

General Music (K-5): Introduction

Music is an essential element in the fabric of a fully developed human being. The study of music in K-5 grades uniquely embraces a sequential and quality performance-based curriculum that is developmentally appropriate to all learners. The Georgia Performance Standards in K-5 General Music are modeled after the National Standards for music as published by the Music Educators National Conference (MENC). The purpose of this document is to equip the K-5 music educator with measurable standards that provide students with a crucial foundation for a K-12 scaffolding music curriculum.

GRADE: KINDERGARTEN MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

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

- 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.

MKGM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

MKGM.3 – Reading and notating music

- a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.
- b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.
- c. Read simple melodic contour representations (e.g., rollercoaster).

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards

☐ Fine Arts – Music Education June 18, 2009 ☐ Page 53 of 114

B. Creative Expression and Communication

MKGM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple body percussion patterns.
- b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

MKGM.5 – Composing and arranging music within specified guidelines

- a. Create sound effects and movements to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns including quarter notes and quarter rests using non-traditional and/or traditional icons.
- c. Create new text for familiar melodies.

C. Critical Analysis/Investigate

MKGM.6 – Listening to, analyzing, and describing music

- a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.
- b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).
- c. Identify basic classroom instruments by sight and sound using visual representations.
- d. Aurally distinguish between the voices of men, women, and children.

MKGM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

MKGM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

MKGM.9 – Understanding music in relation to history and culture

- a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards
 Fine Arts – Music Education June 18, 2009 Page 54 of 114

MKGM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.

GRADE: 1 MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

M1GM.1 – Singing, alone and with others, a varied repertoire of music

- 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.

M1GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

M1GM.3 – Reading and notating music

- a. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or traditional icons.

- 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.
- c. Read contour representations or simple melodic patterns within a reduced staff.

B. Creative Expression and Communication

M1GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple body percussion patterns.
- b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

M1GM.5 – Composing and arranging music within specified guidelines

- a. Create sound effects and movements to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using non-traditional and/or traditional icons.
- c. Create new text for familiar melodies.

B. Critical Analysis/Investigate

M1GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.
Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards
□ Fine Arts – Music Education June 18, 2009 □ Page 56 of 114
- b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).
- c. Identify and classroom instruments by sight and sound using correct names.
- d. Aurally distinguish between the voices of men, women, and children.

M1GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.

C. Cultural and Historical Context

M1GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M1GM.9 – Understanding music in relation to history and culture

- a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M1GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.

GRADE: 2 MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

M2GM.1 – Singing, alone and with others, a varied repertoire of music

- 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.

M2GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

M2GM.3 – Reading and notating music

- a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.
- 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.
- c. Read simple melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M2GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic patterns using a variety of sound sources.
- b. Improvise simple pentatonic melodies and accompaniments.

M2GM.5 – Composing and arranging music within specified guidelines

- a. Create sound effects to accompany songs, poems and stories.
- b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation.
- c. Arrange rhythmic patterns creating simple forms and instrumentation.

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards

□ Fine Arts – Music Education June 18, 2009 □ Page 58 of 114

C. Critical Analysis/Investigate

M2GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.
- b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
- c. Identify classroom and various orchestral instruments by sight and sound.

d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M2GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

M2GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M2GM.9 – Understanding music in relation to history and culture

- a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., famous Georgia musicians).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M2GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances.

GRADE: 3 MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

M3GM.1 – Singing, alone and with others, a varied repertoire of music

- 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.

M3GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

M3GM.3 – Reading and notating music

- 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.
- 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.
- c. Read melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M3GM.4 – Improvising melodies, variations, and accompaniments

- a. The student will improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
- b. The student will improvise simple pentatonic melodies and accompaniments.

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards
□ Fine Arts – Music Education June 18, 2009 □ Page 60 of 114

M3GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter including quarter notes, quarter rests, half notes, paired eighth notes, and whole notes.
- c. Compose simple melodic patterns.
- d. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M3GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.
- b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
- c. Identify and classify classroom and various orchestral instruments by sight and sound.
- d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M3GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M3GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M3GM.9 – Understanding music in relation to history and culture

- a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).
- b. Describe how music and musicians function in various cultures.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M3GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances with and without a partner.

GRADE: 4 MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

M4GM.1 – Singing, alone and with others, a varied repertoire of music

- 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.

M4GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

M4GM.3 – Reading and notating music

- 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.
- 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.
- c. Read simple melodies within a treble clef staff.
- d. Notate melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M4GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
- b. Improvise simple pentatonic melodies and accompaniments.

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards

□ Fine Arts – Music Education June 18, 2009 □ Page 62 of 114

M4GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic and/or melodic motives to enhance literature.

- 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.
- c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

C. Critical Analysis/Investigate

M4GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, Introduction, and Coda.
- b. Describe music using appropriate music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.
- c. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.
- d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M4GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M4GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M4GM.9 – Understanding music in relation to history and culture

- 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).
- b. Describe the role of music and musicians in various historical time periods.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M4GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform dances from various cultures including traditional folk dances with and without a partner.

GRADE: 5 MUSIC – GENERAL MUSIC

A. Skills and Techniques/Performance

M5GM.1 – Singing, alone and with others, a varied repertoire of music

- 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.

M5GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- 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.

M5GM.3 – Reading and notating music

- 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.
- 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.
- c. Read melodies within a treble clef staff.
- d. Notate simple melodies within a treble clef staff.

Georgia Department of Education Kathy Cox, State Superintendent of Schools Georgia Performance Standards

□ Fine Arts – Music Education June 18, 2009 □ Page 65 of 114

B. Creative Expression and Communication

M5GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
- b. Improvise simple pentatonic melodies and accompaniments.
- c. Perform simple rhythmic or melodic variations.

M5GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic and melodic motives to enhance literature.
- 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.
- c. Arrange rhythmic and melodic patterns creating simple form, instrumentation, and various styles.

C. Critical Analysis/Investigate

M5GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.
- 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.
- c. Identify and classify orchestral, folk, and world instruments by sight and sound.
- d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M5GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M5GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M5GM.9 – Understanding music in relation to history and culture

- 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).
- b. Describe the role of music and musicians in various historical time periods.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M5GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform dances from various cultures including traditional folk dances with and without a partner.