

Ocean Academy Charter School
Curriculum Guide
Grade 4 - 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 4	
Unit Title	Pacing Guide in Days
Music Literacy	18 days (1 day per week)
Integrating Musical Concepts	18 days (1 day per week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: General Music	
Unit Title: Music Literacy	Duration: 18 days (1 day per week)
Target Course/Grade Level: Grade 4	
Introduction: In this unit, fourth-grade students will engage in diverse musical activities designed to develop both their musical literacy and performance abilities. Students will explore singing and instrumental playing, individually and collaboratively, building skills in technique and expression. Through these experiences, they will gain confidence in maintaining a steady beat, understanding key musical elements such as tempo, dynamics, and melodic contour, and distinguishing between beat and rhythm. Students will also delve into improvisation and composition by creating and performing simple rhythmic and melodic phrases. Movement will be integrated as a tool to embody musical concepts, enhancing their connection to the music. As part of their growing musical literacy,	

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students will begin identifying notes on the treble clef and learn to evaluate their own performances using clear criteria provided by their teacher.

Beyond technical skills, this unit invites students to consider how musicians draw from diverse sources of inspiration and make creative choices based on their expertise and the performance context. Students will explore how repertoire is selected, how performances are refined, and how audience perception can be influenced by cultural and situational factors. They will also learn how musicians communicate meaning through musical elements and structures, and how listeners' responses are shaped by their own experiences and knowledge.

Through this comprehensive approach, students will deepen their understanding of music as a living art form that connects personal expression, cultural heritage, and creative collaboration. This unit encourages students to appreciate music's role within the broader world of arts, academics, and everyday life.

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

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Holocaust and genocide in an appropriate place in the curriculum of all elementary and 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.5.Cr1a: Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific	Imagine

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	purpose and context (e.g., social, cultural, historical).	
Anchor Standard 2: Organizing and developing ideas	1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.	Plan, Make
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	1.3A.5.Pr5a: Apply teacher-provided and established criteria and	Rehearse, Evaluate, Refine

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	feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. • 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	
Anchor Standard 6: Conveying meaning through art	1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Rehearse, Evaluate, Refine
Anchor Standard 7: Perceiving and analyzing products	• 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning	1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and	Interpret

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	explain appropriateness to the context citing evidence from the elements of music.	
Anchor Standard 9: Applying criteria to evaluate products	1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.	Evaluate
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Interconnection
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs		
4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.		
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
• An individual's passions,	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	

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aptitude and skills can affect his/her employment and earning potential.	
• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
• Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
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.	1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives):

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Students will be able to...

- Play a variety of instruments both independently and as part of an ensemble
- Recognize and name different musical instruments and their sounds
- Maintain a consistent pulse or beat throughout musical activities
- Use correct techniques when performing on different instruments
- Perform a range of songs individually and with the class
- Differentiate between steady beat and rhythmic patterns in music
- Create and perform original rhythmic and melodic sequences
- Analyze and describe musical elements such as tempo, volume, and melodic shape
- Incorporate movement to physically represent musical ideas like changes in speed and pitch
- Identify notes on the treble clef and interpret simple music notation
- Reflect on their own performances using criteria provided by their teacher

Unit Enduring Understandings:

Students will know...

- Music creators draw inspiration from a wide variety of personal and cultural experiences
- Artistic decisions in music are shaped by skill level, performance context, and expressive goals
- Continuous reflection and practice help musicians improve and evolve their work
- Musicians choose repertoire based on their abilities, audience, and the setting of the performance
- Music communicates meaning through its structure and use of musical elements
- Audience reactions to music are influenced by cultural, historical, and situational contexts
- Personal interests and life experiences deeply inform how musicians create, perform, and respond to music

Unit Essential Questions:

- What sparks the creativity of musicians when composing new music?
- How do musicians decide which pieces to perform for an audience?
- What indicators show that a musical performance is ready for presentation?
- How do our backgrounds and experiences shape the way we understand and enjoy music?
- In what ways do musicians express emotions and stories through their playing and singing?
- What steps do musicians take to refine their skills and performances over time?
- How does music connect with other art forms, academic subjects, and daily experiences?
- How does making and sharing music build community and personal connections?

