

Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: 5
<p><b>MP 1</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.5</b> Students generate musical ideas using rhythmic and melodic patterns through singing, playing instruments, and movement.</li> <li>• <b>MU:Cr2.1.5</b> Students organize musical ideas using notation, melodic contour, harmonic awareness (as appropriate), and expressive intent.</li> <li>• <b>MU:Cr3.1.5</b> Students refine musical ideas through practice, revision, and peer or teacher feedback.</li> <li>• <b>MU:Pr4.1.5</b> Students demonstrate understanding of rhythm, melody, form, and expressive elements through singing and instrumental performance</li> <li>• <b>MU:Pr5.1.5</b> Students rehearse music with attention to accuracy, balance, blend, articulation, and ensemble responsibility.</li> <li>• <b>MU:Pr6.1.5</b> Students perform music with appropriate tone, tempo, dynamics, and focus for an audience.</li> <li>• <b>MU:Re7.1.5</b> Students describe how music communicates structure, mood, and meaning using appropriate music vocabulary.</li> <li>• <b>MU:Re8.1.5</b> Students interpret musical works by identifying form, patterns, expressive intent, and stylistic characteristics.</li> <li>• <b>MU:Cn10.1.5</b> Students relate musical ideas to personal experiences, interdisciplinary concepts, and other art forms.</li> <li>• <b>MU:Cn11.1.5</b> Students examine how music reflects cultural traditions, historical periods, and societal contexts.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Review of Core Rhythmic Literacy</p> <p>Syncopation and Rhythmic Complexity</p> <p>Treble Staff Fluency and Interval Recognition</p> <p>Melodic Performance on Instruments</p> <p>Complex Musical Form</p> <p>Expression, Style, and Musical Interpretation</p> <p>Music Across Cultures</p> <p>Composition and Arrangement</p> <p>Ensemble Techniques and Performance Preparation</p> <p>End-of-Unit Performance and Reflection</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Advanced Music Literacy, Rhythm &amp; Notation Fluency:</b> Students read and perform multi-measure rhythms including sixteenth notes, dotted patterns, syncopation, and rests, interpret time signatures and expressive markings, identify treble clef pitches and intervals, and apply solfege or letter names in melodic reading.</li> <li>• <b>Pitch Development, Ensemble Performance &amp; Technique:</b> Students sing and perform melodic lines with improved tone, intonation, phrasing, and posture while maintaining steady beat, playing layered rhythms, balancing ensemble sound, and following performance cues.</li> <li>• <b>Musical Expression, Form &amp; Creative Composition:</b> Students apply dynamics, articulation, tempo, and phrasing to show expressive intent, identify expanded musical forms (AB, ABA, rondo, verse/refrain), and compose or improvise rhythmic and melodic patterns within structured forms.</li> <li>• <b>Listening, Cultural Awareness &amp; Reflective Musicianship:</b> Students analyze music using academic vocabulary, compare styles from global cultures, connect music to community identity, practice responsible ensemble behavior, and reflect on performance growth using feedback.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<p><b>Classroom Instruments</b></p> <ul style="list-style-type: none"> <li>• <b>Rhythm sticks</b> for performing syncopation, dotted patterns, sixteenth-note combinations, and multi-measure lines</li> <li>• <b>Hand drums, frame drums, tubanos</b> for layered ensemble rhythms, call-and-response, and rhythmic ostinatos</li> <li>• <b>Egg shakers, maracas, tambourines</b> for timbre variation, articulation contrast, and expressive performance</li> <li>• <b>Small pitched percussion</b> (bells, Boom whackers, tone bars) to support pitch literacy, interval identification, and simple melodic performance</li> <li>• <b>Mallet instruments</b> (xylophones, metallophones, glockenspiels) for reading and performing melodic lines using treble clef staff notation, letter names, and solfege</li> <li>• </li> </ul> <p><b>Quaver Music Technology</b></p> <ul style="list-style-type: none"> <li>• Teacher access to full Quaver Music platform</li> <li>• Smartboard or projection system for: <ul style="list-style-type: none"> <li>○ rhythm reading modules (syncopation, dotted, sixteenth patterns)</li> </ul> </li> </ul>

- treble staff trainers
- interval recognition games
- melodic contour tools
- form-mapping activities
- cultural listening selections
- composition labs and arranging tools
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**Notation and Literacy Materials**

