

Ocean Academy Charter School
Curriculum Guide
Grade 3 - 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 3	
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 3	
Introduction: In this unit, third-grade students will actively engage in musical experiences designed to build their understanding of music literacy and performance skills. Through singing both individually and in groups, students will develop their vocal abilities and explore a variety of songs. They will learn proper techniques for playing different classroom instruments and perform musical selections solo and with peers. Students will deepen their grasp of important musical concepts such as maintaining a steady beat, recognizing tempo, dynamics, and the shape of melodies, and distinguishing between beat and rhythm. They will practice reading music by identifying notes on the treble clef and use movement to physically express musical ideas.	

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An essential part of this unit is encouraging students to reflect on their own musical growth. Using clear criteria from their teacher, they will learn to self-evaluate their performances and understand how musicians improve through practice, feedback, and persistence.

Students will also explore how musicians generate creative ideas and make thoughtful decisions when selecting music to perform. They will discover how context such as culture, history, and the setting of a performance influences how music is presented and received by audiences. Additionally, this unit encourages students to see connections between music and other arts, academic subjects, and everyday life.

Through these experiences, students will become more confident and thoughtful musicians, gaining skills that will support their ongoing musical journey.

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 secondary school pupils. The instruction shall further emphasize the personal responsibility

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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 purpose and context (e.g., social, cultural, historical).	Imagine

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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 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
Anchor Standard 6: Conveying meaning through art	1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	Rehearse, Evaluate, Refine

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	1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	
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		
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.		
3.NF.A. Develop understanding of fractions as numbers 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a part of size		
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.	
• 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		

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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): <i>Students will be able to...</i> • Confidently perform musical selections on instruments both solo and with classmates • Recognize and maintain a consistent pulse in music through singing, playing, and movement • Differentiate between rhythmic patterns and steady beats in various musical contexts • Apply correct hand position and playing technique on a variety of instruments • Identify notes on the treble clef staff and begin reading simple music notation • Use body movement to reflect musical features like tempo and dynamics • Sing a range of songs individually and within a group setting • Create and improvise short rhythmic and melodic sequences • Describe and evaluate their own performances using guidelines provided by the teacher • Recognize and name different musical instruments by sight and sound • Analyze musical elements such as tempo, volume, and melodic shape within pieces
Unit Enduring Understandings: <i>Students will know...</i> • Musical creativity springs from diverse experiences, emotions, and cultural influences • Musicians' decisions are shaped by their skills, intentions, and the performance environment • Growth in music requires ongoing practice, reflection, and openness to new ideas

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- Choosing music to perform involves considering one's own abilities and the audience or setting
- Listeners' backgrounds and experiences influence how they interpret and respond to music
- Musical works communicate meaning through structure and expressive elements
- Personal interests and experiences help musicians connect deeply to the music they create and perform
- The way music is shared and the context of a performance shape how it is received by listeners

Unit Essential Questions:

- What inspires musicians to create new music?
- How do musicians choose what to perform and share?
- How can we tell when a musical performance is ready for an audience?
- In what ways do our personal and cultural experiences shape how we listen to music?
- How do we understand the feelings and messages musicians express through their work?
- What helps musicians develop and improve their skills over time?
- How is music connected to other forms of art and everyday experiences?
- How does making and experiencing music bring people together?

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
- begin to read standard notation on the treble clef staff
- 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

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- 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

- 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

- 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.

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- 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

**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 3

Introduction:

In this unit, third-grade students will engage in a variety of musical experiences aimed at building their musical literacy and strengthening their performance skills. Through singing both individually and as part of a group, students will develop vocal confidence and expressiveness. They will also learn and practice proper techniques for playing a range of classroom instruments, performing both solo and ensemble pieces.

Students will deepen their understanding of fundamental musical concepts such as maintaining a steady beat, recognizing changes in tempo and dynamics, and identifying melodic contours. They will explore the difference between beat and rhythm by performing rhythmic patterns and phrases, and they will begin reading music by identifying notes on the treble clef.

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Movement will be integrated as a way to physically express musical ideas, helping students internalize concepts like tempo and pitch. An important focus will be on self-reflection, as students learn to evaluate their own musical performances based on clear criteria provided by their teacher.

Beyond developing technical skills, students will explore how musicians create and select their music. They will consider how creative decisions are influenced by personal skills, expressive goals, and the context of a performance. Additionally, students will investigate how music is shaped by cultural and historical contexts, and how these factors influence the way audiences experience music.

Through these experiences, students will begin to make meaningful connections between music and other arts, academic subjects, and everyday life. This unit fosters not only skill development but also an appreciation for music as a creative, expressive, and culturally rich art form.

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.

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	(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.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 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 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		
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. RI.PP.3.5. Distinguish their own point of view from that of the author of a text.		
3.NF.A. Develop understanding of fractions as numbers 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a part of size		
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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.	
• Collaboration with individuals with diverse perspectives can	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	

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result in new ways of thinking and/or innovative solutions.	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):

Students will be able to...

- Confidently play a variety of instruments both independently and with peers
- Identify and name different musical instruments by their sound and appearance
- Recognize and maintain a consistent pulse or steady beat during musical activities
- Demonstrate correct playing techniques on various classroom instruments
- Sing a wide range of songs solo and as part of a group
- Distinguish rhythmic patterns from steady beats in music
- Perform and interpret simple rhythmic sequences accurately

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- Describe musical elements such as tempo, volume, and melody shape within a piece
- Use physical movement to represent musical ideas like speed and pitch changes
- Identify notes on the treble clef and begin reading basic musical notation
- Reflect on and assess their own musical performances using teacher-provided guidelines

Unit Enduring Understandings:

Students will know...

- Musicians' creativity is inspired by diverse experiences, feelings, and cultural backgrounds
- The choices musicians make are shaped by their skills, artistic goals, and performance settings
- Growth in musical ability comes from ongoing practice, reflection, and willingness to learn
- Selecting music to perform involves considering personal skills, audience, and cultural context
- Music communicates meaning through its structure and expressive elements
- Audiences' responses to music are influenced by cultural, historical, and situational factors
- Musicians connect their personal experiences and interests to the music they create and perform

Unit Essential Questions:

- What inspires musicians to create new works?
- How do musicians decide which pieces to perform?
- How can we tell when a musical performance is ready for an audience?
- In what ways do our experiences and culture affect how we understand music?
- How do musicians express feelings and ideas through their performances?
- What strategies help musicians improve their skills over time?
- How is music related to other art forms and everyday life?
- How does making and sharing music build connections between people?

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
- read standard notation on the treble clef staff

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- 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

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.

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- 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.
-

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
Curriculum Guide
Grade 3 - Music

- 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