

# Pacing Guide for Music Grade 5

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>5ML1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.</p> <p>5ML2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>5ML2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.</p> <p>5 MR1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.</p> <p>5MR 1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.</p> <p>5 CR 1.1 Understand how music has affected, and is reflected in the culture, traditions, and history of the United States.</p> <p>5CR.1.2 Understand the relationships between music and concepts from other areas.</p>	<p>5ML2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>5ML2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.</p> <p>5ML2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.</p> <p>5MR 1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.</p> <p>5 CR 1.1 Understand how music has affected, and is reflected in the culture, traditions, and history of the United States.</p> <p>5CR.1.2 Understand the relationships between music and concepts from other areas.</p>	<p>5ML 1.1 Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.</p> <p>5ML 1.3 Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.</p> <p>5ML2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>5ML2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.</p> <p>5ML.2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.</p> <p>5MR1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.</p> <p>5 CR 1.1 Understand how music has affected, and is reflected in the culture, traditions, and history of the United States.</p> <p>5CR.1.2 Understand the relationships between music and concepts from other areas.</p>	<p>5ML2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p> <p>5ML2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.</p> <p>5ML.2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.</p> <p>5ML 2.4 Use standard symbols to notate rhythm, meter, pitch, and dynamics.</p> <p>5ML.3.1 Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.</p> <p>5ML3.2 Create compositions and arrangements within specified guidelines.</p> <p>5ML.3.3 Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes, whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.</p>

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