

3-5 Performing Art - Pacing Guide

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Perform	Perform	Perform	Perform
<ul style="list-style-type: none"> Perform using simple rhythmic notation Perform known songs using proper technique Perform new songs using proper technique 	<ul style="list-style-type: none"> Participate in simple sequences of movement Sing in groups of the major scale Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice. 	<ul style="list-style-type: none"> Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice. Begin playing and singing 2- part ostinati 	<ul style="list-style-type: none"> Singing expressively , with a pleasing tone, varied dynamics and interpretation. Demonstrate the ability to use basic concepts of meter, rhythm, and tonality. Read music from progressively complex notation.
Create	Create	Create	Create
<ul style="list-style-type: none"> Understand various rest on the staff 	<ul style="list-style-type: none"> Through body movements express rhythm and tempo Clap, sing, or play from simple notation. Recognize elements of music within a piece to create different expressive ideas. 	<ul style="list-style-type: none"> Differentiate basic structures in music composition Compose a short melody. 	<ul style="list-style-type: none"> Recognize elements of music within a piece to create different expressive ideas.
Respond	Respond	Respond	Respond
<ul style="list-style-type: none"> Identify different instrument families Identify different instrument sounds Understand notes on lines and spaces on the staff 	<ul style="list-style-type: none"> Recognize music notation on the Treble Clef Describe feelings and reactions in response to a creative movement/ performance 	<ul style="list-style-type: none"> Observe the music elements in performances and formulate positive analysis of performances. Expand and utilize appropriate music terminology Distinguish polyphony from homophony in the various periods studied in class Students will use musical vocabulary to describe blend, posture, head voice etc. 	<ul style="list-style-type: none"> Identify and categorize instrumental families of the orchestra. Analyze musical elements in more detail than previous years. Identify and describe roles of musicians in various music settings and cultures.
Connect	Connect	Connect	Connect
<ul style="list-style-type: none"> Introduce simple rhythmic notation Introduce performance etiquette 	<ul style="list-style-type: none"> Explore musical elements through verbal and written responses to diverse aural prompts and lyrics. 	<ul style="list-style-type: none"> Students identify elements of music from different historical periods 	<ul style="list-style-type: none"> Explore waves which create the sounds that we hear and the fundamental sound before the parameters are figured into the sound.

			<ul style="list-style-type: none">• Listen to various types of historically and culturally based vocal and instrumental pieces of music.
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