



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

CROSSWALK

Music

Georgia Performance Standards (GPS)
to
Georgia Standards of Excellence (GSE)
Kindergarten – Grade 12

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Beginning Band Fourth Grade-Fifth Grade	
Current GPS	GSE
<p>MESBB.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (stepwise and major intervals). 	<p>ESBB(4-5).PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch.
<p>MESBB.2 Performing on instruments, alone and with others, through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises. c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level. 	<p>ESBB(4-5).PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.

Beginning Band Fourth Grade-Fifth Grade	
Current GPS	GSE
<p>MESBB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Define and describe the musical terms incorporated in the literature as well as identify key signatures. c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure. 	<p>ESBB(4-5).PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). b. Define and describe the musical terms incorporated in the literature and identify key signatures. c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.
<p>MESBB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. 	<p>Reorganized/combined with other standards.</p>
<p>MESBB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns by clapping, singing, or playing an instrument. b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale. c. Demonstrate a rhythmic ostinato to be performed with a melody. 	<p>ESBB(4-5).CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). c. Use teacher-created criteria to refine improvised or composed pieces.

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Beginning Band Fourth Grade-Fifth Grade	
Current GPS	GSE
<p>MESBB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords. b. Compare and contrast musical works based on genre and culture. 	<p>ESBB(4-5).RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). b. Compare and contrast musical works based on genre and culture.
<p>MESBB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. b. List strengths and weaknesses in performance, and suggest areas of improvement. c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer. 	<p>ESBB(4-5).RE.2 Respond to music and music performances of themselves and others.</p> <ul style="list-style-type: none"> a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback, and suggest areas of improvement. d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

Beginning Band Fourth Grade-Fifth Grade	
Current GPS	GSE
<p>MESBB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe how music relates to fine arts and other disciplines. b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period. c. Identify major time periods and describe music’s influence on that time period. d. Identify the influence of music on society and society’s influence on music within a given time period. 	<p>ESBB(4-5).CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and other arts. b. Describe the relationship between music and other disciplines. c. Identify genres, styles, and composers within specific time periods. d. Describe the relationship between music and musicians, and society and culture.
<p>MESBB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe the characteristics of music from different cultures. b. Analyze American and other genres of music in relation to its historical and cultural context. c. Identify genres, styles, and composers within specific time periods. 	<p>Reorganized/combined with other standards.</p>

Beginning Chorus Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend. e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility. f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique. 	<p>ESBC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Identify aspects of vocal range and tone. d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.
<p>MESBC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics. b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style. 	<p>Deleted</p>

Beginning Chorus Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability. b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. c. Notate simple rhythms and melodies utilizing a dictation method. d. Read and notate music using software. 	<p>ESBC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. c. Notate simple rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology.
<p>MESBC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic and melodic patterns. b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants. c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati). 	<p>ESBC.CR.1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic and melodic patterns. b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato). c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. d. Set short poetic phrases and texts to music. e. Compose original rhythms and melodies.

Beginning Chorus Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions. b. Set short poetic phrases and texts to music. c. Compose short rhythms and original melodies and rhythms. 	<p>Reorganized/combined with other standards.</p>
<p>MESBC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast. c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates. 	<p>ESBC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Describe a musical score in terms of rhythm, melody, and form. b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. c. Describe the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition, in selected examples (e.g. aural, written, performed), are important to a performance.
<p>MESBC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing. b. Reflect on the nature of performance in music through discussion and writing. c. Discuss and apply audience etiquette and active listening in selected musical settings. 	<p>ESBC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch, and rhythm, diction, and dynamics.

Beginning Chorus Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Identify common characteristics between music, dance arts, theatre arts, and visual arts. b. Demonstrates literacy skills through reading and discussing musical settings of varied literature. 	<p>ESBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Describe how a musician’s interests, knowledge, and skills determine how they create, perform, and respond to music.
<p>MESBC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify historical and cultural characteristics of a varied repertoire including world music. b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. c. Identify historical period, composer, culture and style of music presented in class. d. Discuss how music relates to personal development and enjoyment of life. e. Discuss the relationships between music, world events, history and culture. 	<p>ESBC.CN.2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding.</p> <ul style="list-style-type: none"> a. Identify historical and cultural characteristics of a varied repertoire, including world music. b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. c. Identify the historical period, composer, culture, and style of music presented in class. d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.
<p>New standard</p>	<p>ESBC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Identify aspects of vocal range and tone. d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

Dance Georgia Standards of Excellence

General Music Kindergarten	
Current GPS	GSE
<p>MKGM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns. c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
<p>MKGM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
<p>MKGM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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). 	<p>ESGMK.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. b. Read simple melodic contour representations (e.g. roller coaster).

General Music Kindergarten	
Current GPS	GSE
<p>MKGM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple body percussion patterns. b. Improvise soundscapes (e.g., weather, animals, and other sound effects). 	<p>ESGMK.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple body percussion patterns. b. Improvise soundscapes (e.g. weather, animals, other sound effects). c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
<p>MKGM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGMK.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create sound effects to accompany songs, poems, and stories. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes). c. Vary the text for familiar melodies, chants, and poems.
<p>MKGM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGMK.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short). c. Identify basic classroom instruments by sight and sound. d. Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

General Music Kindergarten	
Current GPS	GSE
<p>MKGM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works using appropriate vocabulary. 	<p>ESGMK.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria. b. Refine music and music performances by applying personal, peer, and teacher feedback. c. Explain personal preferences for specific musical works using appropriate vocabulary.
<p>MKGM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.
<p>MKGM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. d. MKGM.10 Moving, alone and with others, to a varied repertoire of music. e. Respond to contrasts and events in music with gross locomotor and non-locomotor movements. f. Perform choreographed and non-choreographed movements. 	<p>ESGMK.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Describe how sounds and music are used in daily lives. c. Demonstrate performance etiquette and appropriate audience behavior.

General Music Kindergarten	
Current GPS	GSE
<p>MKGM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements. b. Perform choreographed and non-choreographed movements. 	<p>ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn). b. Perform choreographed and non-choreographed movements.

Dance Georgia Standards of Excellence

General Music First Grade	
Current GPS	GSE
<p>M1GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns and perform call and response songs. c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
<p>M1GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
<p>M1GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM1.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. b. Read contour representations and simple melodic patterns within a reduced staff.

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Current GPS	GSE
<p>M1GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple body percussion patterns. b. Improvise soundscapes (e.g., weather, animals, and other sound effects). 	<p>ESGM1.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple body percussion patterns. b. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
<p>M1GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM1.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create sound effects to accompany songs, poems, and stories. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes). c. Vary the text for familiar melodies, chants, and poems.
<p>M1GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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, 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. 	<p>ESGM1.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different). c. Identify classroom and folk instruments by sight and sound. d. Aurally distinguish between different voices (e.g. men, women, children).

General Music First Grade	
Current GPS	GSE
<p>M1GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works using appropriate vocabulary. 	<p>ESGM1.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria. b. Refine music and music performances by applying personal, peer, and teacher feedback. c. Explain personal preferences for specific musical works using appropriate vocabulary.
<p>M1GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.
<p>M1GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM1.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Describe how sounds and music are used in daily lives. c. Demonstrate performance etiquette and appropriate audience behavior.

Dance Georgia Standards of Excellence

General Music First Grade	
Current GPS	GSE
<p>M1GM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements. b. Perform choreographed and non-choreographed movements. 	<p>ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn). b. Perform choreographed and non-choreographed movements.
<p>New standard.</p>	<p>ESGM1.CR3 Share creative work.</p> <ul style="list-style-type: none"> a. With limited guidance, share a final version of personal musical work.

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General Music Second Grade	
Current GPS	GSE
<p>M2GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accompanied and unaccompanied pentatonic melodies using head voice. b. Sing with others (e.g. rounds, canons, game songs, and ostinato). c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
<p>M2GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique. b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts. c. Perform simple melodic patterns using instruments with appropriate technique.

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Current GPS	GSE
<p>M2GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM2.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation. b. Read simple melodic patterns within a treble clef staff. c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).
<p>M2GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic patterns using a variety of sound sources. b. Improvise simple pentatonic melodies and accompaniments. 	<p>ESGM2.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic patterns using a variety of sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments). b. Improvise simple pentatonic melodies and accompaniments.
<p>M2GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM2.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create sound effects to accompany songs, poems, and stories. b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests). c. Arrange rhythmic patterns to create simple forms and instrumentation.

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General Music Second Grade	
Current GPS	GSE
<p>M2GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM2.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA). b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light). c. Identify classroom, folk, and orchestral instruments by sight and sound. d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.
<p>M2GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works using appropriate vocabulary. 	<p>ESGM2.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria. b. Refine music performances by applying personal, peer, and teacher feedback. c. Explain personal preferences for specific musical works using appropriate vocabulary.

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General Music Second Grade	
Current GPS	GSE
<p>M2GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.
<p>M2GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM2.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Describe how sounds and music are used in daily lives. c. Demonstrate performance etiquette and appropriate audience behavior.
<p>M2GM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn). b. Perform choreographed and non-choreographed movements. c. Perform line and circle dances.

General Music Third Grade	
Current GPS	GSE
<p>M3GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice. b. Sing with others (e.g. rounds, game songs, ostinatos). c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
<p>M3GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique.
<p>M3GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. b. Read melodic patterns within a treble clef staff. c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).

General Music Third Grade	
Current GPS	GSE
<p>M3GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic question and answer phrases using a variety of sound sources. b. Improvise pentatonic melodies and accompaniments.
<p>M3GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). c. Compose melodic patterns. d. Arrange rhythmic patterns to create simple forms and instrumentation.

General Music Third Grade	
Current GPS	GSE
<p>M3GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo). b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound. d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.
<p>M3GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works and styles using appropriate vocabulary. 	<p>ESGM3.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. With teacher’s guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised). b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others. c. Refine music performances by applying personal, peer, and teacher feedback. d. Explain personal preferences for specific musical works using appropriate vocabulary.

General Music Third Grade	
Current GPS	GSE
<p>M3GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe connections between music and the other fine arts. b. Describe connections between music and disciplines outside the fine arts.
<p>M3GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Describe how sounds and music are used in daily lives. c. Demonstrate performance etiquette and appropriate audience behavior.
<p>M3GM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM3.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor and non-locomotor movement. b. Perform choreographed and non-choreographed movements. c. Perform line and circle dances, including traditional folk dances.

General Music Fourth Grade	
Current GPS	GSE
<p>M4GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice. b. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato). c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language. d. Sing expressively, following the cues of a conductor.
<p>M4GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. c. Perform simple major/minor melodic patterns with appropriate technique. d. Perform multiple songs representing various genres, tonalities, meters, and cultures. e. Perform instrumental parts expressively, following the cues of a conductor.

General Music Fourth Grade	
Current GPS	GSE
<p>M4GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM4.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests). b. Read and notate melodic patterns within a treble clef staff. c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, 1st and 2nd endings, coda, time signatures, accent mark, crescendo/decrescendo).
<p>M4GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions. b. Improvise simple pentatonic melodies and accompaniments. 	<p>ESGM4.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic question and answer phrases using a variety of sound sources. b. Improvise pentatonic melodies and accompaniments.
<p>M4GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM4.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests). c. Compose melodic patterns. d. Arrange rhythmic patterns to create simple forms and instrumentation.

General Music Fourth Grade	
Current GPS	GSE
<p>M4GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM4.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda). b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin). c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound. d. Aurally distinguish between various ensembles. e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. f. Aurally identify tonal center.

General Music Fourth Grade	
Current GPS	GSE
<p>M4GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works and styles using appropriate vocabulary. 	<p>ESGM4.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised). b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others. c. Refine music performances by applying personal, peer, and teacher feedback. d. Explain personal preferences for specific musical works using appropriate vocabulary.
<p>M4GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Discuss connections between music and the other fine arts. b. Discuss connections between music and disciplines outside the fine arts.
<p>M4GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM4.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Discuss how sounds and music are used in daily lives. c. Describe and demonstrate performance etiquette and appropriate audience behavior.

