

<b>INSTRUCTIONAL AREA</b>	<b>CONTENT</b>	<b>OBSERVABLE PROFICIENCIES</b>	<b>NJCCCS</b>	<b>ASSESSMENT</b>
Rhythm	Beat	Maintain a steady & silent beat	1.1.2A3,1.2,1.3,1.4, 2.5.2A5, 2.5.2B3	Performance based assessment demonstrating steady and silent beat.
		Distinguish between Beat and Rhythm	1.1.2A3,1.2, 1.3, 1.4	Student verbal and performance assessment
		Recognize Quarter Rest	1.2.2B1, 1.3, 1.4	Performance based assessment, visual assessment
	Duration	Recognize long and short sounds	1.2, 1.3	Classroom discussion
		Perform quarter note, paired eighth note, quarter rest	1.2.2B1, 1.3	Performance based assessment of in-class performances
	Meter	Recognize meters in 2 and 4	1.2, 1.3	Performance based assessment, aural identification
	Pattern	Identify sound and silence	1.1.2A3, 1.2, 1.3, 4.3.2A1	Performance based assessment, classroom discussion
		Identify same and different	1.2, 1.3, 4.3.2A1	Performance based assessment, classroom discussion
		Perform simple rhythm combinations	1.2.2B1, 1.3, 4.3.2A1	Performance based assessment, teacher observation
Expression	Dynamics	Identify and demonstrate loud and soft	1.1.2A3, 1.2, 1.3	Performance based assessment demonstrating loud and soft
		Identify and demonstrate getting louder and getting softer	1.1.2A3, 1.2, 1.3	Performance based assessment demonstrating changing dynamics
	Tempo	Identify and demonstrate fast and slow	1.1.2A3, 1.2,	Performance based assessment demonstrating fast and slow
		Identify and demonstrate getting faster and getting slower	1.1.2A3, 1.2,	Performance based assessment demonstrating changing tempo
	Articulation	Identify and differentiate between smooth & connected and short & detached	1.1, 1.2	Performance based assessment, classroom discussion
Melody	Pitch & Direction	Recognize and perform high and low	1.1.2A3,1.2, 1.3	Performance based assessment demonstrating high and low sounds Rubrics
		Recognize and perform sounds which move higher and move lower	1.1.2A3, 1.2, 1.3	Performance based assessment demonstrating changes in pitch, student verbal assessment Rubrics
		Recognize and perform upward and downward melody patterns	1.2.2B2, 1.3, 2.5.2A5, 2.5.2A10	Performance based assessment, student verbal assessment

**Course: General Music and Vocal****MSD Curriculum Map****Grade: 1**

	Pattern	Identify same and different	1.2, 1.3, 4.3.2A1	Classroom discussion
Form	Section	Identify same and different	1.3, 1.4, 4.3.2A1	Classroom discussion
		Perform echo/imitation	1.3, 1.4, 4.3.2A1	Performance based assessment and teacher observation
		Identify and perform Call & Response	1.3, 1.4, 4.3.2A1	Classroom discussion, student performance
History & Appreciation		Experience significant composers and compositions from a variety of time periods and cultures	1.1, 1.3, 1.4, 1.5, 6.2.4E1, 6.2.4E8, 6.2.4E9, 6.4.4A5, 9.1.4A2, 9.2.4B4	Classroom discussion, verbal assessment, aural assessment as appropriate
Instruments		Perform using body percussion	1.2	Performance based assessment and teacher observation
		Perform using classroom percussion and other classroom instruments	1.2	Performance based assessment and teacher observation Rubrics