

Georgia Performance Standards – MUSIC

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A. Skills and Techniques/Performance

1. Singing, alone and with others, a varied repertoire of music

<p>MKGM.1 a. Sing simple melodies in a limited range using appropriate head voice accompanied and unaccompanied. b. Echo simple singing and speech patterns. c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.</p>	<p>M1GM.1 a. Sing melodies in a limited range using appropriate head voice accompanied and unaccompanied. b. Echo simple singing and speech patterns; perform call and response songs. c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.</p>	<p>M2GM.1 a. Sing pentatonic melodies using appropriate head voice accompanied and unaccompanied. b. Perform with others speech canons, rounds, and ostinatos. c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.</p>	<p>M3GM.1 a. Sing melodies in the range of an octave using appropriate head voice accompanied and unaccompanied. b. Perform with others speech canons, rounds, and ostinatos. c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.</p>	<p>M4GM.1 a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied. b. Sing and perform with others speech canons, rounds, ostinati, and partner songs. c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language. d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.</p>	<p>M5GM.1 a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied. b. Sing and perform with others speech canons, rounds, ostinati, and partner songs. c. The student will sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language. d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.</p>
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2. Performing on instruments, alone and with others, a varied repertoire of music

<p>MKGM.2 a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique. b. Perform a steady beat using body percussion as well as classroom instruments with appropriate technique.</p>	<p>M1GM.2 a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique. b. Perform a steady beat and simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.</p>	<p>M2GM.2 a. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique. b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts. c. Perform 2 or 3 note melodic patterns using instruments with appropriate technique.</p>	<p>M3GM.2 a. Perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique. b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts. c. Perform pentatonic melodic patterns using instruments with appropriate technique.</p>	<p>M4GM.2 a. Perform simple melodic patterns from a major scale with appropriate technique. b. Perform instrumental parts while other students play or sing contrasting parts. c. Perform multiple songs representing various genres, tonalities, meters, and cultures. d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.</p>	<p>M5GM.2 a. Perform melodic patterns from a major scale with appropriate technique. b. Perform instrumental parts while other students sing or play contrasting parts. c. Perform multiple songs representing various genres, tonalities, meters, and cultures. d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.</p>
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3. Reading and notating music					
<p>MKGM.3</p> <p>a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.</p> <p>b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.</p> <p>c. Read simple melodic contour representations (e.g., rollercoaster).</p>	<p>M1GM.3</p> <p>a. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or traditional icons.</p> <p>b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, and paired eighth note rhythmic patterns in response to teacher performance.</p> <p>c. Read contour representations or simple melodic patterns within a reduced staff.</p>	<p>M2GM.3</p> <p>a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.</p> <p>b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note, and half note rhythmic patterns in response to teacher performance.</p> <p>c. Read simple melodic patterns within a treble clef staff.</p>	<p>M3GM.3</p> <p>a. Read rhythmic patterns including quarter note, quarter rest, paired eighth notes, half notes, and whole notes using traditional symbols in 2/4 and 4/4 meter.</p> <p>b. Notate rhythmic patterns including the use of quarter notes, quarter rest, paired eighth notes, half notes, and whole notes in response to teacher performance.</p> <p>c. Read melodic patterns within a treble clef staff.</p>	<p>M4GM.3</p> <p>a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.</p> <p>b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.</p> <p>c. Read simple melodies within a treble clef staff.</p> <p>d. Notate melodic patterns within a treble clef staff.</p>	<p>M5GM.3</p> <p>a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.</p> <p>b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.</p> <p>c. Read melodies within a treble clef staff.</p> <p>d. Notate simple melodies within a treble clef staff.</p>

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B. Creative Expression and Communication					
4. Improvising melodies, variations, and accompaniments					
<p>MKGM.4</p> <p>a. Improvise simple body percussion patterns.</p> <p>b. Improvise soundscapes (e.g., weather, animals, and other sound effects).</p>	<p>M1GM.4</p> <p>a. Improvise simple body percussion patterns.</p> <p>b. Improvise soundscapes (e.g., weather, animals, and other sound effects).</p>	<p>M2GM.4</p> <p>a. Improvise simple rhythmic patterns using a variety of sound sources.</p> <p>b. Improvise simple pentatonic melodies and accompaniments.</p>	<p>M3GM.4</p> <p>a. The student will improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.</p> <p>b. The student will improvise simple pentatonic melodies and accompaniments.</p>	<p>M4GM.4</p> <p>a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.</p> <p>b. Improvise simple pentatonic melodies and accompaniments.</p>	<p>M5GM.4</p> <p>a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.</p> <p>b. Improvise simple pentatonic melodies and accompaniments.</p> <p>c. Perform simple rhythmic or melodic variations.</p>
5. Improvising melodies, variations, and accompaniments Composing and arranging music within specified guidelines					
<p>MKGM.5</p> <p>a. Create sound effects and movements to accompany songs, poems, and stories.</p> <p>b. Create simple rhythmic patterns including quarter notes and quarter rests using non-traditional and/or traditional icons.</p> <p>c. Create new text for familiar melodies.</p>	<p>M1GM.5</p> <p>a. Create sound effects and movements to accompany songs, poems, and stories.</p> <p>b. Create simple rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using non-traditional and/or traditional icons.</p> <p>c. Create new text for familiar melodies.</p>	<p>M2GM.5</p> <p>a. Create sound effects to accompany songs, poems and stories.</p> <p>b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation.</p> <p>c. Arrange rhythmic patterns creating simple forms and instrumentation.</p>	<p>M3GM.5</p> <p>a. Create rhythmic motives to enhance literature.</p> <p>b. Compose rhythmic patterns in simple meter including quarter notes, quarter rests, half notes, paired eighth notes, and whole notes.</p> <p>c. Compose simple melodic patterns.</p> <p>d. Arrange rhythmic patterns creating simple forms and instrumentation.</p>	<p>M4GM.5</p> <p>a. Create rhythmic and/or melodic motives to enhance literature.</p> <p>b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note or whole note within a pentatonic scale using simple meter.</p> <p>c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.</p>	<p>M5GM.5</p> <p>a. Create rhythmic and melodic motives to enhance literature.</p> <p>b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note, whole note, or text within an octave scale using simple meter.</p> <p>c. Arrange rhythmic and melodic patterns creating simple form, instrumentation, and various styles.</p>