General Music Fourth Grade	
Current GPS	GSE
<p>M4GM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM4.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor and non-locomotor movement. b. Perform choreographed and non-choreographed movements. c. Perform line and circle dances, including traditional folk dances.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM5.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice. b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos). c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language. d. Sing expressively, following the cues of a conductor.
<p>M5GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> 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>ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. b. Perform simple major/minor melodic patterns with appropriate technique. c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. d. Perform multiple songs representing various genres, tonalities, meters, and cultures. e. Perform instrumental parts expressively, following the cues of a conductor.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). b. Read and notate melodic patterns within a treble clef staff. c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo, 1st and 2nd endings, coda, accent mark, accelerando/ritardando, sharp/flat).
<p>M5GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.CR.1 Improvise melodies, variations, and accompaniments. Improvise rhythmic phrases.</p> <ul style="list-style-type: none"> a. Improvise melodies and accompaniments.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create rhythmic and melodic motives to enhance literature. b. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations). b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony). c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk and world instruments by sight and sound. d. Aurally distinguish between various ensembles. e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. f. Aurally identify tonal center.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works and styles using appropriate vocabulary. 	<p>ESGM5.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student composed, improvised). b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others. c. Refine music performances by applying personal, peer, and teacher feedback. d. Explain personal preferences for specific musical works using appropriate vocabulary.
<p>M5GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and the other arts. b. Describe the relationship between music and disciplines outside the arts. 	<p>ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Discuss connections between music and the other fine arts. b. Discuss connections between music and disciplines outside the fine arts. c. Describe various career paths in music.
<p>M5GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Perform and respond to music from various historical periods and cultures. b. Discuss how sounds and music are used in daily lives. c. Describe and demonstrate performance etiquette and appropriate audience behavior.

General Music Fifth Grade	
Current GPS	GSE
<p>M5GM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> 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. 	<p>ESGM5.RE.3 Move to a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with locomotor and non-locomotor movement. b. Perform choreographed and non-choreographed movements. c. Perform line and circle dances, including traditional folk dances.

Beginning Orchestra Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation. b. Demonstrate an understanding of phrasing through singing simple melodies. c. Discuss the relationship between singing and quality tone production on a string instrument. 	<p>Deleted</p>
<p>MESBO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. 	<p>ESBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing simple melodies. c. Discuss and demonstrate characteristic tone production on a string instrument. d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

Beginning Orchestra Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, and C. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4. d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. 	<p>ESBO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within key signatures D, G, and C. c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4). d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
<p>MESBO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple harmonic accompaniments in the key of D. 	<p>ESBO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Use teacher-created criteria to refine improvised or composed pieces.
<p>MESBO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D and G. 	<p>Reorganized/combined with other standards.</p>

Beginning Orchestra Kindergarten-Fifth Grade	
Current GPS	GSE
<p>MESBO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material in given aural examples. 	<p>ESBO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).
<p>MESBO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm. 	<p>ESBO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.
<p>MESBO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well-rounded education. b. Establish awareness that all subjects are related to music. 	<p>ESBOCN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain the benefits of musical study as part of a well-rounded education. b. Discuss how other subjects are related to music.

Beginning Orchestra Kindergarten-Fifth Grade	
Current GPS	GSE
MESBO.9 Understanding music in relation to history and culture. <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss characteristics of music from various societies and cultures.	ESBO.CN.2 Understand music in relation to history and culture. <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss how the music performed in class relates to the culture and society in which we live.

Beginning Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBB.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (stepwise and major intervals). 	<p>MSBB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch.
<p>MMSBB.2 Performing on instruments, alone and with others, through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises. c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level. 	<p>MSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

Dance Georgia Standards of Excellence

Beginning Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Define and describe the musical terms incorporated in the literature as well as identify key signatures. c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure. 	<p>MSBB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). b. Define and describe the musical terms incorporated in the literature and identify key signatures. c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.
<p>MMSBB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns by clapping, singing, or playing an instrument. b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale. c. Demonstrate a rhythmic ostinato to be performed with a melody. 	<p>MSBB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). c. Refine improvised or composed pieces using teacher-created criteria.
<p>MMSBB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. 	<p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Beginning Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords. b. Compare and contrast musical works based on genre and culture. 	<p>MSBB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). b. Compare and contrast musical works based on genre and culture.
<p>MMSBB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. b. List strengths and weaknesses in performance, and suggest areas of improvement. c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer. 	<p>MSBB.RE.2 Respond to music and music performances of themselves and others.</p> <ul style="list-style-type: none"> a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations). c. Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback. d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

Beginning Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe how music relates to fine arts and other disciplines. b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period. c. Identify major time periods and describe music’s influence on that time period. d. Identify the influence of music on society and society’s influence on music within a given time period. 	<p>MSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and other arts. b. Describe the relationship between music and other disciplines. c. Identify genres, styles, and composers within specific time periods. d. Describe the relationship between music and musicians, and society and culture.
<p>MMSBB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe the characteristics of music from different cultures. b. Analyze American and other genres of music in relation to its historical and cultural context. c. Identify genres, styles, and composers within specific time periods. 	<p>Reorganized/combined with other standards.</p>

Intermediate Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIB.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (diatonic intervals, major and minor keys). c. Sing to reinforce breathing, use of the air stream, and quality of sound. 	<p>MSIB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch. c. Sing to reinforce breathing, use of the air stream.
<p>MMSIB.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range. c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette. d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2. 	<p>MSIB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette). d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

Intermediate Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure. 	<p>MSIB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of simple and compound meters and rhythmic patterns through a systematic counting procedure.
<p>MMSIB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Distinguish chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales. b. Demonstrate a rhythmic ostinato to be performed with a melody. 	<p>MSIB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. d. Refine improvised or composed pieces using student or teacher-created criteria.
<p>MMSIB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Creates music incorporating expressive elements. 	<p>Reorganized/combined with other standards.</p>

Intermediate Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music. b. Distinguish characteristics of a specific work based on genre and culture. 	<p>MSIB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Relate the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance. b. Distinguish characteristics of a specific work based on genre and/or culture. c. Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument.
<p>MMSIB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such. b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer. c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette. 	<p>MSIB.RE.2 Respond to music and music performances.</p> <ul style="list-style-type: none"> a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such. b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

Intermediate Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Distinguish music based on the culture in which it was created. b. Compare American music to other cultures. c. Classify genre, style, and composer according to their time period. 	<p>MSIB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Discuss the relationship between music and other arts. b. Discuss the relationship between music and other disciplines. c. Discuss genres, styles, and composers within specific time periods. d. Discuss the relationship between music and musicians, society, and culture.
<p>MMSIB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe the characteristics of music from different cultures. b. Analyze American music in relation to its historical and cultural context. c. Identify Western and non-Western genres, styles, and composers within specific time periods. 	<p>Reorganized/combined with other standards.</p>

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.1 Singing, alone and with others, through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production. b. Sing to develop the ability to match major, minor, and perfect intervals. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. 	<p>MSAB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of tone production. b. Sing to develop the ability to match major, minor, and perfect intervals. c. Sing to reinforce breathing, use of the air stream, and quality of sound. d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature.

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music. b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges. c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied. e. Vocalize rhythms through counting and diatonic melodies in advanced middle school literature. f. Demonstrate performance skills through “sight-reading” of grade 3 music literature. 	<p>MSAB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, vibrato <when appropriate>, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette). d. Develop a strong understanding of the complex and compound rhythms, multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music studied. e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. f. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced middle school level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied. 	<p>MSAB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Apply an understanding of the compound and complex counting systems to read music at the advanced middle school level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music.
<p>MMSAB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques. b. Improvise a variation of a specific melody within the original musical style in major tonalities. c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I. 	<p>MSAB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, and perform rhythmic patterns (e.g. clapping, singing, playing an instrument).

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. b. Arrange melodies for two different instruments with appropriate transpositions. c. Compose melodic themes in contrasting styles in simple and compound meters. d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form. 	<p>Reorganized/combined with other standards.</p>
<p>MMS8AB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance. c. By listening to rhythmic patterns, identifies and writes rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature. d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register. 	<p>MSAB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by listening, analyzing, and making the appropriate modifications. c. Tune instrument without the use of a tuner or electronic device, and maintain relative intonation in a two octave register. d. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied. b. Distinguish the factors which are used to evaluate the effectiveness of a performance. c. Analyze and evaluate specific musical works and styles heard through recording or live performance using appropriate terminology. d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and aesthetic value of the performance. 	<p>MSAB.RE.2 Respond to music and music performances.</p> <ul style="list-style-type: none"> a. Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. b. Distinguish the factors which are used to evaluate the effectiveness of a performance. c. Analyze and evaluate specific musical works and styles heard through recorded or live performance using appropriate terminology. d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and aesthetic value of the performance.

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc. b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. 	<p>MSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. b. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance.

Advanced Band Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Formulate an understanding of the historical and musical context of the performance literature. b. Assess and connect elements of music literature, instruments, notations, etc. with appropriate historical and cultural background relating to the literature being studied. c. Investigate and connect characteristics of the various elements within a particular historical period. d. Critique and discuss the context of the historical timeline relating to the literature being performed. 	<p>Reorganized/combined with other standards.</p>

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend. e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility. f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing. g. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique. h. Sings selected music from memory for public performance at least twice per year. 	<p>MSBC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Identify aspects of vocal range and tone. d. Identify aspects of vocal change, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics. b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style. 	<p>Deleted</p>
<p>MMSBC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability. b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. c. Notate simple rhythms and melodies utilizing a dictation method. d. Read and notate music using software. 	<p>MSBC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. c. Notate simple rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology.

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic and melodic patterns. b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants. c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati). 	<p>MSBC.CR.1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. d. Set short poetic phrases and texts to music. e. Compose 4 measure melodies in major tonality and duple meter within the range of a fifth, beginning, and ending on tonic.
<p>MMSBC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions. b. Set short poetic phrases and texts to music. c. Compose short rhythms and original melodies and rhythms. 	<p>MSBC.CR.2 Organize, develop, and revise musical ideas and works.</p> <ul style="list-style-type: none"> a. Share improvised, composed, and/or arranged pieces. b. Refine improvised or composed pieces using teacher-created criteria.

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast. c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates. 	<p>MSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Identify and describe components of a musical score (e.g. title, composer, vocal line, measure, system). b. Listen to and describe the elements of a musical performance, including form, voicing, and dynamic contrast. c. Describe the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed), are important to a performance.
<p>MMSBC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing. b. Reflect on the nature of performance in music through discussion and writing. c. Discuss and apply audience etiquette and active listening in selected musical settings. 	<p>MSBC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Identify common characteristics between music, dance arts, theatre arts, and visual arts. b. Demonstrate literacy skills through reading and discussing musical settings of varied literature. 	<p>MCBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Describe how a musician’s interests, knowledge, and skills determine how they create, perform, and respond to music.
<p>MMSBC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify historical and cultural characteristics of a varied repertoire including world music. b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. c. Identify historical period, composer, culture and style of music presented in class. d. Discuss how music relates to personal development and enjoyment of life. e. Discuss the relationships between music, world events, history and culture. 	<p>MSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding.</p> <ul style="list-style-type: none"> a. Identify historical and cultural characteristics of a varied repertoire, including world music. b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. c. Identify the historical period, composer, culture, and style of music presented in class. d. Discuss the relationships between the music being studied and world events, history, and culture. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

Beginning Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
New standard.	<p>MSBC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music. b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

Intermediate Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate and discuss appropriate singing posture and breathing techniques. b. Identify changes to vocal anatomy which occur through middle school years. c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility. d. Identify and begin to develop pure vowel sounds and clear consonants. e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend. f. Demonstrate and discuss aspects of expressive performance through dynamics, tempo, and phrasing. g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. h. Sings selected music from memory for public performance at least twice per year. 	<p>MSIC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify vocal anatomy. c. Identify aspects of vocal range and tone. d. Identify aspects of vocal changes, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds, and articulate voiced and unvoiced consonants. f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in two or more vocal parts.
<p>MMSIC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics. b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style. 	<p>Reorganized/combined with other standards.</p>

Intermediate Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability. b. Identify and describe basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. c. Notate simple rhythms and melodies utilizing a dictation method. d. Read and notate music using software. 	<p>MSIC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. c. Notate rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology.
<p>MMSIC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic and melodic patterns. b. Improvise variations of melodic phrases found in a varied repertoire of music. c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati). 	<p>MSIC.CR.1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonality. b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. e. Set short poetic phrases and texts to music. f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning, and ending on tonic.