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Instructional Plan
Students will participate in musical activities with the goal of developing musical literacy and performance skills. Suggested activities include: ➤ sing songs from many times and places ➤ sing partner songs ➤ perform beat, rhythm, and melody on various instruments ➤ explore harmony using various instruments ➤ use movement to demonstrate rhythm, form, and expression ➤ perform various note and rhythm reading activities ➤ demonstrate understanding of treble clef staff notation through performance (singing and playing instruments) ➤ read and perform rhythms including whole notes, half notes, quarter notes, eighth notes, quarter rests, and half rests ➤ students will demonstrate basic techniques on instruments such as keyboards, guitars, non-pitched percussion instruments, and pitched percussion instruments ➤ improvise rhythmic and melodic phrases ➤ create rhythmic and melodic phrases ➤ self evaluate based on criteria from the teacher
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 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

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- Follow all IEP modifications.
 - Provide visuals, color coding, and graphic organizers for music symbols and patterns.
 - Pre-teach and review music vocabulary (rhythm, dynamics, tempo, pitch).
 - Use teacher modeling and guided practice for new skills.
 - Provide small-group or one-on-one instruction.
 - Assign a peer “buddy” for support in group activities.
 - Offer preferential seating near teacher or instruments.
 - Allow extra response and processing time.
 - Provide extended time for practice, creation, or performance.
 - Break down multi-step music tasks (e.g., reading notation, clapping, playing) into smaller parts.
 - Accept oral, visual, or recorded demonstrations instead of written responses.
 - Provide adapted instruments or technology supports when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice, projects, and performances.
 - Offer small-group or quiet settings for rehearsals or assessments.
 - Provide preferential seating.
 - Accept oral, visual, or recorded demonstrations of learning.
 - Provide adapted instruments, technology, or communication devices.
-

Students at Risk of Failure

- Provide visuals, demonstrations, and repeated modeling of tasks.
 - Pre-teach and reinforce key vocabulary.
 - Provide step-by-step directions with frequent teacher check-ins.
 - Pair students with peer tutors or supportive partners.
 - Offer preferential seating near teacher or materials.
 - Break tasks into manageable steps with clear goals.
 - Use choral or group performance to build confidence.
 - Offer frequent positive reinforcement.
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Gifted and Talented

- Ask higher-order questions about music (e.g., “How would changing the tempo affect the mood?”).
- Encourage improvisation and composition opportunities.

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- Provide enrichment through advanced instruments, notation, or music technology.
 - Offer choice in projects, songs, or performance styles.
 - Allow leadership roles such as leading warm-ups, conducting, or teaching peers.
 - Provide opportunities for solo or ensemble performance.
 - Integrate cross-curricular enrichment (e.g., history of composers, science of sound).
 - Encourage independent or extended projects (composing, recording, researching).
 - Allow reflective journals, critiques, or artist statements about their work.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and diagrams for directions.
 - Pre-teach vocabulary with pictures, realia, and audio models.
 - Provide bilingual glossaries or word banks when possible.
 - Use sentence frames for performance reflection (e.g., “The music sounded ____,” “I played __ using __”).
 - Allow extended time for tasks.
 - Accept oral, recorded, or partner responses instead of written work.
 - Scaffold critiques and reflections with structured prompts.
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Diversity and Inclusion

- Include music and traditions from diverse cultures.
- Involve families by sharing songs or musical traditions.
- Provide alternative participation options (movement, percussion, or digital tools).
- Use clear, simple directions and avoid slang/idioms.
- Establish inclusive norms for group performance and critique.
- Provide sufficient wait time for responses.
- Celebrate and respect all forms of musical expression.
- Build a safe, structured classroom environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline.com
- Various performance materials
- Littlekidsrock.org
- Chrome Music Lab
- Classroom instruments

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Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: General Music	
Unit Title: Integrating Musical Concepts	Duration: 18 days (1 day per week)
Target Course/Grade Level: Grade 4	
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	

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Anchor Standards	Performance Expectation	Practice
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	Explain connection to specific purpose and context (e.g., social, cultural, historical).	
Anchor Standard 2: Organizing and developing ideas	1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.	Anchor Standard 2: Organizing and developing ideas
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	Anchor Standard 4: Selecting, analyzing, and interpreting work.

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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products	1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	Rehearse, Evaluate, Refine
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Anchor Standard 7: Perceiving and analyzing products	1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning	1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	Interpret
Anchor Standard 9: Applying criteria to evaluate products	1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre,	Evaluate

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	articulation) are used in performers' and personal interpretations to reflect expressive intent.	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	Interconnection
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Interconnection
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4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.		
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
• An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	

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• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
• Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
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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.	1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Identify musical elements such as dynamics, tempo, and the shape of melodies • Accurately perform songs solo and in ensemble settings • Exhibit proper playing techniques on a variety of musical instruments

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- Collaborate with peers to play instruments as part of a group
- Maintain a consistent and steady tempo throughout musical pieces
- Recognize and explain differences between rhythmic patterns and steady beats
- Improvise and compose simple rhythms and melodies
- Read and interpret basic notes on the treble clef staff
- Use body movement to represent musical ideas like pitch changes and tempo shifts
- Evaluate their own musical performances using teacher-provided guidelines
- Recognize and name various instruments by sight and sound
- Perform rhythmic sequences with accuracy and expression

Unit Enduring Understandings:

Students will know...