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C. Critical Analysis/Investigate					
6. Listening to, analyzing, and describing music					
<p>MKGM.6</p> <p>a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.</p> <p>b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).</p> <p>c. Identify basic classroom instruments by sight and sound using correct names.</p> <p>d. Aurally distinguish between the voices of men, women, and children.</p>	<p>M1GM.6</p> <p>a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.</p> <p>b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).</p> <p>c. Identify and classroom instruments by sight and sound using correct names.</p> <p>d. Aurally distinguish between the voices of men, women, and children.</p>	<p>M2GM.6</p> <p>a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.</p> <p>b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.</p> <p>c. Identify classroom and various orchestral instruments by sight and sound.</p> <p>d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.</p>	<p>M3GM.6</p> <p>a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.</p> <p>b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.</p> <p>c. Identify and classify classroom and various orchestral instruments by sight and sound.</p> <p>d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.</p>	<p>M4GM.6</p> <p>a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, Introduction, and Coda.</p> <p>b. Describe music using appropriate music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.</p> <p>c. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.</p> <p>d. Aurally distinguish between soprano, alto, tenor, and bass voices.</p>	<p>M5GM.6</p> <p>a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.</p> <p>b. Describe music using appropriate vocabulary (e.g., allegro, moderato, adagio, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip), articulation terms, appropriate mood and timbre adjectives, and other musical terms: e.g., fermata.</p> <p>c. Identify and classify orchestral, folk, and world instruments by sight and sound.</p> <p>d. Aurally distinguish between soprano, alto, tenor, and bass voices.</p>
7. Evaluating music and music performances					
<p>MKGM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works using appropriate vocabulary.</p>	<p>M1GM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works using appropriate vocabulary.</p>	<p>M2GM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works using appropriate vocabulary.</p>	<p>M3GM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.</p>	<p>M4GM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.</p>	<p>M5GM.7</p> <p>a. Evaluate musical performances of themselves and others.</p> <p>b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.</p>

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D. Cultural and Historical Context					
8. Understanding relationships between music, the other arts, and disciplines outside the arts					
<p>MKGM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>	<p>M1GM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>	<p>M2GM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>	<p>M3GM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>	<p>M4GM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>	<p>M5GM.8</p> <p>a. Describe the relationship between music and the other arts.</p> <p>b. Describe the relationship between music and disciplines outside the arts.</p>
9. Understanding music in relation to history and culture					
<p>MKGM.9</p> <p>a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays).</p> <p>b. Describe how sounds and music are used in daily lives.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>	<p>M1GM.9</p> <p>a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).</p> <p>b. Describe how sounds and music are used in daily lives.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>	<p>M2GM.9</p> <p>a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., famous Georgia musicians).</p> <p>b. Describe how sounds and music are used in daily lives.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>	<p>M3GM.9</p> <p>a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).</p> <p>b. Describe how music and musicians function in various cultures.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>	<p>M4GM.9</p> <p>a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period).</p> <p>b. Describe the role of music and musicians in various historical time periods.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>	<p>M5GM.9</p> <p>a. Perform, listen, move and/or distinguish between music from various historical periods and cultures from the Civil War to present (e.g., jazz, musical theater, rock-n-roll, country, gospel, new age, rap, heavy metal, pop).</p> <p>b. Describe the role of music and musicians in various historical time periods.</p> <p>c. Demonstrate appropriate audience behavior for the context and style of music performed.</p>
10. Moving, alone and with others, to a varied repertoire of music					
<p>MKGM.10</p> <p>a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p>	<p>M1GM.10</p> <p>a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p>	<p>M2GM.10</p> <p>a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p> <p>c. Perform line and circle dances.</p>	<p>M3GM.10</p> <p>a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p> <p>c. Perform line and circle dances with and without a partner.</p>	<p>M4GM.10</p> <p>a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p> <p>c. Perform dances from various cultures including traditional folk dances with and without a partner.</p>	<p>M5GM.10</p> <p>a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.</p> <p>b. Perform choreographed and non-choreographed movements.</p> <p>c. Perform dances from various cultures including traditional folk dances with and without a partner.</p>