Intermediate Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, word stress and style, and justify those creative decisions. b. Set short poetic phrases and texts to music. c. Compose short rhythms and original melodies based on pentatonic, major, and minor scales. 	<p>MSIC.CR.2 Organize, develop, and revise musical ideas and works.</p> <ul style="list-style-type: none"> a. Share improvised, composed, and/or arranged pieces. b. Refine improvised or composed pieces using teacher- or student-created criteria.
<p>MMSIC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and phrasing. b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrasts. c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates. 	<p>MSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Explain and describe components of a musical score (e.g. title, composer, vocal line, measure, system). b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. c. Discuss the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

Intermediate Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, and phrasing through discussion and writing. b. Reflect on the nature of performance in music and in related arts through discussion and writing. c. Discuss and apply audience etiquette and active listening in selected musical settings. 	<p>MSIC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.
<p>MMSIC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Identify and describe relationships between music, dance arts, theatre arts, and visual arts. b. Demonstrate literacy skills through reading and discussing musical settings of varied literature. 	<p>MSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Discuss how a musician’s interests, knowledge, and skills determine how they create, perform, and respond to music. c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

Intermediate Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and describe historical and cultural characteristics of a varied repertoire including world music. b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. c. Identify and describe historical period, composer, culture, and style of music presented in class. d. Discuss how music relates to personal development and enjoyment of life. e. Discuss the relationship between music, world events, history, and culture. 	<p>MSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Discuss historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines. b. Describe and demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. c. Identify the historical period, composer, culture, and style of music presented in class. d. Discuss the relationship between the music being studied and world events, history, and culture. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.
<p>New standard.</p>	<p>MSIC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles. b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

Advanced Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>M8AC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate, discuss, and apply appropriate singing posture and breathing techniques. b. Identify changes to vocal anatomy which occur through middle school years. c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility. d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend. f. Demonstrate and apply aspects of expressive performance through dynamics, tempo and phrasing. g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, vocal technique and style. h. Sings selected music from memory for public performance at least twice per year. 	<p>MSAC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Describe and explain appropriate singing posture and breathing techniques to support a clear and free tone. b. Describe vocal anatomy. c. Discuss aspects of vocal range and tone. d. Describe and explain aspects of vocal change, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. f. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more parts.
<p>M8AC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics. b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style. 	<p>Deleted</p>

Advanced Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>M8AC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. c. Notate rhythms and melodies utilizing a dictation method. d. Read and notate music using software. 	<p>MSAC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.
<p>M8AC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple rhythmic and melodic patterns and musical phrases using pentatonic, major and minor scales. b. Improvise variations of melodies found in a varied repertoire of music including folk songs and chants. c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati). 	<p>MSAC.CR.1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. b. Improvise variations of melodic phrases found in a varied repertoire of music. c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.

Advanced Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>M8AC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange and perform existing songs by making creative decisions regarding tempo, phrasing, dynamics, word stress and style, and justify those creative decisions. b. Set poetry and text to music. c. Compose rhythms and original melodies based on pentatonic, major and minor scales. 	<p>MSAC.CR.2 Organize, develop, and revise musical ideas and works.</p> <ul style="list-style-type: none"> a. Share improvised, composed, or arranged pieces. b. Refine improvised or composed pieces using student-created criteria.
<p>M8AC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of melodic shape, rhythmic structure, musical form and phrasing. b. Listen to and analyze a musical recording or video in terms of form, style, time period, voicing, and dynamic contrast. c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates. 	<p>MSAC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Analyze and describe components of a musical score (e.g. voicing, form, style, phrasing). b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. c. Discuss the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

Advanced Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>M8AC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, phrasing and interpretation through discussion and writing. b. Reflect on the nature of performance in music and in related arts through discussion and writing. c. Discuss and apply audience etiquette and active listening in selected musical settings. 	<p>MSAC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.
<p>M8AC.8 Understanding relationships between music, the other arts, and disciplines outside the Arts.</p> <ul style="list-style-type: none"> a. Identify, analyze and describe relationships between music, dance arts, theatre arts, and visual arts. b. Demonstrates literacy skills through reading and discussing musical settings of varied literature. 	<p>MSAC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Discuss how a musician’s interests, knowledge, and skills determine how they create, perform and respond to music. c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

Advanced Chorus Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>M8AC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and describe historical and cultural characteristics of a varied repertoire including world music. b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. c. Identify and describe historical period, composer, culture and style of music presented in class. d. Discuss how music relates to personal development and enjoyment of life. e. Discuss the relationships between music, world events, history and culture. 	<p>MSAC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Analyze historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines. b. Analyze stylistic characteristics of a varied repertoire including world music through vocal performance. c. Analyze historical period, composer, culture, and style of music presented in class. d. Discuss the relationship between music, world events, history, and culture. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.
<p>New standard.</p>	<p>MSAC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles. b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

General Music Sixth Grade	
Current GPS	GSE
<p>M6GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM6.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accurately with good breath control and attention to tone quality throughout the vocal range. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of cultural style.
<p>M6GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM6.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, alone or in a small or large ensemble, with appropriate posture, playing position, technique, and expression. b. Play by ear simple rhythms, melodies, and harmonic accompaniments. c. Perform music of diverse genres and cultures with appropriate representation of cultural style.

General Music Sixth Grade	
Current GPS	GSE
<p>M6GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Recognize standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Read whole, half, quarter, eighth, sixteenth, and rests in simple meters. c. Read at sight simple melodies in the treble clef. d. Recognize bass clef notation. e. Use standard notation to record their musical ideas and the musical ideas of others. 	<p>MSGM6.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation). b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests). c. Sight read simple melodies in treble clef. d. Recognize bass clef notation. e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.
<p>M6GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple accompaniments. b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality. 	<p>MSGM6.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple accompaniment (e.g. bass bordun/ostinato on Orff instruments, simple rhythms on unpitched percussion). b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies with existing accompaniments consistent to given style, meter, and tonality.
<p>M6GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces within specified guidelines. b. Arrange simple pieces within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. 	<p>MSGM6.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces within specified guidelines. b. Arrange simple pieces within specified guidelines (e.g. AB, ABA). c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging.

General Music Sixth Grade	
Current GPS	GSE
<p>M6GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Recognize specific music events in an aural example, applying given appropriate terminology. b. Recognize characteristics of musical elements in music, which represent diverse genres and cultures. 	<p>MSGM6.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony). b. Aurally distinguish between various ensembles. c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. d. Aurally identify tonal center. e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

Dance Georgia Standards of Excellence

General Music Sixth Grade	
Current GPS	GSE
<p>M6GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Assess musical performances and compositions, when given specific criteria. b. Assess the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement. c. Identify various uses of music in daily experiences. 	<p>MSGM6.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised). b. Use these criteria to assess the quality and effectiveness of their own and other’s performances, compositions, and arrangements, and to implement constructive suggestions for improvement. c. Explain personal preferences for specific musical works using appropriate vocabulary. d. Explore and compare various uses of music in daily experiences.
<p>M6GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare two art forms and summarize their common characteristics. b. Recognize the interrelated principles and subject matter between music and other core curriculum. c. Recognize various career paths in music. 	<p>MSGM6.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare two art forms and summarize their common characteristics (e.g. between a musical art and another type of performance art, visual art or literary art). b. Recognize the interrelated principles between music and other subject areas. c. Describe various career paths in music.

General Music Sixth Grade	
Current GPS	GSE
<p>M6GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. c. Compare music of two or more world cultures identifying function and role of music, their musicians, and their respective performance conditions. d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings. 	<p>MSGM6.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Identify distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. c. Compare music of two or more world cultures identifying function and role of the music, their musicians, and their respective performance conditions. d. Demonstrate performance etiquette (e.g. stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

General Music Seventh Grade	
Current GPS	GSE
<p>M7GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM7.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of cultural style.
<p>M7GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, or in a small or large ensemble with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM7.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, alone or in a small or large ensemble, with appropriate posture, playing position, technique, and expression. b. Play by ear simple rhythms, melodies, and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

General Music Seventh Grade	
Current GPS	GSE
<p>M7GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Read whole, half, quarter, eighth, sixteenth, and rests in simple and compound meters. c. Read at sight simple melodies in the treble clef. d. Identify bass clef notation. e. Use standard notation to record their musical ideas and the musical ideas of others. 	<p>MSGM7.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation). b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests). c. Sight read simple melodies in treble clef. d. Identify bass clef notation. e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.
<p>M7GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple harmonic accompaniments. b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies, unaccompanied and with existing accompaniments depicting given styles, meters, and tonalities. 	<p>MSGM7.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple harmonic accompaniments (e.g. I, IV, V, V7 chords). b. Improvise simple rhythmic and melodic variations. c. Improvise short melodies, unaccompanied and with existing accompaniments, depicting given styles, meters, and tonalities.
<p>M7GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces within specified guidelines. b. Arrange simple pieces within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. 	<p>MSGM7.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces within specified guidelines. b. Arrange simple pieces within specified guidelines (e.g. AB, ABA, theme and variations). c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging.

General Music Seventh Grade	
Current GPS	GSE
<p>M7GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Identify specific music events in an aural example, given appropriate terminology. b. Identify characteristics of musical elements in music which represent diverse genres and cultures. 	<p>MSGM7.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony). b. Aurally distinguish between various ensembles. c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. d. Aurally identify tonal center. e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

General Music Seventh Grade	
Current GPS	GSE
<p>M7GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Critique musical performances and compositions using specific criteria. b. Evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement. c. Compare various uses of music in daily experiences. 	<p>MSGM7.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Collaboratively develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised). b. Use developed criteria to evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, and to implement constructive suggestions for improvement. c. Explain personal preferences for specific musical works using appropriate vocabulary. d. Explore and compare various uses of music in daily experiences.
<p>M7GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare two art forms and their characteristics to describe the transformation of related subject matter into art. b. Assess the interrelated principles and subject matter between music and other core curriculum. c. Compare various career paths in music. 	<p>MSGM7.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare the way a musical work and other art forms transform related subject matter into art (e.g. how world events and natural disasters can inspire works of art). b. Discuss the interrelated principles between music and other subject areas. c. Explore and compare career paths in music.

General Music Seventh Grade	
Current GPS	GSE
<p>M7GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and define their identifying characteristics. c. Compare music of various world cultures identifying the function and role of music, their musicians and their ensuing performance conditions. d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings. 	<p>MSGM7.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and define their identifying characteristics. c. Compare music of various world cultures identifying the function and role of the music, their musicians and their ensuing performance conditions. d. Demonstrate performance etiquette (e.g. stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM8.PR.1 Sing a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range. b. Sing with expression and technical accuracy in unison and simple harmonic settings. c. Sing music of diverse genres and cultures, with appropriate representation of cultural style.
<p>M8GM.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, alone and/or in small and large ensembles, with appropriate posture, playing position, technique, and expression. b. Play by ear simple melodies and harmonic accompaniments. c. Perform music of diverse genres and cultures, with appropriate representation of culture and style. 	<p>MSGM8.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Perform on at least one instrument accurately and independently, alone and/or in a small or large ensemble, with appropriate posture, playing position, technique, and expression. b. Play by ear simple rhythms, melodies, and harmonic accompaniments. c. Perform music of diverse genres and cultures with appropriate representation of cultural style.

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General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Apply standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple, compound, and complex meters. c. Read at sight simple melodies in both the treble and bass clefs. d. Use standard notation to record their musical ideas and the musical ideas of others. 	<p>MSGM8.PR.3 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation). b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests). c. Sight read simple melodies in treble clef. d. Identify bass clef notation. e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.
<p>M8GM.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple harmonic accompaniments. b. Improvise melodic embellishments and simple rhythmic and melodic variations. c. Improvise short melodies, unaccompanied and with existing accompaniments, depicting given styles, meters, and tonalities. 	<p>MSGM8.CR.1 Improvise melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise simple harmonic accompaniments (e.g. I, IV, V, V7 chords). b. Improvise melodic embellishments and simple rhythmic and melodic variations. c. Improvise short melodies, unaccompanied and with existing accompaniments, while depicting given styles, meters, and tonalities.

General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines. c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music. 	<p>MSGM8.CR.2 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. b. Arrange simple pieces of music within specified guidelines (e.g. AB, ABA, theme and variations, rondo, coda, other expanded forms). c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging music.

General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Accurately describe specific music events in a given aural example, using appropriate terminology. b. Demonstrate knowledge of elements of music through analysis of music which represent diverse genres and cultures. 	<p>MSGM8.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano /mezzo/ fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony). b. Aurally distinguish between various ensembles. c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. d. Aurally identify tonal center. e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Critique musical performances and compositions using specific criteria. b. Evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, implementing constructive suggestions for improvement. c. Investigate various uses of music in daily experiences. 	<p>MSGM8.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Collaboratively and personally develop criteria for evaluation of music and music performances. b. Use developed criteria to evaluate the quality and effectiveness of their own and other’s performances, compositions, and arrangements, and to implement constructive suggestions for improvement. c. Explain personal preferences for specific musical works using appropriate vocabulary. d. Explore and compare various uses of music in daily experiences.
<p>M8GM.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare two or more art forms and their characteristics to describe the transformation of related subject matter into art. b. Assess the interrelated principles and subject matter between music and other core curriculum. c. Investigate various career paths in music. 	<p>MSGM8.CN.1 Connect music to the other fine arts and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare the way a musical work and other art forms transform related subject matter into art (e.g. how world events and natural disasters can inspire works of art). b. Discuss the interrelated principles between music and other subject areas. c. Explore and compare various career paths in music.

