Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

Yvonne Caamal Canul
Superintendent

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Deputy Superintendent

Camela Diaz
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Many thanks to...
the teachers and administrators
who helped develop and revise
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This Music Pacing Guide is based on
the National and Michigan Elementary
General Music Standards. The I CAN
statements are tailored to the needs
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They establish paced student
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**ART.M.I.5.1**
- I CAN sing an ostinato.

**ART.M.I.5.7**
- I CAN echo rhythmic and melodic patterns.

**ART.M.I.5.8**
- I CAN play instrumental parts while other students sing or play contrasting parts.

**ART.M.III.5.7**
- I CAN describe how I respond to music using music vocabulary.

**ART.M.IV.5.3**
- I CAN demonstrate appropriate audience behavior.
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**Perform**

**Standard I**
Apply skills and knowledge to perform in the arts.

**Create**

**Standard II**
Apply skills and knowledge to create in the arts.

**Analyze**

**Standard III**
Analyze, describe, and evaluate works of art.

**Analyze in Context**

**Standard IV**
Understand, analyze, and describe the arts in historical, social, and cultural contexts.

**Analyze and Make Connections**

**Standard V**
Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

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<th>I CAN sing and play independently with accuracy and good technique within various musical settings.</th>
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<td>ART.M.I.5.2</td>
<td>I CAN sing from memory and play music from different cultures.</td>
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<td>I CAN sing expressively with appropriate dynamics, phrasing, and interpretation.</td>
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<td>ART.M.I.5.5</td>
<td>I CAN blend timbres and match dynamic levels in the group in response to the cues of the conductor.</td>
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<td>ART.M.I.5.6</td>
<td>I CAN demonstrate technical skills on rhythmic, melodic, and harmonic instruments.</td>
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<td>ART.M.I.5.9</td>
<td>I CAN read rhythmic notation in various meters.</td>
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<td>ART.M.I.5.11</td>
<td>I CAN recognize the basic expressive markings of music and demonstrate understanding through performance.</td>
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<td>ART.M.III.5.3</td>
<td>I CAN understand and respect that there are different responses to specific art works in a global community.</td>
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<td>ART.M.III.5.4</td>
<td>I CAN use music vocabulary to analyze, describe, and evaluate music.</td>
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| ART.M.V.5.1 | I CAN identify similarities and differences in the meanings of vocabulary used in the various arts. |
| ART.M.V.5.3 | I CAN discuss the reasons for using music in daily experiences. |
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Fifth Grade • Third Quarter

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| ART.M.I.5.10 ☐ | ART.M.II.5.1 ☐ I CAN create rhythmic and melodic ostinato accompaniments. | ART.M.III.5.5 ☐ I CAN identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices. | ART.M.IV.5.1 ☐ I CAN describe characteristics of music genres and styles from various historic periods and cultures. | ART.M.IV.5.2 ☐ I CAN describe how elements of music are used in examples from world cultures. |

| ART.M.II.5.2 ☐ I CAN create answers in the same style that are rhythmic and melodic. | ART.M.II.5.3 ☐ I CAN create melodic embellishments on familiar melodies. | | | |

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* List your recommended resources.

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Fifth Grade • Fourth Quarter

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<th>ART.M.V.5.2</th>
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<td>I CAN create and arrange songs and instrumental pieces within specified guidelines.</td>
<td>I CAN identify different forms when listening to music.</td>
<td>I CAN use invented or standard notation to transcribe music.</td>
<td>I CAN create an objective system for evaluating music.</td>
<td>I CAN identify cross-curricular connections.</td>
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