



Fifth Grade • First Quarter Pacing Guide



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
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Many thanks to...
the teachers and administrators
who helped develop and revise
the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Fifth Grade

Music

First Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

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

Standard V

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

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.

Resources*



Fifth Grade • Second Quarter



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Music

Second Quarter

<p style="text-align: center;">Perform</p> <p style="text-align: center;">Standard I Apply skills and knowledge to perform in the arts.</p>	<p style="text-align: center;">Create</p> <p style="text-align: center;">Standard II Apply skills and knowledge to create in the arts.</p>	<p style="text-align: center;">Analyze</p> <p style="text-align: center;">Standard III Analyze, describe, and evaluate works of art.</p>	<p style="text-align: center;">Analyze in Context</p> <p style="text-align: center;">Standard IV Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p style="text-align: center;">Analyze and Make Connections</p> <p style="text-align: center;">Standard V Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p>ART.M.I.5.1</p> <p><input type="checkbox"/> I CAN sing and play independently with accuracy and good technique within various musical settings.</p> <p>ART.M.I.5.2</p> <p><input type="checkbox"/> I CAN sing from memory and play music from different cultures.</p> <p>ART.M.I.5.3</p> <p><input type="checkbox"/> I CAN sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>ART.M.I.5.5</p> <p><input type="checkbox"/> I CAN blend timbres and match dynamic levels in the group in response to the cues of the conductor.</p> <p>ART.M.I.5.6</p> <p><input type="checkbox"/> I CAN demonstrate technical skills on rhythmic, melodic, and harmonic instruments.</p> <p>ART.M.I.5.9</p> <p><input type="checkbox"/> I CAN read rhythmic notation in various meters.</p> <p>ART.M.I.5.11</p> <p><input type="checkbox"/> I CAN recognize the basic expressive markings of music and demonstrate understanding through performance.</p>		<p>ART.M.III.5.3</p> <p><input type="checkbox"/> I CAN understand and respect that there are different responses to specific art works in a global community.</p> <p>ART.M.III.5.4</p> <p><input type="checkbox"/> I CAN use music vocabulary to analyze, describe, and evaluate music.</p>		<p>ART.M.V.5.1</p> <p><input type="checkbox"/> I CAN identify similarities and differences in the meanings of vocabulary used in the various arts.</p> <p>ART.M.V.5.3</p> <p><input type="checkbox"/> I CAN discuss the reasons for using music in daily experiences.</p>

Resources*



Fifth Grade • Third Quarter



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Fifth Grade

Music

Third Quarter

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<p>ART.M.I.5.10</p> <p><input type="checkbox"/> I CAN read pitch notation in various tonalities.</p>	<p>ART.M.II.5.1</p> <p><input type="checkbox"/> I CAN create rhythmic and melodic ostinati accompaniments.</p> <p>ART.M.II.5.2</p> <p><input type="checkbox"/> I CAN create answers in the same style that are rhythmic and melodic.</p> <p>ART.M.II.5.3</p> <p><input type="checkbox"/> I CAN create melodic embellishments on familiar melodies.</p>	<p>ART.M.III.5.5</p> <p><input type="checkbox"/> I CAN identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.</p>	<p>ART.M.IV.5.1</p> <p><input type="checkbox"/> I CAN describe characteristics of music genres and styles from various historic periods and cultures.</p> <p>ART.M.IV.5.2</p> <p><input type="checkbox"/> I CAN describe how elements of music are used in examples from world cultures.</p>	



Fifth Grade • Fourth Quarter



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	<p>ART.M.II.5.4 <input type="checkbox"/> I CAN create and arrange songs and instrumental pieces within specified guidelines.</p> <p>ART.M.II.5.5 <input type="checkbox"/> I CAN use different sound sources and electronic media when composing, arranging, and improvising.</p> <p>ART.M.II.5.6 <input type="checkbox"/> I CAN create and arrange music to accompany reading, dramatizations, or visual media.</p>	<p>ART.M.III.5.1 <input type="checkbox"/> I CAN identify different forms when listening to music.</p> <p>ART.M.III.5.2 <input type="checkbox"/> I CAN use invented or standard notation to transcribe music.</p> <p>ART.M.III.5.6 <input type="checkbox"/> I CAN create an objective system for evaluating music.</p>		<p>ART.M.V.5.2 <input type="checkbox"/> I CAN identify cross-curricular connections.</p>