General Music Eighth Grade	
Current GPS	GSE
<p>M8GM.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. c. Compare music of several world cultures identifying the function and role of music, their musicians and their respective performance conditions. d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings. 	<p>MSGM8.CN.2 Connect music to history and culture.</p> <ul style="list-style-type: none"> a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. b. Classify exemplary musical works by genre and style and recognize their identifying characteristics. c. Compare music of several world cultures, identifying the function and role of the music, their musicians and their respective performance conditions. d. Demonstrate performance etiquette (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Beginning Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation. b. Demonstrate an understanding of phrasing through singing simple melodies. c. Discuss the relationship between singing and quality tone production on a string instrument. 	<p>Deleted</p>
<p>MMSBO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position and bow placement. b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. 	<p>MSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing simple melodies. c. Discuss and demonstrate characteristic tone production on a string instrument. d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

Dance Georgia Standards of Excellence

Beginning Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, and C. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4. d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. 	<p>MSBO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within key signatures D, G, and C. c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, and 2/4. d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
<p>MMSBO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple harmonic accompaniments in the key of D. 	<p>MSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Use teacher-created criteria to refine improvised or composed pieces.
<p>MMSBO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D and G. 	<p style="text-align: center;">Reorganized/combined with other standards.</p>

Beginning Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSBO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material in given aural examples. 	<p>MSBO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).
<p>MMSBO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm. 	<p>MSBO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.
<p>MMSBO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well-rounded education. b. Establish awareness that all subjects are related to music. 	<p>MSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain the benefits of musical study as part of a well-rounded education. b. Discuss how other subjects relate to music.

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Beginning Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
MMSBO.9 Understanding music in relation to history and culture. <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss characteristics of music from various societies and cultures.	MSBO.CN.2 Understand music in relation to history and culture. <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss how the music performed in class relates to the culture and society in which we live.

Dance Georgia Standards of Excellence

Intermediate Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings. b. Demonstrate an understanding of phrasing through singing simple melodies. c. Discuss the relationship between singing and quality tone production on a string instrument. 	<p>Deleted</p>
<p>MMSIO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate correct left hand position and finger placement, right hand position (bow hold) and bow placement, posture, instrument position and bow placement, while increasing the level of technical difficulty. b. Demonstrate vibrato readiness skills. c. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. d. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b. e. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo. 	<p>MSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing simple melodies. c. Discuss and demonstrate characteristic tone production on a string instrument. d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

Intermediate Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, and alle breve. d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. 	<p>MSBO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within key signatures D, G, and C. c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, and 2/4. d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
<p>MMSIO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D and G. 	<p>MSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Use teacher-created criteria to refine improvised or composed pieces.

Intermediate Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D and G. 	<p>Reorganized/combined with other standards.</p>
<p>MMSIO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. 	<p>MSBO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).
<p>MMSIO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm. 	<p>MSBO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

Intermediate Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSIO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well-rounded education. b. Establish awareness that all subjects are related to music. 	<p>MSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Discuss and describe the benefits of musical study as part of a well-rounded education. b. Discuss and describe how other subjects relate to music.
<p>MMSIO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. 	<p>MSBO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss how the music performed in class relates to the culture and society in which we live.

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Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
MMSAO.1 Singing, alone and with others, a varied repertoire of music. <ul style="list-style-type: none">a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.b. Demonstrate an understanding of phrasing through singing melodies.c. Discuss the relationship between singing and quality tone production on a string instrument.	Deleted

Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. b. Demonstrate basic vibrato. c. Exhibit the ability to accurately tune respective instrument. d. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position). e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. f. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, and the minor keys of e, a, d, b, and c. g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo. 	<p>MSAO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing simple melodies. c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. e. Demonstrate basic vibrato. f. Exhibit the ability to accurately tune respective instrument. g. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position). h. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. i. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, Bb, and Eb and the minor keys of e, a, and d. j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys of e, a, d, b and c. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature. 	<p>MSAO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys e, a, and d. c. Read and notate rhythms, containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests, in the time signatures of 4/4, 3/4, 2/4, 6/8, alla breve and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. e. Analyze sight-reading strategies and apply to appropriate pieces.
<p>MMSAO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C. 	<p>MSAO.CR 1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Refine improvised or composed pieces using student-created criteria.

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Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument. 	<p>Reorganized/combined with other standards.</p>
<p>MMSAO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. c. Identify simple musical forms. 	<p>MSAO.PR.3 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. b. Analyze the difference between melody and accompaniment in given examples (e.g. aural, written, performed). c. Identify simple musical forms.

Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm. d. Critique music performed by ensemble and make suggestions for improvement. 	<p>MSAO.PR.4 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Using student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style and rhythm. d. Critique recorded examples of music performed by the ensemble and other ensembles and assess suggestions for improvement. e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.
<p>MMSAO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well rounded education. b. Establish awareness that all subjects are related to music. 	<p>MSAO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Assess the benefits of musical study as part of a well-rounded education. b. Analyze the ways in which other subjects relate to music.

Advanced Orchestra Sixth Grade-Eighth Grade	
Current GPS	GSE
<p>MMSAO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. 	<p>MSAO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Analyze performance styles of music learned in class. b. Analyze the ways in which music performed in class relates to the culture and society of its time and other times.

Beginning Band Levels I-IV	
Current GPS	GSE
<p>MHSBB.1 Singing, alone and with others, through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (stepwise and major intervals). 	<p>HSBB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch.
<p>MHSBB.2 Performing on instruments, alone and with others through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises. c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Demonstrate all performance skills through “sight-reading” performance of music literature at the appropriate level. 	<p>HSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). c. Recognize the ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

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Beginning Band Levels I-IV	
Current GPS	GSE
<p>MHSBB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. b. Define and describe the musical terms incorporated in the literature as well as identify key signatures. c. Demonstrate a steady beat and identify rhythms and meters through a systematic counting procedure. 	<p>HSBB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). b. Define and describe the musical terms incorporated in the literature and identify key signatures. c. Demonstrate a steady beat, rhythms and meters through a systematic counting procedure.
<p>MHSBB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns by clapping, singing, or playing an instrument. b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale. c. Improvise a rhythmic ostinato to be performed with a melody. 	<p>HSBB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise and/or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). c. Refine improvised or composed pieces using teacher-created criteria.
<p>MHSBB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose rhythmic exercises and short melodies using traditional notation. 	<p>Reorganized/combined with other standards.</p>
<p>MHSBB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional devices, techniques, meters, tempo, tonalities, intervals, and chords. b. Compare and contrast musical works based on genre and culture. 	<p>HSBB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). b. Compare and contrast musical works based on genre and culture.

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Beginning Band Levels I-IV	
Current GPS	GSE
<p>MHSBB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement. c. Identify the interpretations in a band performance in relation to the intent of the composer. 	<p>HSBB.RE.2 Respond to music and music performances of themselves and others.</p> <ul style="list-style-type: none"> a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback, and suggest areas of improvement. d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.
<p>MHSBB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe how music relates to fine arts and other disciplines. b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period. c. Identify the influence of music on society and society’s influence on music within a given time period. 	<p>HSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Describe the relationship between music and other arts. b. Describe the relationship between music and other disciplines. c. Identify genres, styles, and composers within specific time periods. d. Describe the relationship between music and musicians, and society and culture.

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Beginning Band Levels I-IV	
Current GPS	GSE
<p>MHSBB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe the characteristics of music from different cultures. b. Analyze American music in relation to its historical and cultural context. c. Identify genres, styles, and composers within specific time periods. 	<p>Reorganized/combined with other standards.</p>

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Intermediate Band Levels I-IV	
Current GPS	GSE
<p>MHSIB.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (diatonic intervals, major and minor keys). c. Sing to reinforce breathing, use of the air stream, and quality of sound. 	<p>HSIB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to recognize fundamentals of tone production. b. Sing to match pitch. c. Sing to reinforce breathing and use of the air stream.
<p>MHSIB.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range. c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette. d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2. 	<p>HSIB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, technical exercises). c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. e. Demonstrate all ensemble skills through sight-reading performance of music literature at level 1 and 2.

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Intermediate Band Levels I-IV	
Current GPS	GSE
<p>MHSIB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure. 	<p>HSIB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of simple and compound meter rhythmic patterns through a systematic counting procedure.
<p>MHSIB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Distinguishes chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales. b. Demonstrates a rhythmic ostinato to be performed with a melody. 	<p>HSIB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. d. Refine improvised or composed pieces using student or teacher-created criteria.
<p>MHSIB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Creates music incorporating expressive elements. 	<p>Reorganized/combined with other standards.</p>

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Intermediate Band Levels I-IV	
Current GPS	GSE
<p>MHSIB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music. b. Distinguish characteristics of a specific work based on genre and culture. 	<p>HSIB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance. b. Distinguish characteristics of a specific work based on genre and/or culture. c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).
<p>MHSIB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such. b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer. c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette. 	<p>HSIB.RE.2 Respond to music and music performances.</p> <ul style="list-style-type: none"> a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such. b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

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Intermediate Band Levels I-IV	
Current GPS	GSE
<p>MHSIB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc. b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. c. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. 	<p>HSIB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles.
<p>MHSIB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Formulate an understanding of the historical and musical context of the performance literature. b. Critique and discusses the context of the historical timeline relating to the literature being performed. 	<p>Reorganized/combined with other standards.</p>

Dance Georgia Standards of Excellence

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.1 Singing, alone and with others, through a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production. b. Sing to develop the ability to match major, minor, and perfect intervals. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. 	<p>HSAB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of breathing, use of air, and quality of sound in tone production. b. Sing to develop the ability to match major, minor, and perfect intervals. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music. b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges. c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied. e. Vocalize rhythms through counting and diatonic melodies in level 4 or 5 literature being performed. f. Demonstrate performance skills through “sight-reading” of grade 3 and 4 music literature. 	<p>HSAB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music. b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4.

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied. 	<p>HSAB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Apply an understanding of the compound and complex counting systems to read music at the advanced level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.
<p>MHSAB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques. b. Improvise a variation of a specific melody within the original musical style in major tonalities. c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I. 	<p>HSAB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise and/or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics. c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I. d. Refine improvised or composed pieces using student-created criteria.

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. b. Arrange melodies for two different instruments with appropriate transpositions. c. Compose melodic themes in contrasting styles in simple and compound meters. d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form. 	<p>Reorganized/combined with other standards.</p>
<p>MHS8AB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance. c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature. d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register. 	<p>HSAB.RE.1 Listening to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone or individual performer).

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied. b. Distinguish the factors which are used to evaluate the effectiveness of a performance. c. Analyze and evaluate specific musical works and styles (heard through recording or live performance) using appropriate terminology. d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and aesthetic value of the performance. 	<p>HSAB.RE.2 Respond to music and music performances.</p> <ul style="list-style-type: none"> a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. b. Distinguish the factors which are used to evaluate the effectiveness of a performance. c. Critique the integrity of a performance-based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and/or aesthetic value of the performance.

Advanced Band Levels I-IV	
Current GPS	GSE
<p>MHSAB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc. b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. 	<p>HSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.
<p>MHSAB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Formulate an understanding of the historical and musical context of the performance literature. b. Critique and discuss the context of the historical timeline relating to the literature being performed. 	<p>Reorganized/combined with other standards.</p>

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Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of breathing, use of the air stream and quality of sound in tone production. b. Sing to develop the ability to match intervallic and chordal tuning. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern. 	<p>HSMB.PR.1 Sing alone or with others.</p> <ul style="list-style-type: none"> a. Sing to reinforce fundamentals of breathing, use of the air stream, and quality of sound in tone production. b. Sing to develop the ability to match intervallic and chordal tuning. c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.

Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform with a characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, enunciation, vibrato, and percussion implement stroke in the appropriate level music. b. Demonstrate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises. c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Demonstrate a clear understanding of the rhythms, meters, and ornamentation through the literature which are stylistically representative of the period or genre of the music being studied. e. Vocalize rhythms being performed including: diatonic melodies and all intervals within the span of an octave. f. Demonstrate all performance skills through sight-reading of music in the full spectrum of the literature. 	<p>HSMB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music. b. Develop and justify proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. c. Apply and justify ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). d. Apply and justify understanding of the complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. f. Synthesize all ensemble skills through sight-reading performance of music literature at all levels.