- Laminated charts and posters displaying:
  - treble clef staff
  - pitch names
  - note/rest symbols
  - sixteenth-note variations and dotted patterns

Marking Period 2 (MPIO)	General Music Curriculum Pacing Guide -Grade: 5
<p><b>MP 2</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.5</b> Students generate musical ideas using rhythmic and melodic patterns through singing, playing instruments, and movement.</li> <li>• <b>MU:Cr2.1.5</b> Students organize musical ideas using notation, melodic contour, harmonic awareness (as appropriate), and expressive intent.</li> <li>• <b>MU:Cr3.1.5</b> Students refine musical ideas through practice, revision, and peer or teacher feedback.</li> <li>• <b>MU:Pr4.1.5</b> Students demonstrate understanding of rhythm, melody, form, and expressive elements through singing and instrumental performance.</li> <li>• <b>MU:Pr5.1.5</b> Students rehearse music with attention to accuracy, balance, blend, articulation, and ensemble responsibility.</li> <li>• <b>MU:Pr6.1.5</b> Students perform music with appropriate tone, tempo, dynamics, and focus for an audience.</li> <li>• <b>MU:Re7.1.5</b> Students describe how music communicates structure, mood, and meaning using appropriate music vocabulary.</li> <li>• <b>MU:Re8.1.5</b> Students interpret musical works by identifying form, patterns, expressive intent, and stylistic characteristics.</li> <li>• <b>MU:Cn10.1.5</b> Students relate musical ideas to personal experiences, interdisciplinary concepts, and other art forms.</li> <li>• <b>MU:Cn11.1.5</b> Students examine how music reflects cultural traditions, historical periods, and societal contexts.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review of rhythm, melody, and expressive elements</p> <p>Reading and performing complex rhythmic patterns</p> <p>Instrumental ensemble performance skills</p> <p>Pitch reading on the staff and melodic contour</p> <p>Expressive singing and phrasing</p> <p>Musical form: AB, ABA, and introductory rondo</p> <p>Dynamics, tempo, articulation, and style</p> <p>Creating short rhythmic or melodic compositions</p> <p>Rehearsing ensemble selections with independence</p> <p>Informal performance and reflection</p>

<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Singing, Playing &amp; Ensemble Performance:</b> Students sing with accurate pitch, tone, and expression, read and perform rhythmic and melodic notation, and play classroom instruments with strong ensemble awareness.</li> <li>• <b>Music Literacy, Structure &amp; Technique:</b> Students apply rhythm, melody, introductory harmony, form, and expressive elements such as dynamics, tempo, articulation, and phrasing in performance.</li> <li>• <b>Creative Music-Making &amp; Refinement:</b> Students create original musical ideas, revise their work, and prepare performances using feedback and reflective practice.</li> <li>• <b>Musicianship, Listening &amp; Musical Meaning:</b> Students understand how musical structure guides performance, make expressive choices to shape meaning, and collaborate as independent, reflective musicians.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion and barred instruments</li> <li>• Staff notation visuals and rhythm/melody cards</li> <li>• Song repertoire and listening selections</li> <li>• Composition worksheets and reflection journals</li> </ul>

Marking Period 3 (MP3)	General Music Curriculum Pacing Guide -Grade: 5
<p><b>MP 3</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.5</b> Students generate musical ideas using rhythmic and melodic patterns through singing, playing instruments, and movement.</li> <li>• <b>MU:Cr2.1.5</b> Students organize musical ideas using notation, melodic contour, harmonic awareness (as appropriate), and expressive intent.</li> <li>• <b>MU:Cr3.1.5</b> Students refine musical ideas through practice, revision, and peer or teacher feedback.</li> <li>• <b>MU:Pr4.1.5</b> Students demonstrate understanding of rhythm, melody, form, and expressive elements through singing and instrumental performance.</li> <li>• <b>MU:Pr5.1.5</b> Students rehearse music with attention to accuracy, balance, blend, articulation, and ensemble responsibility.</li> <li>• <b>MU:Pr6.1.5</b> Students perform music with appropriate tone, tempo, dynamics, and focus for an audience.</li> <li>• <b>MU:Re7.1.5</b> Students describe how music communicates structure, mood, and meaning using appropriate music vocabulary.</li> <li>• <b>MU:Re8.1.5</b> Students interpret musical works by identifying form, patterns, expressive intent, and stylistic characteristics.</li> <li>• <b>MU:Cn10.1.5</b> Students relate musical ideas to personal experiences, interdisciplinary concepts, and other art forms.</li> <li>• <b>MU:Cn11.1.5</b> Students examine how music reflects cultural traditions, historical periods, and societal contexts.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review of rhythm, melody, and expressive elements</p> <p>Musical form: AB and ABA</p> <p>Rondo form (introductory) and listening analysis</p> <p>Style and articulation in vocal and instrumental music</p> <p>Expressive phrasing and dynamic contrast</p> <p>Ensemble balance, blend, and independence</p> <p>Creating compositions using form and expression</p> <p>Applying style and form to performance repertoire</p>

