

Marking Period 1 (MPI)	Piano Curriculum Pacing Guide -Grade: 5
<p>MP 1</p> <p>Standards for Piano Content</p>	<ul style="list-style-type: none"> • 1.3.5.Pr4a Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard. • 1.3.5.Pr5a Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music. • 1.3.5.Pr6a Perform musical selections individually and with others, demonstrating steady tempo, rhythmic accuracy, and expressive intent. • 1.3.5.Re7a Identify and analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, and form in performed music. • 1.3.5.Cn10a Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.
<p>MP 1</p> <p>Topics</p>	<p>Technique Review Posture, curved fingers, hand shape</p> <p>Treble & Bass Reading Keyboard to staff, note recognition</p> <p>Two-Hand Melodies Simple pieces using RH melody + LH bass</p> <p>Chords & Harmonic Patterns C & G chord introduction, blocked chords</p> <p>Improvisation Black-key improvising, simple patterns</p> <p>Rhythm Fluency Quarter, half, dotted-half, whole notes</p> <p>Articulation Legato, staccato, dynamics</p> <p>Musical Expression Phrasing, expressive markings, tempo</p> <p>Cultural Repertoire World pieces, folk melodies, meaning of text/titles</p>

	<p>Performance & Reflection Mini concert, peer evaluation, self-reflection</p>
<p>MP 1 Skills- Concepts</p>	<p>Foundational Piano Technique & Coordination Students develop finger independence, proper hand position, smooth transitions, and hands-together fluency while performing right-hand melody with left-hand harmony.</p> <p>Music Literacy, Rhythm & Chord Foundations Students read treble and bass clef simultaneously, interpret time signatures, perform whole, half, quarter, and dotted-half rhythms with steady tempo, and play simple blocked chords and I–V harmonic patterns.</p> <p>Expressive Performance & Musical Phrasing Students apply tempo markings, dynamics, and basic phrasing to perform piano repertoire with musical shape and control.</p> <p>Creative Musicianship & Cultural Connections Students improvise using black-key patterns and call-and-response structures while exploring folk and world piano pieces to understand musical style and cultural origin.</p>
<p>MP 1 Core Materials</p>	<ul style="list-style-type: none"> • Classroom keyboards • Piano method book (upper elementary) • Staff paper • Rhythm cards • Keyboard diagrams • Simple sheet music (including folk/world) • Practice tracks • Headphones (optional)

Marking Period 2 (MPIO)	Piano Curriculum Pacing Guide -Grade: 5
<p>MP 2</p> <p>Standards for Piano Content</p>	<ul style="list-style-type: none"> • 1.3.5.Pr4a Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard. • 1.3.5.Pr5a Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music. • 1.3.5.Pr6a Perform musical selections individually and with others, demonstrating steady tempo, rhythmic accuracy, and expressive intent. • 1.3.5.Re7a Identify and analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, and form in performed music. • 1.3.5.Cn10a Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.
<p>MP 2</p> <p>Topics</p>	<p>Review keyboard geography, posture, hand position, finger numbers, and practice routines. Reinforce expectations for focused rehearsal.</p> <p>Develop rhythmic accuracy through clapping, counting, and playing patterns that include quarter notes, eighth notes, rests, and ties.</p> <p>Strengthen pitch reading skills by identifying intervals, melodic direction, and hand movement across a wider keyboard range.</p> <p>Practice finger independence through five-finger patterns, scales, and simple chord-based exercises.</p> <p>Develop two-hand coordination by playing melody and accompaniment patterns with contrasting rhythms.</p> <p>Improve music reading fluency by following longer pieces and identifying repeat signs, dynamic markings, and articulation symbols.</p> <p>Explore musical expression through dynamic contrast, articulation, and phrasing to shape musical ideas.</p> <p>Develop ensemble skills by playing with peers, maintaining steady tempo, and responding to cues.</p> <p>Rehearse selected piano pieces, focusing on accuracy, expression, and performance readiness.</p> <p>Participate in an informal performance and reflect on technical growth, musical expression, and effort.</p>



<p>MP 2</p> <p>Skills- Concepts</p>	<p>Piano Technique, Posture & Coordination: Students develop correct piano posture, balanced hand position, finger independence, and two-hand coordination to perform comfortably, accurately, and with increasing technical control across the keyboard.</p> <p>Music Literacy, Pitch & Rhythm Accuracy: Students strengthen pitch reading, interval awareness, rhythm pattern recognition, and tempo control while applying notation symbols to maintain steady beat and rhythmic precision in performance.</p> <p>Expressive Performance & Musical Communication: Students apply dynamics, articulation, phrasing, and melodic contour to shape musical expression and communicate musical ideas with clarity and musical intent.</p> <p>Practice Habits, Ensemble Awareness & Performance Readiness: Students build independent practice routines, listening skills, self-reflection strategies, and ensemble awareness to support continuous improvement and confident musical performance.</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Classroom pianos or keyboards • Adjustable benches or chairs • District-approved piano or keyboard method books • Music stands as needed • Notation and rhythm visual aids • Teacher modeling and guided practice • Audio examples for listening and analysis