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Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Demonstrate a clear understanding of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression through individual and ensemble performance. c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied. 	<p>HSMB.PR.3 Read and identify elements of notated music.</p> <ul style="list-style-type: none"> a. Apply and justify the knowledge of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level. b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. c. Analyze and justify compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.
<p>MHSMB.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise a melody to a specified eight to twelve measure harmonic progression utilizing various musical styles and techniques. b. Improvise a variation of a specific melody within the original musical style in major and minor tonalities. c. Improvise accompaniment patterns within a given specific harmonic progression. 	<p>HSMB.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes). c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I. d. Refine and justify improvised or composed pieces using student-created criteria.

Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose rhythmic exercises and short melodies using traditional notations which incorporates use of dynamics and varied styles. b. Modify/embellish/adapt melodies for a variety of instruments with appropriate transpositions. c. Compose melodic themes using an ABA structure in compound and complex meters. d. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition. 	<p>Reorganized/combined with other standards.</p>
<p>MHSMB.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Analyze rhythmic patterns in compound/complex meters demonstrating an advanced level of technical facility and precision commensurate of the highest level of music performance. b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by making proper adjustments for correct intonation. c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in the highest level of performance literature. d. Demonstrate the ability to adjust the instrument to play in tune without assistance. 	<p>HSMB.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Read, write, or analyze rhythmic patterns in compound and complex meters, demonstrating a mastery level of technical facility and precision. b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. d. Demonstrate without assistance, ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer).

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Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Describe musical elements in instrumental music (recorded or live) using the terminology being studied. b. Analyze and discuss various instrumental music genres and styles through listening and/or performance activities. c. Analyze and describe specific musical works and styles using appropriate terminology. d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and aesthetic value. 	<p>HSMB.RE.2 Respond to music and music performances.</p> <ul style="list-style-type: none"> a. Assess and justify musical elements (melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. b. Distinguish and justify the factors which are used to evaluate the effectiveness of a performance. c. Critique the integrity of a performance-based on concert etiquette, the characteristic style of the genre, composer’s intent, interpretation, musical technique, and aesthetic value of the performance.

Mastery Band Levels I-IV	
Current GPS	GSE
<p>MHSMB.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc. b. Describe similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. c. Demonstrate a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. 	<p>HSMB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.</p> <ul style="list-style-type: none"> a. Analyze and justify similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). b. Describe and analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. c. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.
<p>MHSMB.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Formulate an understanding of the historical and musical context of the performance literature. b. Reflect and discuss the context of the historical events as they relate to musical literature of the period. 	<p>Reorganized/combined with other standards.</p>

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Beginning Chorus Levels I-IV	
Current GPS	GSE
<p>MHSBC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Identify vocal anatomy and develops proper body alignment and breathing techniques to support a clear and free tone using accurate intonation. b. Recognize and begin to develop pure vowels and clear consonants. c. Perform assigned vocal part in unison and in simple harmony, with and without accompaniment. d. Develop listening skills to match pitch and adjust intonation within the ensemble. e. Sing within the ensemble utilizing an awareness of blend and balance. f. Identify aspects of voice change as reflected in physiological changes, vocal ranges, tone, and vocal agility. g. Perform level appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning. h. Respond to basic conducting gestures. i. Incorporate movement in warm-ups and repertoire to develop musical understanding. 	<p>HSBC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation. b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone. c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.
<p>MHSBC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Utilize classroom instruments and body percussion to enhance music learning. 	<p>Deleted</p>

Dance Georgia Standards of Excellence

Beginning Chorus Levels I-IV	
Current GPS	GSE
<p>MHSBC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Identify basic music vocabulary and symbols. b. Read and notate basic rhythms and pitches using a melodic and rhythmic language. c. Notate basic rhythms and pitches from aural examples. d. Utilize available music instructional and notational software. 	<p>HSBC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. c. Notate rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology.
<p>MHSBC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Explore possibilities of sound that can be vocally produced. b. Improvise simple rhythmic and melodic ideas. 	<p>HSBC.CR1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). c. Create movement for warm-ups and repertoire to distinguish various musical ideas. d. Set short poetic phrases and texts to music. e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

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Beginning Chorus Levels I-IV	
Current GPS	GSE
<p>MHSBC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create simple rhythms and/or melodies. b. Explore musical possibilities by making creative decisions. 	<p>HSBC.CR.2 Organize, develop, and revise musical ideas and works.</p> <ul style="list-style-type: none"> a. Share improvised, composed, or arranged pieces. b. Use teacher-created criteria to refine improvised or composed pieces.
<p>MHSBC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Listen to various genres and styles of music. b. Identify components of the choral score. c. Identify and describe emotions and thoughts communicated through music. 	<p>HSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Identify and describe a musical score in terms of rhythm, melody, and form. b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. c. Describe the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
<p>MHSBC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Identify appropriate criteria for evaluation of a vocal/choral performance. b. Exhibit commendable performer and audience etiquette. 	<p>HSBC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

Beginning Chorus Levels I-IV	
Current GPS	GSE
<p>MHSBC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Demonstrate an awareness of the collaborative nature of the choral art. 	<p>HSBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Describe how a musician’s interests, knowledge, and skills determine how they create, perform and respond to music.
<p>MHSBC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. 	<p>HSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Identify historical and cultural characteristics of a varied repertoire including world music. b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. c. Identify the historical period, composer, culture and style of music presented in class. d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

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Beginning Chorus Levels I-IV	
Current GPS	GSE
New standard.	<p>HSBC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

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Intermediate Chorus Levels I-IV	
Current GPS	GSE
<p>MHSIC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate proper body alignment and breathing techniques to support a clear and free tone using accurate intonation. b. Sing with purity of vowels and clarity of consonants. c. Perform assigned vocal line in unison and multiple parts, with and without accompaniment. d. Apply listening skills to match pitch and adjust intonation within the ensemble. e. Sing within the ensemble utilizing an awareness of blend and balance. f. Perform level-appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning. g. Respond to conducting gestures. h. Incorporate movement in warm-ups and repertoire to develop musical understanding. 	<p>HSIC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation. b. Sing with purity of vowels and articulate voiced and unvoiced consonants. c. Explore vocal continuity through passaggio and across vocal registers. d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.
<p>MHSIC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Utilize classroom instruments and body percussion to enhance music learning. 	<p>Deleted</p>

Intermediate Chorus Levels I-IV	
Current GPS	GSE
<p>MHSIC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Utilize music vocabulary and symbols to read and notate rhythms and pitches using a melodic and rhythmic language. b. Notate rhythms and pitches from aural examples. c. Utilize available music instructional and notational software. 	<p>HSIC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

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Intermediate Chorus Levels I-IV	
Current GPS	GSE
<p>MHSIC.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Explore possibilities of sound within limited parameters that can be vocally produced. b. Improvise simple rhythmic and melodic ideas and phrases. 	<p>HSIC.CR.1 Generate and conceptualize musical ideas and works.</p> <ul style="list-style-type: none"> a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. e. Set short poetic phrases and texts to music. f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.
<p>MHSIC.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythms and/or melodies. b. Explore musical possibilities by making creative decisions. 	<p>HSIC.CR.2 Organize, develop, and revise musical ideas and works.</p> <ul style="list-style-type: none"> a. Share improvised, composed, or arranged pieces. b. Using teacher- or student-created criteria, refine improvised or composed pieces.

Intermediate Chorus Levels I-IV	
Current GPS	GSE
<p>MHSIC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Critically listen to various genres and styles of music. b. Identify and explain components of the choral score. c. Identify and describe emotions and thoughts communicated through music. 	<p>HSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Explain and describe a musical score in terms of rhythm, melody, and form. b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. c. Discuss the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
<p>MHSIC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Determine the quality of a vocal/choral performance using appropriate criteria. b. Exhibit commendable performer and audience etiquette. 	<p>HSIC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.
<p>MHSIC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Demonstrate an awareness of the collaborative nature of the choral art. 	<p>HSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Discuss how music relates to personal development and enjoyment of life. b. Discuss how a musician’s interests, knowledge, and skills determine how they create, perform and respond to music. c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

Intermediate Chorus Levels I-IV	
Current GPS	GSE
<p>MHSIC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Examine how music relates to personal development and enjoyment of life. b. Identify and apply distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. 	<p>HSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Discuss historical and cultural characteristics of a varied repertoire including world music. b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. c. Identify the historical period, composer, culture and style of music presented in class. d. Discuss the relationship between the music being studied and world events, history, and culture. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.
<p>New standard.</p>	<p>HSIC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

Advanced Chorus Levels I-IV	
Current GPS	GSE
<p>MHSAC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Produce a clear and free tone with the body and breath working together using accurate intonation. b. Sing with purity of vowels and clarity of consonants. c. Perform assigned vocal line in three or more parts, with and without accompaniment. d. Apply listening skills to adjust intonation in solo and ensemble singing. e. Adjust blend and balance independently within the ensemble throughout the vocal range. f. Perform level-appropriate literature reflecting expressive qualities and textual meaning. g. Respond to various conducting patterns and interpretive gestures. h. Create movement for warm-ups and repertoire to distinguish various musical ideas. 	<p>HSAC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. c. Develop vocal continuity through passaggio and across vocal registers. d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. e. Describe and explain elements of vocal health, including proper use and physiological needs. f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.
<p>MHSAC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning. 	<p>Deleted</p>

Advanced Chorus Levels I-IV	
Current GPS	GSE
<p>MHSAC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Read by sight an individual voice part using a melodic and rhythmic language. b. Notate rhythms, pitches, and harmonies from aural examples. c. Utilize available music instructional and notational software. 	<p>HSAC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

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Advanced Chorus Levels I-IV	
Current GPS	GSE
<p>MHSAC.4 Improvising melodies, variations, and accompaniments.</p> <p>a. Improvise simple rhythmic variations and melodic ideas and phrases.</p>	<p>HSAC.CR.1 Generate and conceptualize musical ideas and works.</p> <p>a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.</p> <p>b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).</p> <p>c. Improvise variations of melodic phrases found in a varied repertoire of music.</p> <p>d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.</p> <p>e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.</p> <p>f. Set short poetic phrases and texts to music.</p> <p>g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.</p>
<p>MHSAC.5 Composing and arranging music within specified guidelines.</p> <p>a. Create original rhythms and/or melodies.</p> <p>b. Create harmonies for warm-ups and various melodies.</p> <p>c. Explore musical possibilities by making creative decisions.</p>	<p>HSAC.CR.2 Organize, develop, and revise musical ideas and works.</p> <p>a. Share improvised, composed, or arranged pieces.</p> <p>b. Refine improvised or composed pieces using student-created criteria.</p>

Advanced Chorus Levels I-IV	
Current GPS	GSE
<p>MHSAC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Compare and contrast various genres and styles of music. b. Analyze music utilizing knowledge of the choral score. c. Interpret emotions and thoughts communicated through music. 	<p>HSAC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of rhythm, melody, and form. b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. c. Discuss the emotions and thoughts that music conveys. d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
<p>MHSAC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate and offer constructive suggestions for improvement of personal and group performances. b. Identify criteria and describe the quality of a composition. c. Exhibit commendable performer and audience etiquette. 	<p>HSAC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.
<p>MHSAC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Demonstrate and articulate an awareness of the collaborative nature of the choral art. 	<p>HSAC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. b. Discuss how a musician’s interests, knowledge, and skills determine how they create, perform and respond to music. c. Discuss the collaborative nature of the choral art.