	<p>Rehearsing ensemble music with peer feedback</p> <p>Informal performance and reflection</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Performance Skills, Style &amp; Expression:</b> Students sing and play with expressive accuracy while demonstrating stylistic awareness, articulation, phrasing, and dynamic control.</p> <p><b>Music Literacy, Rhythm &amp; Melody:</b> Students read and interpret rhythmic and melodic notation while applying these skills in performance.</p> <p><b>Ensemble Skills, Balance &amp; Musical Responsibility:</b> Students perform with ensemble independence while maintaining balance, blend, and shared musical responsibility.</p> <p><b>Musical Form, Creativity &amp; Reflection:</b> Students explore musical forms such as AB, ABA, and introductory rondo while creating original musical ideas and refining performances through listening and reflection.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion and barred instruments</li> <li>• Staff notation visuals and form charts</li> <li>• Song repertoire and listening selections</li> <li>• Composition templates and reflection journals</li> </ul>

Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: 5
<p><b>MP 4</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.5</b> Students generate musical ideas using rhythmic and melodic patterns through singing, playing instruments, and movement.</li> <li>• <b>MU:Cr2.1.5</b> Students organize musical ideas using notation, melodic contour, harmonic awareness (as appropriate), and expressive intent.</li> <li>• <b>MU:Cr3.1.5</b> Students refine musical ideas through practice, revision, and peer or teacher feedback.</li> <li>• <b>MU:Pr4.1.5</b> Students demonstrate understanding of rhythm, melody, form, and expressive elements through singing and instrumental performance.</li> <li>• <b>MU:Pr5.1.5</b> Students rehearse music with attention to accuracy, balance, blend, articulation, and ensemble responsibility.</li> <li>• <b>MU:Pr6.1.5</b> Students perform music with appropriate tone, tempo, dynamics, and focus for an audience.</li> <li>• <b>MU:Re7.1.5</b> Students describe how music communicates structure, mood, and meaning using appropriate music vocabulary.</li> <li>• <b>MU:Re8.1.5</b> Students interpret musical works by identifying form, patterns, expressive intent, and stylistic characteristics.</li> <li>• <b>MU:Cn10.1.5</b> Students relate musical ideas to personal experiences, interdisciplinary concepts, and other art forms.</li> <li>• <b>MU:Cn11.1.5</b> Students examine how music reflects cultural traditions, historical periods, and societal contexts.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review of rhythm, melody, and expressive elements</p> <p>Ensemble rehearsal strategies and independence</p> <p>Expressive singing and instrumental phrasing</p> <p>Musical form review and application</p> <p>Composition using form and expressive intent</p> <p>Improvisation and creative exploration</p> <p>Refining ensemble performance with peer feedback</p> <p>Performance etiquette and audience awareness</p> <p>Culminating performance and sharing</p> <p>Reflection, evaluation, and celebration</p>

<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Expressive Performance, Singing &amp; Instrumental Fluency:</b> Students sing and play instruments with accuracy, independence, and expressive intent while performing rhythmic and melodic patterns fluently.</p> <p><b>Music Literacy, Rhythm, Melody, Harmony &amp; Form:</b> Students apply understanding of rhythm, melody, introductory harmony, and musical form while interpreting dynamics, tempo, articulation, and phrasing in performance.</p> <p><b>Creativity, Musical Ideas &amp; Ensemble Leadership:</b> Students create and refine original musical ideas while demonstrating ensemble leadership, responsibility, and collaboration within group performances.</p> <p><b>Reflection, Evaluation &amp; Musical Communication:</b> Students evaluate performances through reflection while understanding how music communicates ideas and emotions and how collaboration strengthens musical performance quality.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion and barred instruments</li> <li>• Staff notation and form charts</li> <li>• Song repertoire and listening selections</li> <li>• Composition tools and reflection journals</li> </ul>