Marking Period 3(MPIII)	Piano Curriculum Pacing Guide -Grade: 5
<p>MP 3</p> <p>Standards for Piano Content</p>	<ul style="list-style-type: none"> • 1.3.5.Pr4a Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard. • 1.3.5.Pr5a Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music. • 1.3.5.Pr6a Perform musical selections individually and with others, demonstrating steady tempo, rhythmic accuracy, and expressive intent. • 1.3.5.Re7a Identify and analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, and form in performed music. • 1.3.5.Cn10a Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.
<p>MP 3</p> <p>Topics</p>	<p>Review technique, posture, two-hand coordination, and practice expectations. Reinforce steady tempo and accuracy across full pieces.</p> <p>Develop rhythmic control using combinations of eighth notes, quarter notes, rests, ties, and syncopated patterns.</p> <p>Strengthen pitch reading skills by identifying intervals, melodic patterns, and hand shifts across the keyboard.</p> <p>Practice scales, broken chords, and arpeggiated patterns to build finger strength and independence.</p> <p>Develop musical form awareness by identifying phrases, repeated sections, and contrasting sections within pieces.</p> <p>Improve reading fluency by following longer selections and applying repeat signs, first and second endings, and basic form symbols.</p> <p>Refine expressive elements including dynamics, articulation, tempo changes, and phrasing.</p> <p>Develop ensemble skills by playing duets or group parts, maintaining tempo, and listening for balance.</p> <p>Rehearse selected piano pieces, focusing on musical accuracy, expressive detail, and performance readiness.</p> <p>Participate in an informal performance and reflect on musical growth, challenges, and personal goals.</p>



<p>MP 3</p> <p>Skills- Concepts</p>	<p>Technique, Coordination & Finger Agility: Students develop fluent two-hand piano performance while strengthening finger agility, coordination, and balanced hand technique.</p> <p>Music Literacy, Rhythm & Pitch Recognition: Students improve rhythmic accuracy and control while expanding pitch reading skills through interval recognition and melodic pattern awareness.</p> <p>Musical Structure, Harmony & Expression: Students apply knowledge of scales, chords, arpeggios, and musical form while performing with expressive dynamics, articulation, and phrasing.</p> <p>Performance Skills, Practice Discipline & Reflection: Students demonstrate independent and ensemble performance readiness while developing practice discipline, evaluating their progress, and preparing music for performance.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Classroom pianos or keyboards • Adjustable benches or chairs • District-approved piano or keyboard method books • Music stands as needed • Notation, rhythm, and form visual aids • Teacher modeling and guided practice • Audio examples for listening and evaluation

Marking Period 4 (MPIV)	Piano Curriculum Pacing Guide -Grade: 5
<p>MP 4</p> <p>Standards for Piano Content</p>	<ul style="list-style-type: none"> • 1.3.5.Pr4a Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard. • 1.3.5.Pr5a Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music. • 1.3.5.Pr6a Perform musical selections individually and with others, demonstrating steady tempo, rhythmic accuracy, and expressive intent. • 1.3.5.Re7a Identify and analyze musical elements such as melody, harmony, rhythm, dynamics, tempo, and form in performed music. • 1.3.5.Cn10a Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts.
<p>MP 4</p> <p>Topics</p>	<p>Review piano technique, posture, two-hand coordination, and rehearsal expectations. Establish individual performance goals.</p> <p>Select and analyze piano repertoire, identifying key musical elements such as rhythm patterns, melodic contour, and form.</p> <p>Develop technical accuracy through focused practice of scales, chord progressions, and finger exercises.</p> <p>Refine rhythm and tempo control while maintaining consistency across longer musical passages.</p> <p>Apply expressive elements including dynamics, articulation, phrasing, and tempo changes to shape musical interpretation.</p> <p>Practice memorization strategies and build confidence through repeated run-throughs and peer feedback.</p> <p>Develop ensemble awareness by playing with peers, maintaining balance, and responding to cues.</p> <p>Rehearse selected piano pieces with attention to accuracy, expression, and stage presence.</p> <p>Perform prepared piano selections for peers or a small audience.</p> <p>Reflect on performance growth, challenges, and musical accomplishments through discussion or written response.</p>



<p>MP 4</p> <p>Skills- Concepts</p>	<p>Technique, Coordination & Tone Control: Students demonstrate independent piano performance while developing two-hand coordination, balance, and refined tone control.</p> <p>Music Literacy, Rhythm & Reading Fluency: Students strengthen reading fluency while performing with advanced rhythmic and pitch accuracy and recognizing musical form and structure.</p> <p>Expression, Interpretation & Musical Roles: Students apply expressive control through dynamics, articulation, and phrasing while understanding melody, harmony, and accompaniment roles.</p> <p>Performance Preparation, Listening & Reflection: Students demonstrate performance confidence and ensemble awareness while applying effective practice strategies and engaging in self-assessment and reflective musical growth.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Classroom pianos or keyboards • Adjustable benches or chairs • District-approved piano or keyboard method books • Music stands as needed • Notation, rhythm, and form visual aids • Teacher modeling and guided practice • Audio recordings for listening and reflection