Advanced Chorus Levels I-IV	
Current GPS	GSE
<p>MHSAC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Interpret how music relates to personal development and enjoyment of life. b. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. 	<p>HSAC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Analyze historical and cultural characteristics of a varied repertoire including world music. b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. c. Analyze historical period, composer, culture and style of music presented in class. d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.
<p>New standard.</p>	<p>HSAC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

Mastery Chorus Levels I-IV	
Current GPS	GSE
<p>MHSMC.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Produce a clear and free tone with the body and breath working together using accurate intonation. b. Sing with purity of vowels and clarity of consonants. c. Perform assigned vocal line in four or more parts, with and without accompaniment, in small and large ensembles. d. Apply listening skills to achieve accurate intonation in solo and ensemble singing. e. Adjust blend and balance independently within the ensemble throughout the vocal range. f. Perform, alone and with others, level-appropriate literature reflecting expressive qualities and textual meaning. g. Respond to and perform various conducting patterns and interpretive gestures. h. Create movement for warm-ups and repertoire to distinguish various musical ideas. 	<p>HSMC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation. b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. c. Exhibit vocal continuity through passaggio across vocal registers. d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range. e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs. f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges.
<p>MHSMC.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning. 	<p>Deleted</p>

Mastery Chorus Levels I-IV	
Current GPS	GSE
<p>MHSMC.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Read by sight complex notation using a melodic and rhythmic language. b. Notate rhythms, pitches, and harmonies from aural examples. c. Utilize available music instructional and notational software. 	<p>HSMC.PR.1 Analyze, interpret, and select musical works for presentation.</p> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges. c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

Mastery Chorus Levels I-IV	
Current GPS	GSE
<p>MHSMC.4 Improvising melodies, variations, and accompaniments.</p> <p>a. Improvise simple rhythmic accompaniments and melodic ideas and phrases.</p>	<p>HSMC.CR.1 Generate and conceptualize musical ideas and works.</p> <p>a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression.</p> <p>b. Create basic rhythmic and melodic accompaniments to support other elements of a musical performance (e.g. ostinato, bass lines).</p> <p>c. Improvise variations of melodic phrases found in a varied repertoire of music.</p> <p>d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.</p> <p>e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.</p> <p>f. Set short poetic phrases and texts to music.</p> <p>g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.</p>
<p>MHSMC.5 Composing and arranging music within specified guidelines.</p> <p>a. Create original rhythms and/or melodies.</p> <p>b. Create harmonies for warm-ups and various melodies.</p>	<p>HSMC.CR.2 Organize, develop, and revise musical ideas and works.</p> <p>a. Share improvised, composed, or arranged pieces.</p> <p>b. Refine improvised or composed pieces using student-created criteria.</p>

Mastery Chorus Levels I-IV	
Current GPS	GSE
<p>MHSMC.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Compare and contrast various genres and styles of music. b. Analyze music utilizing knowledge of the choral score. c. Analyze how the quality of one’s own work affects the progress and performance of the whole ensemble. d. Interpret emotions and thoughts communicated through music. 	<p>HSMC.RE.1 Perceive, analyze and interpret meaning in musical works.</p> <ul style="list-style-type: none"> a. Analyze and describe a musical score in terms of rhythm, melody, and form. b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. c. Analyze and justify student impressions of the emotions and thoughts that music conveys. d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
<p>MHSMC.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Prescribe adjustments needed to strengthen individual and ensemble performance. b. Apply criteria and makes value judgments of the quality of a composition. c. Exhibit commendable performer and audience etiquette. 	<p>HSMC.RE.2 Apply criteria to evaluate musical works.</p> <ul style="list-style-type: none"> a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

Mastery Chorus Levels I-IV	
Current GPS	GSE
<p>MHSMC.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Demonstrate and articulate an awareness of the collaborative nature of the choral art. 	<p>HSMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. b. Discuss and justify how a musician’s interests, knowledge, and skills determine how they create, perform and respond to music. c. Analyze the collaborative nature of the choral art.
<p>MHSMC.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Interpret how music relates to personal development and enjoyment of life. b. Analyze and evaluate how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. 	<p>HSMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music. b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance. c. Analyze and justify historical period, composer, culture, and style of music presented in class. d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

Mastery Chorus Levels I-IV	
Current GPS	GSE
New standard.	<p>HSMC.PR.3 Convey meaning through the presentation of musical works.</p> <ul style="list-style-type: none"> a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras. b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

Dance Georgia Standards of Excellence

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing melodic and rhythmic patterns into an audio software program with technical accuracy. b. Demonstrate basic ensemble singing skills with and without accompaniment. 	<p>HSMTTC1.CR.2 Select and develop musical ideas for defined purposes and contexts.</p> <ul style="list-style-type: none"> a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.
<p>MHSBMT.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Develop basic keyboarding finger/hand position technique and correct posture for the MIDI keyboard/controller. b. Apply major scale finger patterns in solo performances on the MIDI keyboard/controller. c. Perform in small ensembles with one student on a part on electronic instruments. d. Demonstrate knowledge of note names on the keyboard. 	<p>HSMTTC1.CR.4 Share creative musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <ul style="list-style-type: none"> a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship and the use of digital and analog tools and resources in developing and organizing musical ideas.
<p>MHSBMT.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used. b. Manipulate basic music symbols and terms using music notation software. c. Sight-read basic melodies and rhythms on the MIDI keyboard/controller. d. Compose music using varied note entry methods (e.g., step-entry, real-time) in music notation software. e. Demonstrate basic knowledge of notation software processes. 	<p>HSMTTC1.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.</p> <ul style="list-style-type: none"> a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design).

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise basic rhythmic and melodic figures over basic chord progressions. b. Devise rhythmic and melodic variations of a specific theme. c. Create rhythmic and harmonic accompaniments to existing melodic material. 	<p>HSMTC1.CR.1 Generate musical ideas for various purposes and contexts.</p> <ul style="list-style-type: none"> a. Generate melodic, rhythmic, and harmonic ideas for musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) using digital tools and resources.
<p>MHSBMT.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose music in several distinct styles using music software or sequencer. b. Arrange music for small ensembles using a specific instrumentation. c. Compare composition techniques used in different software packages. d. Create and utilize loop based music data in compositions. e. Utilize audio and signal effects such as reverb, chorus, and echo in compositions and arrangements. f. Explore basic rhythmic, melodic, and harmonic dictation. 	<p>HSMTC1.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <ul style="list-style-type: none"> a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.
<p>MHSBMT.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Demonstrate an extensive knowledge of the technical vocabulary of music. b. Identify and explain basic compositional devices and techniques. c. Analyze form and harmony of aural and written examples of a varied repertoire of music. 	<p>HSMTC1.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance.</p> <ul style="list-style-type: none"> a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate performances and compositions by comparing them to exemplary models. b. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions. 	<p>HSMTC1.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.</p> <ul style="list-style-type: none"> a. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.
<p>MHSBMT.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Create music soundtracks for visual arts media. b. Compose music influenced by the genre and time periods of other artistic mediums. c. Explore multi-media production techniques. 	<p>HSMTC1.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. b. Demonstrate understanding of relationships between music, history, and culture. c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication.
<p>MHSBMT.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify and discuss examples of non-western music. b. Analyze and discuss musical time periods and their relationships to cultural and artistic developments. c. Classify and discuss selected musical works from known genres of music, their cultural influences, and their significance in history. 	<p>HSMTC1.RE.3 Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers.</p> <ul style="list-style-type: none"> a. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.10 Understanding and describing the major hardware and software components of a computer and their interactions.</p> <ul style="list-style-type: none"> a. Identify and define key functional components of a computer. b. Understand the terms and units that are used to describe major hardware components. c. Describe the interaction between input/output devices and other functional components of a computer in the execution of software applications. d. List the steps in setting up a computer and functional components including external and internal audio/MIDI devices. 	<p>HSMTTC1.CN.4 Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions.</p>

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.11 Identifying and describing the fundamental devices associated with personal computers.</p> <ul style="list-style-type: none"> a. Identify the names, purposes, and characteristics of storage devices. b. Identify the names, purposes, and characteristics of motherboards. c. Identify the names, purposes, and characteristics of power supplies. d. Identify the names, purposes, and characteristics of processor/CPUs. e. Identify the names, purposes, and characteristics of memory. f. Identify the names, purposes, and characteristics of display devices. g. Identify the names, purposes, and characteristics of input devices. h. Identify the names, purposes, and characteristics of adapter cards. i. Identify the names, purposes, and characteristics of ports and cables. j. Identify the names, purposes, and characteristics of cooling systems. 	<p>Deleted</p>
<p>MHSBMT.12 Exploring careers in music technology.</p> <ul style="list-style-type: none"> a. Describe the daily tasks and responsibilities of a professional in the field of music technology. b. Compare and contrast the top jobs in music technology. c. Explore careers that combine music technology with another field. 	<p>HSMTTC1.CN.3 Explore careers in music technology.</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of professional standards as they apply to the music industry. b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology.

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.13 Evaluating, comparing, and contrasting relevant websites associated with music technology.</p> <ul style="list-style-type: none"> a. List the important issues in evaluating websites. b. Identify and critique the layout, navigation, and accessibility of a web site based on its purpose. c. Evaluate elements of specific websites as they relate to music technology. 	<p>HSMTC1.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
<p>MHSBMT.14 Understanding ethical use of technology systems, media, information, and software as it relates to music technology.</p> <ul style="list-style-type: none"> a. Identify and explain basic copyright laws as they relate to music technology applications. b. Discuss ethical and legal issues as related to music technology. c. Discuss copywriting procedures for original compositions or productions. 	<p>Reorganized/combined with other standards.</p>

Music Technology Levels I-II	
Current GPS	GSE
<p>MHSBMT.15 Understanding live audio sound amplification and recording techniques.</p> <ul style="list-style-type: none"> a. Demonstrate differences in and uses of microphones in both live and studio applications. b. Demonstrate how to store and convert digital audio and MIDI data. c. Compare differences between analog and digital sound production and recording. d. Compare and contrast various signal processing techniques used to enhance the audio production process. e. Utilize music production techniques in a live performance. f. Record and edit digital and analog audio. g. Demonstrate knowledge of different mediums for audio and their storage requirements. h. Demonstrate processes of transferring analog audio into digital audio. i. Manipulate data from one program to another converting file formats as needed. 	<p>Deleted.</p>
<p>MHSBMT.16 Understanding music technology in relation to history and culture.</p> <ul style="list-style-type: none"> a. Discuss differences in major computer platforms. b. Identify major historical contributions to personal computer and music technology. 	<p>HSMTC1.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Technology Levels I-II	
Current GPS	GSE
New standard.	<p>HSMTC1.PR.1 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context.</p> <p>a. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music, and the performer’s technical skill using digital tools and resources.</p>
New standard.	<p>HSMTC1.PR.3 Develop personal interpretations that consider the intent of the creator and/or performer.</p> <p>a. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared and improvised performances and performers’ ability to connect with audiences.</p>
New standard.	<p>HSMTC1.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>

Music Technology Levels I-II	
Current GPS	GSE
New standard.	<p>HSMTC1.RE.1 Choose appropriate music for a specific purpose or situation.</p> <p>a. Select and critique contrasting musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design), defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</p>

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Sing melodic and rhythmic patterns into an audio software program with technical accuracy. b. Demonstrate basic ensemble singing skills with and without accompaniment. 	<p>HSMTC1.CR.2 Select and develop musical ideas for defined purposes and contexts.</p> <ul style="list-style-type: none"> a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.
<p>MHSAMT.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Develop basic keyboarding finger/hand position technique and correct posture for the MIDI keyboard/controller. b. Apply major scale finger patterns in solo performances on the MIDI keyboard/controller. c. Perform in small ensembles with one student on a part on electronic instruments. d. Demonstrate knowledge of note names on the keyboard. 	<p>HSMTC1.CR.4 Share creative musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <ul style="list-style-type: none"> a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship and the use of digital and analog tools and resources in developing and organizing musical ideas.
<p>MHSMMT.3 Reading and notating music Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used.</p> <ul style="list-style-type: none"> a. Manipulate basic music symbols and terms using music notation software. b. Sight-read basic melodies and rhythms on the MIDI keyboard/controller. c. Compose music using varied note entry methods (e.g., step-entry, real-time) in music notation software. d. Demonstrate basic knowledge of notation software processes. 	<p>HSMTC1.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.</p> <ul style="list-style-type: none"> a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design).