- Musicians draw inspiration from diverse experiences, ideas, and emotions
- Choices made by musicians reflect their skills, the setting, and the intended expression
- Effective musicians grow by evaluating and refining their work through persistence and openness
- Selecting music to perform involves considering personal skill, audience, and performance context
- Music communicates meaning through its elements and structural organization
- Audience reactions vary depending on cultural, historical, and situational factors
- Musicians' personal stories, interests, and backgrounds influence their creative work

Unit Essential Questions:

- What inspires musicians to develop new creative ideas?
- How do musicians decide which pieces to include in a performance?
- What factors determine when a musical piece or performance is ready for an audience?
- How do cultural and historical contexts affect our interpretation and enjoyment of music?
- In what ways do musicians communicate feelings and stories through their music?
- How do musicians practice and improve their skills over time?
- How do music and other art forms connect with each other and with everyday life?
- How does making music help build connections between people and communities?

Instructional Plan

Students will participate in musical activities with the goal of developing musical literacy and performance skills. Suggested activities include:

- sing songs from many times and places
- sing partner songs
- perform beat, rhythm, and melody on various instruments
- explore harmony using various instruments
- use movement to demonstrate rhythm, form, and expression

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- perform various note and rhythm reading activities
- demonstrate understanding of treble clef staff notation through performance (singing and playing instruments)
- read and perform rhythms including whole notes, half notes, quarter notes, eighth notes, quarter rests, half rests, and sixteenth notes
- students will demonstrate basic techniques on instruments such as keyboards, guitars, non-pitched percussion instruments, and pitched percussion instruments
- improvise rhythmic and melodic phrases
- create rhythmic and melodic phrases
- self evaluate based on criteria from the teacher

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

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.
- Provide visuals, color coding, and graphic organizers for music symbols and patterns.
- Pre-teach and review music vocabulary (rhythm, dynamics, tempo, pitch).
- Use teacher modeling and guided practice for new skills.
- Provide small-group or one-on-one instruction.
- Assign a peer “buddy” for support in group activities.
- Offer preferential seating near teacher or instruments.
- Allow extra response and processing time.
- Provide extended time for practice, creation, or performance.
- Break down multi-step music tasks (e.g., reading notation, clapping, playing) into

smaller parts.

- Accept oral, visual, or recorded demonstrations instead of written responses.
 - Provide adapted instruments or technology supports when needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice, projects, and performances.
 - Offer small-group or quiet settings for rehearsals or assessments.
 - Provide preferential seating.
 - Accept oral, visual, or recorded demonstrations of learning.
 - Provide adapted instruments, technology, or communication devices.
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Students at Risk of Failure

- Provide visuals, demonstrations, and repeated modeling of tasks.
 - Pre-teach and reinforce key vocabulary.
 - Provide step-by-step directions with frequent teacher check-ins.
 - Pair students with peer tutors or supportive partners.
 - Offer preferential seating near teacher or materials.
 - Break tasks into manageable steps with clear goals.
 - Use choral or group performance to build confidence.
 - Offer frequent positive reinforcement.
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Gifted and Talented

- Ask higher-order questions about music (e.g., “How would changing the tempo affect the mood?”).
 - Encourage improvisation and composition opportunities.
 - Provide enrichment through advanced instruments, notation, or music technology.
 - Offer choice in projects, songs, or performance styles.
 - Allow leadership roles such as leading warm-ups, conducting, or teaching peers.
 - Provide opportunities for solo or ensemble performance.
 - Integrate cross-curricular enrichment (e.g., history of composers, science of sound).
 - Encourage independent or extended projects (composing, recording, researching).
 - Allow reflective journals, critiques, or artist statements about their work.
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Multilingual Learners

Ocean Academy Charter School
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- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and diagrams for directions.
 - Pre-teach vocabulary with pictures, realia, and audio models.
 - Provide bilingual glossaries or word banks when possible.
 - Use sentence frames for performance reflection (e.g., “The music sounded ____,” “I played __ using __”).
 - Allow extended time for tasks.
 - Accept oral, recorded, or partner responses instead of written work.
 - Scaffold critiques and reflections with structured prompts.
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Diversity and Inclusion

- Include music and traditions from diverse cultures.
- Involve families by sharing songs or musical traditions.
- Provide alternative participation options (movement, percussion, or digital tools).
- Use clear, simple directions and avoid slang/idioms.
- Establish inclusive norms for group performance and critique.
- Provide sufficient wait time for responses.
- Celebrate and respect all forms of musical expression.
- Build a safe, structured classroom environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline.com
- Various performance materials
- Littlekidsrock.org
- Chrome Music Lab
- Classroom instruments

Teacher Notes