

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 5th

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/03/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> <li>How do I evaluate and choose an instrument to play in the school band (2 weeks)?</li> <li>How do I read and play music in the treble clef? (10 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>How do I analyze different music and instruments used in countries around the world (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I understand the progression of jazz from the early 20th century to today (8 weeks)?</li> <li>How do I create and perform improvised jazz music (2 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I analyze songs in a musical to understand the story (5 weeks)?</li> <li>How can I evaluate a current musical before seeing the show (5 weeks)?</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>

	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>
Standards	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>1.3A.5.Cr3b: Present to others final versions of</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>1.3A.5.Cr3b: Present to others final versions of</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>1.3A.5.Cr3b: Present to others final versions of</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>1.3A.5.Cr3b: Present to others final versions of</p>

	<p>personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show</p>	<p>personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show</p>	<p>personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show</p>	<p>personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show</p>
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	<p>improvement over time.  1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.  1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.  1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.  1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).  1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.  1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.  1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when</p>	<p>improvement over time.  1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.  1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.  1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.  1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).  1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.  1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.  1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when</p>	<p>improvement over time.  1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.  1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.  1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.  1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).  1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.  1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.  1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when</p>	<p>improvement over time.  1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.  1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.  1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.  1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).  1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.  1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.  1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when</p>
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	<p>creating, performing, and responding to music 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>creating, performing, and responding to music 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>creating, performing, and responding to music 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>creating, performing, and responding to music 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
<p>Accommodations and Modifications</p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to</li> </ul>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to</li> </ul>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to</li> </ul>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to</li> </ul>

	<p>mentor other students.</p> <ul style="list-style-type: none"> <li>Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p> <ul style="list-style-type: none"> <li>Visually impaired students should be seated in close proximity to the teacher.</li> <li>Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<p>mentor other students.</p> <ul style="list-style-type: none"> <li>Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p> <ul style="list-style-type: none"> <li>Visually impaired students should be seated in close proximity to the teacher.</li> <li>Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<p>mentor other students.</p> <ul style="list-style-type: none"> <li>Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p> <ul style="list-style-type: none"> <li>Visually impaired students should be seated in close proximity to the teacher.</li> <li>Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<p>mentor other students.</p> <ul style="list-style-type: none"> <li>Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p> <ul style="list-style-type: none"> <li>Visually impaired students should be seated in close proximity to the teacher.</li> <li>Hearing impaired students should be seated in close proximity to the teacher</li> </ul>
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> <li>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>
Assessments	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p>

	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>● Performance of learned songs and instruments</li> <li>● Music projects</li> </ul>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>● Performance of learned songs and instruments</li> <li>● Music projects</li> </ul>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>● Performance of learned songs and instruments</li> <li>● Music projects</li> </ul>	<ul style="list-style-type: none"> <li>● Class participation</li> <li>● Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>● Performance of learned songs and instruments</li> <li>● Music projects</li> </ul>
21st Century Themes and Skills	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>