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Improvise basic rhythmic and melodic figures over basic chord progressions. b. Devise rhythmic and melodic variations of a specific theme. c. Create rhythmic and harmonic accompaniments to existing melodic material. 	<p>HSMTC1.CR.1 Generate musical ideas for various purposes and contexts.</p> <ul style="list-style-type: none"> a. Generate melodic, rhythmic, and harmonic ideas for musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) using digital tools and resources.
<p>MHSAMT.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose music in several distinct styles using music software or sequencer. b. Arrange music for small ensembles using a specific instrumentation. c. Compare composition techniques used in different software packages. d. Create and utilize loop based music data in compositions. e. Utilize audio and signal effects such as reverb, chorus, and echo in compositions and arrangements. f. Explore basic rhythmic, melodic, and harmonic dictation. 	<p>HSMTC1.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <ul style="list-style-type: none"> a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.
<p>MHSAMT.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Demonstrate an extensive knowledge of the technical vocabulary of music. b. Identify and explain basic compositional devices and techniques. c. Analyze form and harmony of aural and written examples of a varied repertoire of music. 	<p>HSMTC1.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance.</p> <ul style="list-style-type: none"> a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Evaluate performances and compositions by comparing them to exemplary models. b. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions. 	<p>HSMTC1.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.</p> <ul style="list-style-type: none"> a. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.
<p>MHSAMT.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Create music soundtracks for visual arts media. b. Composes music influenced by the genre and time periods of other artistic mediums. c. Explore multi-media production techniques. 	<p>HSMTC1.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. b. Demonstrate understanding of relationships between music, history, and culture. c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication.
<p>MHSAMT.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify and discuss examples of non-western music. b. Analyze and discuss musical time periods and their relationships to cultural and artistic developments. c. Classify and discuss selected musical works from known genres of music, their cultural influences, and their significance in history. 	<p>HSMTC1.RE.3 Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers.</p> <ul style="list-style-type: none"> a. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.10 Understanding and describing the major hardware and software components of a computer and their interactions.</p> <ul style="list-style-type: none"> a. Identify and define key functional components of a computer. b. Recognize the terms and units that are used to describe major hardware components. c. Describe the interaction between input/output devices and other functional components of a computer in the execution of software applications. d. List the steps in setting up a computer and functional components including external and internal audio/MIDI devices. 	<p>HSMTTC1.CN.4 Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions.</p>

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.11 Identifying and describing the fundamental devices associated with personal computers.</p> <ul style="list-style-type: none"> a. Identify the names, purposes, and characteristics of storage devices. b. Identify the names, purposes, and characteristics of motherboards. c. Identify the names, purposes, and characteristics of power supplies. d. Identify the names, purposes, and characteristics of processor/CPUs. e. Identify the names, purposes, and characteristics of memory. f. Identify the names, purposes, and characteristics of display devices. g. Identify the names, purposes, and characteristics of input devices. h. Identify the names, purposes, and characteristics of adapter cards. i. Identify the names, purposes, and characteristics of ports and cables. j. Identify the names, purposes, and characteristics of cooling systems. 	<p>Deleted</p>

Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.12 Exploring careers in music technology.</p> <ul style="list-style-type: none"> a. Describe the daily tasks and responsibilities of a professional in the field of music technology. b. Compare and contrast the top jobs in music technology. c. Explore careers that combine music technology with another field. 	<p>HSMTC1.CN.3 Explore careers in music technology.</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of professional standards as they apply to the music industry. b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology.
<p>MHSAMT.13 Evaluating, comparing, and contrasting relevant websites associated with music technology.</p> <ul style="list-style-type: none"> a. List the important issues in evaluating websites. b. Identify and critique the layout, navigation, and accessibility of a web site based on its purpose. c. Evaluate elements of specific websites as they relate to music technology. 	<p>HSMTC1.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.</p> <p>Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p>
<p>MHSAMT.14 Understanding ethical use of technology systems, media, information, and software as it relates to music technology.</p> <ul style="list-style-type: none"> a. Identify and understand basic copyright laws as they relate to music technology applications. b. Discuss ethical and legal issues as related to music technology. c. Discuss copywriting procedures for original compositions or productions. 	<p style="text-align: center;">Reorganized/combined into other standards.</p>

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Music Technology Levels III-IV	
Current GPS	GSE
<p>MHSAMT.15 Understanding live audio sound amplification and recording techniques.</p> <ul style="list-style-type: none"> a. Demonstrate differences in and uses of microphones in both live and studio applications. b. Demonstrate how to store and convert digital audio and MIDI data. c. Compare differences between analog and digital sound production and recording. d. Compare and contrast various signal processing techniques used to enhance the audio production process. e. Utilize music production techniques in a live performance. f. Record and edit digital and analog audio. g. Demonstrate knowledge of different mediums for audio and their storage requirements. h. Demonstrate processes of transferring analog audio into digital audio. i. Manipulates data from one program to another converting file formats as needed. 	<p>Deleted</p>
<p>MHSAMT.16 Understanding music technology in relation to history and culture.</p> <ul style="list-style-type: none"> a. Discuss differences in major computer platforms. b. Identify major historical contributions to personal computer and music technology. 	<p>HSMTC1.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <ul style="list-style-type: none"> a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Technology Levels III-IV	
Current GPS	GSE
New standard.	<p>HSMTC1.PR.1 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context.</p> <p>b. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music, and the performer’s technical skill using digital tools and resources.</p>
New standard.	<p>HSMTC1.PR.3 Develop personal interpretations that consider the intent of the creator and/or performer.</p> <p>a. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared and improvised performances and performers’ ability to connect with audiences.</p>
New standard.	<p>HSMTC1.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>

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Music Technology Levels III-IV	
Current GPS	GSE
New standard.	HSMTC1.RE.1 Choose appropriate music for a specific purpose or situation. a. Select and critique contrasting musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design), defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

Beginning Music Theory and Composition	
Current GPS	GSE
<p>MHSBMTh.1 Singing, alone and with others, a varied repertoire of music.</p> <p>a. Sight-sing diatonic melodies, with minimum characteristics such as, stepwise melodies, both ascending and descending, melodies with diatonic skips, minor 3rd through tri-tone first (if possible), and melodies with diatonic skips, tri-tone through octave (if possible).</p>	<p>HSBMT.PR.1 Sing alone and with others.</p> <p>a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave).</p>
<p>MHSBMTh.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>a. Identify notes on the keyboard.</p> <p>b. Relate pitches on a keyboard to notation on the staff in their native clef.</p> <p>c. Play diatonic melodies on the keyboard where possible, or on another instrument.</p>	<p>HSBMT.PR.2 Perform on instruments, alone and with others.</p> <p>a. Identify notes on the keyboard by letter name.</p> <p>b. Relate pitches on a keyboard to notation on the staff in F and G clefs.</p> <p>c. Play diatonic melodies on the keyboard.</p>
<p>MHSBMTh.3 Reading and notating music.</p> <p>a. Demonstrate an understanding of rhythmic terms such as, time signature/meter (simple, compound, duple, triple), measure (bar line, double bar line).</p> <p>b. Choose which rhythm has been performed from an array of choices (Examples will be in simple meter, up to and including three part beat division).</p> <p>c. Perform rhythmically by tapping the foot with a steady pulse representing the basic metrical unit while clapping and speaking the given rhythm. [Spoken syllables may be neutral, or syllables adopted by the instructor (i.e. 1-e-&-u, Eastman system, etc.)]</p>	<p>HSBMT.CR.1 Read and Notate music.</p> <p>a. Identify, describe and notate rhythmic terms (e.g. time signature/meter <simple, compound, duple, triple> measure <bar line, double bar line>).</p> <p>b. Identify and notate rhythm, including sixteenth-notes and rests in simple meter.</p> <p>c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines.</p> <p>d. Identify major and minor key signatures.</p> <p>e. Identify major/minor, and perfect intervals.</p>

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Beginning Music Theory and Composition	
Current GPS	GSE
<ul style="list-style-type: none"> d. Notate rhythms in simple meter using rhythmic values up to and including sixteenth notes and rests. e. Identify pitches in treble and bass clefs, including notes utilizing ledger lines. f. Identify major key signatures. g. Identify half, and whole-step pitches and enharmonic pitches. h. Identify major/minor, and perfect intervals. i. Identify the whole and half steps that comprise a major scale. j. Identify major scales, using both key signatures and accidentals. k. Identify and describe chromatic scales. l. Identify chords including major triads and minor triads. m. Aurally identify all intervals (half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), identify major scales by knowing the whole and half step sequence and by using both key signatures and accidentals, identify and describe the chromatic scale, and identify chords (major and minor triads). 	<ul style="list-style-type: none"> f. Identify major, minor and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships). g. Identify chords (e.g. major and minor triads). h. Aurally identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads). i. Introduce cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic). j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity.

Beginning Music Theory and Composition	
Current GPS	GSE
<p>MHSBMTh.4 Improvising rhythms and melodies.</p> <ul style="list-style-type: none"> a. Improvise short rhythmic lines. b. Improvise short melodic lines which incorporate scalar and chordal motives. 	<p>HSBMT.CR.2 Improvise rhythms and melodies.</p> <ul style="list-style-type: none"> a. Improvise short rhythmic ideas of up to 2 bars. b. Improvise up to 2 bars of short melodic ideas which incorporate scalar and chordal motives.
<p>MHSBMTh.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose and perform short rhythmic lines. b. Compose and perform short melodic lines which incorporate scalar and chordal motives. 	<p>HSBMT.CR.3 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). c. Arrange simple pieces for voices or instruments.

Beginning Music Theory and Composition	
Current GPS	GSE
<p>MHSBMTh.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Aurally identify and describe basic formal elements and forms in a composition such as phrase and period, binary song, ternary song, rondo, theme, and variations. b. Demonstrate an understanding and application of standard music terminology involving dynamics, articulation, and tempo/style. 	<p>HSBMT.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations). b. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied. c. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied. d. Describe the uses of technical and expressive elements of music in terms of their effect on the listener.
<p>MHSBMTh.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Describe a given short musical composition based on aural exposure. b. Describe rhythmic and melodic/harmonic character in terms covered previously. 	<p>HSBMT.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Describe a short musical composition presented aurally, without the assistance of a score. b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms. c. Using teacher-created criteria, evaluate a music performance. d. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

Beginning Music Theory and Composition	
Current GPS	GSE
<p>MHSBMTh.8 Understanding relationships between music and the other arts.</p> <p>a. Demonstrate an understanding of how music has been influenced by and integrated with other fine arts disciplines within the context of their theoretical understanding.</p>	<p>HSBMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.</p> <p>a. Demonstrate an understanding of how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.</p> <p>b. Explain or demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles.</p>
<p>MHSBMTh.9 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>a. Demonstrate an understanding of how music is based upon mathematic and scientific principles.</p>	<p>Reorganized/combined with other standards.</p>
<p>MHSBMTh.10 Understanding music in relation to history and culture.</p> <p>a. Demonstrate an understanding of how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.).</p> <p>b. Describe how major musical movements, figures, and events coincide with and/or were influenced by political, religious and economic conditions of the time.</p>	<p>HSBMT.CN.2 Understand music in relation to history and culture.</p> <p>a. Demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages).</p> <p>b. Describe how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time.</p>

Intermediate Music Theory and Composition	
Current GPS	GSE
<p>MHSIMTh.1 Singing, alone and with others, a varied repertoire of music.</p> <p>a. Sight-sing diatonic melodies, including stepwise melodies, both ascending and descending and melodies with diatonic skips.</p>	<p>HSIMT.PR.1 Sing alone and with others.</p> <p>a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave).</p>
<p>MHSIMTh.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>a. Identify notes on the keyboard.</p> <p>b. Relate pitches on a keyboard to notation on the grand staff (e.g., both treble and bass clefs).</p> <p>c. Perform diatonic melodies on the keyboard where possible, or on another instrument.</p>	<p>HSIMT.PR.2 Perform on instruments, alone and with others.</p> <p>a. Identify notes and intervals on the keyboard by letter name.</p> <p>b. Relate pitches on a keyboard to notation on the staff in F and G clefs.</p> <p>c. Play diatonic melodies on the keyboard.</p>
<p>MHSIMTh.3 Reading and notating music.</p> <p>RHYTHM</p> <p>a. Identify and describe rhythmic terms such as time signature/meter (simple, compound, duple, triple), measure (bar line, double bar line).</p> <p>b. Notate rhythms in simple and compound meters up to and including three part beat division.</p> <p>c. Notate rhythms in simple and compound meters using rhythmic values up to and including sixteenth notes and rests.</p> <p>MELODY/PITCH</p> <p>d. Identify pitches in treble and bass clefs, including notes utilizing ledger lines.</p> <p>e. Identify and notate all 12 major and minor key signatures.</p>	<p>HSIMT.CR.1 Read and Notate music.</p> <p>a. Identify, describe and notate rhythmic terms (e.g. time signature/meter <simple, compound, duple, triple> measure <bar line, double bar line>).</p> <p>b. Identify and notate rhythm including sixteenth- and dotted-quarter notes and rests in simple and compound meter.</p> <p>c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines.</p> <p>d. Identify major and minor key signatures.</p> <p>e. Identify major/minor, and perfect intervals.</p>

Intermediate Music Theory and Composition	
Current GPS	GSE
<ul style="list-style-type: none"> f. Identify half, whole-step, and enharmonic pitches. g. Identify and notate major/minor intervals, perfect intervals, and augmented/diminished intervals. h. Identify and notate the whole and half steps that comprise a major scale. i. Identify and notate major scales, using both key signatures and accidentals. j. Identify, notate and describe minor scale types, such as natural, melodic, and harmonic. k. Identify, notate, and describe chromatic scales. l. Identify, notate, and describe chords including major, minor, augmented, diminished triads, and dominant sevenths. m. Aurally identify all intervals such as, half steps, whole steps, enharmonic pitches, major, minor, perfect, augmented, and diminished intervals. n. Aurally identify all major and minor scales (natural, melodic, and harmonic). o. Aurally identify chords (major triads, minor triads, augmented triads, diminished triads, and dominant sevenths). p. Identify, describe, and notate melodic and functional harmonic content in the context of major and minor tonalities using diatonic material only. 	<ul style="list-style-type: none"> f. Identify major, minor (natural, traditional and jazz melodic, harmonic) and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships). g. Identify chords (e.g. major, minor, diminished, augmented triads). h. Identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads) visually and aurally. i. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half cadence). j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity. k. Identify and describe meter and tempo modification. l. Recognize the use of Roman Numeral Analysis in a score.

