: General Music

Unit Title: Integrating Basic Musical Concepts

Duration: 18 days (1 day per week)

Target Course/Grade Level: Grade 1

Introduction:

In this unit, first-grade students will actively engage in exploring music through singing, instrument playing, movement, and listening. They will develop their ability to sing songs both individually and as part of a group, and learn proper techniques to play a variety of classroom instruments confidently. Students will practice maintaining a steady beat and begin to recognize important musical elements such as tempo, dynamics, and melodic shape.

Creativity will be encouraged as students improvise and create their own simple rhythmic and melodic patterns, distinguishing between steady beats and rhythms. They will also learn to read and perform rhythmic patterns, deepening their understanding of musical structure. Movement activities will help students physically express musical concepts, reinforcing their musical learning in an engaging, kinesthetic way.

Throughout the unit, students will have opportunities to perform various musical selections for audiences, helping them develop confidence and an appreciation for sharing music with others. They will also explore how musicians make creative decisions and select music to perform, considering their own skills and the context of the performance.

By connecting their personal experiences and ideas with musical creation, performance, and listening, students will gain a deeper understanding of how music communicates feelings and stories across cultures and time. This unit encourages young musicians to be thoughtful, creative, and expressive participants in the musical world.

Disciplinary Concepts for the Unit:

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C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

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Anchor Standard 2: Organizing and developing ideas	• 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.	Plan, Make
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to	1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from	Rehearse, Evaluate, Refine

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create products.	a variety of cultures selected for performance. • 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	
Anchor Standard 6: Conveying meaning through art	• 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. • 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.	Present
Anchor Standard 7: Perceiving and analyzing products	1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning	1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	Interpret

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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs		
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.		
1.0A.C. Add and subtract within 20		
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
Brainstorming can create new, innovative ideas.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	
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Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	
New Jersey Student Learning Standards: Computer Science and Design Thinking		
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)	
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	

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they are given literally.	
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Explore and maintain a steady beat while singing, moving, or playing instruments ● Sing a variety of songs both individually and as part of a group ● Use proper hand and body techniques when playing different classroom instruments ● Perform songs on instruments both alone and collaboratively with peers ● Recognize and describe changes in speed, volume, and melody shape in music ● Create and invent simple rhythmic and melodic patterns using voice and instruments ● Identify the difference between the steady pulse (beat) and the patterns of rhythm in music ● Read and perform rhythmic patterns to develop music reading skills ● Move their bodies to express musical ideas like tempo and pitch changes ● Name and categorize different instruments by their sound and appearance ● Present musical pieces confidently in front of an audience
Unit Enduring Understandings: <i>Students will know...</i> ● Musical ideas come from many sources, including feelings, experiences, and imagination ● Musicians make choices about what and how to perform based on their knowledge, skills, and the situation ● Developing musical skills requires practice, thoughtful reflection, and openness to feedback ● People choose music to listen to and perform based on their interests, background, and purpose ● The way music is performed and presented affects how listeners experience it ● Musicians use musical elements and structures to express feelings and stories

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- Music helps us connect our own ideas and experiences with those of others

Unit Essential Questions:

- How do musicians come up with new musical ideas?
- What influences the choices musicians make about what to perform?
- How do we know when a musical performance is ready to be shared?
- How do listeners' backgrounds and experiences affect how they respond to music?
- How can we understand the meaning behind a piece of music?
- What steps help musicians improve their performances?
- How does making and listening to music help us connect with others?

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat and rhythm on various instruments
- movement to demonstrate steady beat
- movement exploration
- movement for form and expression
- echoing rhythms in various forms, including rhythm syllables
- reading and performing rhythms including quarter notes, eighth notes, and quarter rests in iconic notation and standard notation
- echoing short 3-note pitch patterns in various contexts
- performing various movement activities to demonstrate understanding of tempo and pitch

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher-made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

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- Based on IEP or 504 as needed

Performance Tasks:

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, icons, or color coding for musical concepts.
 - Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
 - Provide step-by-step modeling of singing, rhythm, or movement.
 - Use teacher-guided, choral, and small-group singing before moving to independent practice.
 - Pair students with a peer “buddy” for support.
 - Offer preferential seating near teacher or instruments.
 - Reinforce vocabulary with movements, gestures, or visual cues.
 - Allow extra response time during activities.
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 - Provide small-group instruction for singing, instrument practice, or rhythm activities.
 - Use augmentative communication systems or adapted instruments when needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice and performance.
 - Offer small-group or quiet work settings.
 - Provide preferential seating near teacher or resources.
 - Allow oral or non-written demonstrations of knowledge.
 - Provide adapted instruments or communication supports as needed.
-

Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
- Pre-teach key musical vocabulary and tasks.
- Provide teacher modeling for rhythm, singing, or movement.
- Pair with a peer tutor or supportive “buddy.”
- Use group singing and chants for reinforcement.
- Offer preferential seating.
- Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.

- Provide frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
 - Encourage creativity and improvisation in singing, rhythm, or movement.
 - Provide choice in instruments, songs, or project formats.
 - Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
 - Encourage student leadership in group singing or rhythm games.
 - Provide opportunities for solo or small-group performances.
 - Allow for independent or interest-based extension projects.
 - Encourage reflection and self-assessment (“What did you like about your song?”).
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and gestures to support directions.
 - Pre-teach vocabulary (music terms, instrument names) with pictures.
 - Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
 - Pair vocabulary with actions, rhythms, or movements.
 - Allow extra time for practice and performance.
 - Accept oral demonstrations and partner support instead of written work.
-

Diversity and Inclusion

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

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- First Steps in Music
- Various performance materials
- Classroom instruments

Teacher Notes