Intermediate Music Theory and Composition	
Current GPS	GSE
<p>MHSIMTh.4 Improvising rhythms and melodies.</p> <ul style="list-style-type: none"> a. Improvise short rhythmic lines. b. Improvise short melodic lines which incorporate scalar and chordal motives. 	<p>HSIMT.CR.2 Improvise rhythms and melodies.</p> <ul style="list-style-type: none"> a. Improvise short rhythmic ideas of up to 4 bars. b. Improvise up to 4 bars of short melodic ideas which incorporate scalar and chordal motives.
<p>MHSIMTh.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose and perform short rhythmic lines. b. Compose and perform short melodic lines which incorporate scalar and chordal motives. These compositional exercises may be in the form of a single melodic line accompanied by Roman numeral chord indications, or a traditional four-part (SATB) vocal texture. 	<p>HSIMT.CR.3 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). c. Arrange simple pieces for voices or instruments. d. Compose and perform melodic lines which incorporate scalar and chordal motives (e.g. single melodic line accompanied by Roman numeral chord indications, traditional four-part <SATB> vocal texture, lead sheet notation) up to 4 bars.

Intermediate Music Theory and Composition	
Current GPS	GSE
<p>MHSIMTh.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Aurally identify and describe basic formal elements and forms in a composition as follows: (phrase and period, binary song, ternary song, rondo, and theme and variations). b. Recognizes standard music terminology such as dynamics, articulation, and tempo/style. 	<p>HSIMT.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations, minuet, trio/scherzo). b. Identify and describe forms of music, and relate them to the style, mood and context of the piece being studied. c. Identify and describe monophonic, polyphonic, and homophonic textures. d. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied. e. Describe and discuss the uses of technical and expressive elements of music in terms of their effect on the listener.
<p>MHSIMTh.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Describe a given short musical composition based on aural exposure. b. Describe rhythmic and melodic/harmonic character. 	<p>HSIMT.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Describe a short musical composition presented aurally, without the assistance of a score. b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms. c. Using teacher- or student-created criteria, evaluate a music performance. d. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

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Intermediate Music Theory and Composition	
Current GPS	GSE
<p>MHSIMTh.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>a. Discuss how music has been influenced by and integrated with other fine arts disciplines throughout the major historical periods for Western Art (or “Classical”) Music, from antiquity to contemporary.</p>	<p>HSIMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.</p> <p>a. Explain how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.</p> <p>b. Explain and demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles.</p>
<p>MHSIMTh.9 Understanding relationships between music and other disciplines outside the fine arts.</p> <p>a. Articulate how music is based upon mathematic and scientific principles.</p>	<p>Reorganized/combined with other standards.</p>
<p>MHSIMTh.10 Understanding music in relation to history and culture.</p> <p>a. Discuss how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.).</p> <p>b. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time.</p>	<p>HSIMT.CN.2 Understand music in relation to history and culture.</p> <p>a. Explain or demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages).</p> <p>b. Describe and explain how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time.</p>

Advanced Music Theory and Composition	
Current GPS	GSE
<p>MHSAMTh.1 Singing, alone and with others, a varied repertoire of music.</p> <p>a. Demonstrates the ability to sing at sight primarily diatonic melodies in simple and compound meter.</p>	<p>HSAMT.PR.1 Sing a varied repertoire of music, alone and with others.</p> <p>a. Demonstrate the ability to sing intervals at sight up to a 9th in simple and compound meter.</p> <p>b. Correctly sing scales (e.g. major, natural minor, jazz and traditional melodic minor, harmonic minor).</p> <p>c. Sight-sing notated diatonic melodies, in major and minor keys, in simple and compound meters.</p>
<p>MHSAMTh.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>a. Demonstrate the ability to play notated pitches, chords, scales, and melodic/rhythmic passages of no more than eight measures on the piano keyboard where possible, or on another instrument.</p>	<p>HSAMT.PR.2 Perform a varied repertoire of music on instruments, alone and with others.</p> <p>a. Demonstrate the ability to play notated pitches, chords, scales, and melodic/rhythmic passages of no more than eight measures on the piano keyboard using F and G clefs.</p> <p>b. Demonstrate the ability to play notated music on a second instrument using F, G or movable C clef.</p>
<p>MHSAMTh.3 Reading and notating music.</p> <p>a. Notate the elements of music using F, G and moveable C, clefs, including noteheads, stems, flags, beams, and rests, using correct vertical alignment and stem direction, barlines, brackets, braces, repeat signs, endings, and accidentals.</p> <p>b. Notate and recognize simple rhythmic patterns (beats and subdivisions), notate and recognize simple, compound, and complex meters, and organize rhythms into appropriate groupings (beaming and barring).</p> <p>c. Demonstrate the ability to write major and minor key signatures on the staff (circle of fifths).</p>	<p>HSAMT.CR.1 Read and Notate music.</p> <p>a. Recognize rhythmic patterns (beats and subdivisions), in simple, compound, and complex/asymmetrical meters.</p> <p>b. Notate rhythm in accordance with standard notation practices in simple, compound, and complex meters.</p> <p>c. Identify rhythmic motives from written and aural examples in simple and compound meters.</p> <p>d. Notate rhythmic patterns from dictated examples in simple and compound meters.</p> <p>e. Identify and distinguish common terminologies of form, style, and musical expression.</p>

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Current GPS	GSE
<ul style="list-style-type: none"> d. Demonstrate the ability to notate simple rhythmic patterns from dictated examples and identify simple rhythmic motives and meters from aural examples. e. Demonstrate the ability to notate diatonic and non-diatonic melodies from a dictated source. f. Demonstrate the ability to notate outer voices (soprano and bass) and Roman numerals from dictated traditional, primarily diatonic harmonic progressions. g. Demonstrate the ability to compose and identify diatonic and non-diatonic chords and inversions from a figured bass. h. Identify transposing and non-transposing instruments, appropriate clefs for individual instruments, appropriate written ranges for each instrument, and score layout for piano, chamber ensemble, chorus, orchestra, and band. i. Demonstrate the ability to transpose a melodic line to appropriate keys and clefs for any instrument or groups of instruments. j. Notate and identify visually and aurally all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending. k. Identify visually and aurally pitch collections (scales) including major, minor, church modes, whole tone, chromatic, and pentatonic. l. Identify visually and aurally major, minor, augmented, and diminished triads, seventh chords and inversions in open and closed spacing. 	<ul style="list-style-type: none"> f. Identify and notate melody and pitch in four clefs. g. Identify and notate all major and minor key signatures. h. Notate diatonic and non-diatonic melodies from a dictated source in simple and compound meters. i. Identify and notate, visually and aurally, all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending. j. Identify and notate scales visually and aurally (e.g. major, minor, church modes, whole-tone, chromatic, and pentatonic). k. Identify and notate chords, visually and aurally (e.g. major, minor, augmented, diminished triads, seventh chords, and their inversions in open and closed spacing). l. Notate outer voices (soprano and bass) and Roman numerals from dictated traditional, primarily diatonic harmonic progressions. m. Identify diatonic and non-diatonic chords and inversions (e.g. two-staff, four part score using Roman numeral analysis, figured bass, jazz lead sheet). n. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half, and deceptive). o. Demonstrate through written exercises a working knowledge of the rules governing three- and four- part writing as practiced during the common style period.

Advanced Music Theory and Composition	
Current GPS	GSE
<ul style="list-style-type: none"> m. Identify chords from a two-staff, four-part score using Roman numeral analysis. n. Identify visually and aurally plagal, perfect authentic, imperfect authentic, half, deceptive cadences. o. Demonstrate through written exercises, knowledge of the rules governing three and four part writing as practiced during the common style period. p. Identify and describe common terminologies of form, style, musical expression, volume/intensity, and tempo modification. 	<ul style="list-style-type: none"> p. Identify elements of a musical score (e.g. transposing and non-transposing instruments, appropriate clefs for individual instruments, appropriate written ranges for each instrument, and score layout for piano, chamber ensemble, chorus, orchestra, and band). q. Recognize the practice of transposing a melodic line to appropriate keys and clefs for any various instrument or groups of instruments.
<p>MHSAMTh.4 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones. b. Compose short musical forms including phrases, periods, and simple binary forms. c. Construct appropriate harmonization for melodies they have composed and given melodies, using appropriate voice leadings in three and four part textures. 	<p>HSAMT.CR.3 Compose and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Compose melodies in major and minor keys using compositional techniques (e.g. antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones which move according to the principles of voice-leading from the Common Practice Period). b. Construct appropriate harmonization for composed and/or given melodies, in both major and minor keys, according to the principles of harmonization from the Common Practice Period. c. Compose a complete musical composition using compositional techniques studied in class. d. Arrange simple pieces for voices or instruments.

Advanced Music Theory and Composition	
Current GPS	GSE
<p>MHSAMTh.5 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Identify visually and aurally monophonic, homophonic, and polyphonic textures. b. Analyze homophonic musical forms from aural and written examples, including simple binary, simple ternary, theme and variations, rondo, and sonata allegro. c. Identify mode, meter, instrumentation, texture, phrase and period structure and cadences in given aural and written examples from the standard literature. 	<p>HSAMT.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Visually and aurally identify monophonic, homophonic, and polyphonic textures in a score and in an audible performance. b. Analyze monophonic, homophonic, and polyphonic musical forms from aural and written examples (e.g. simple binary, simple ternary, theme and variation, rondo, and sonata allegro). c. Identify mode, meter, instrumentation, phrase and period structure and cadences in given aural and written examples from the standard literature.
<p>MHSAMTh.6 Understanding relationships between music and the other arts.</p> <ul style="list-style-type: none"> a. Discuss how music has been influenced by and integrated with other fine arts throughout the major historical periods for western art (e.g., “classical”) music, from antiquity to contemporary. 	<p>Reorganized/combined with other standards.</p>
<p>MHSAMTh.7 Understanding relationships between music and other disciplines outside the fine arts.</p> <ul style="list-style-type: none"> a. Articulate how music is based upon mathematic and scientific principles. (This will include the use of numbers in counting and analyzing rhythm and meter and the overtone series as the basis for our system of tertian harmony). 	<p>HSAMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.</p> <ul style="list-style-type: none"> a. Explain and explore how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines. b. Demonstrate through a study of written examples a solid understanding of how music composition and analysis is based upon mathematic and scientific principles.

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<p>MHSAMTh.8 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Discuss how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.). b. Describe the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) in terms of harmony, style, form and the correlation between music of those periods and the other fine arts of that same time. c. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time. 	<p>HSAMT.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Describe and analyze the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) (e.g. harmony, style, form) and the correlation between music of those periods and the other fine arts of the respective era. b. Describe and justify how major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of that era.
<p>New standard.</p>	<p>HSAMT.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Listen to, evaluate, and analyze elements of theory and form in a given musical composition. b. Using student-created criteria, evaluate a music performance. c. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

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Beginning Orchestra Levels I-IV	
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<p>MHSBO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation. b. Demonstrate an understanding of phrasing through singing simple melodies. c. Discuss the relationship between singing and quality tone production on a string instrument. 	<p>Deleted</p>
<p>MHSBO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 1 and 2 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position. c. Demonstrate vibrato readiness skills. d. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. e. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b. f. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo. 	<p>HSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing simple melodies. c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of II and/or III on a scale of I to VI. e. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. f. Demonstrate basic vibrato. g. Exhibit the ability to accurately tune respective instrument.

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Beginning Orchestra Levels I-IV	
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	<ul style="list-style-type: none"> h. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position). i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. j. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, and Bb, Eb and the minor keys of e, a, d. k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.
<p>MHSBO.3 Reading and notating music a. Identify notes on the staff and on ledger lines of respective clef.</p> <ul style="list-style-type: none"> a. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b. b. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, and alle breve. c. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature. d. Sight-read, accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6. 	<p>HSBO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys e, a, and d. c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eight notes, sixteenth notes and their corresponding rests) in the time signatures of 4/4, 3/4, 2/4, 6/8, alla breve and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. e. Accurately and expressively sight-read music with a difficulty level of I on a scale of I to VI.

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Beginning Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSBO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D and G. 	<p>HSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Use teacher-created criteria to refine improvised or composed pieces.
<p>MHSBO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D and G. 	<p>Reorganized/combined with other standards.</p>
<p>MHSBO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. 	<p>HSBO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed). c. Identify simple musical forms. d. Listen to and/or watch professional ensembles and discuss critical expressive elements of their performances.

Beginning Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSBO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm. 	<p>HSBO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. d. Using self-reflection and peer feedback, critique recorded examples of music performed by the ensemble and other ensembles and make suggestions for improvement. e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.
<p>MHSBO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well-rounded education. b. Establish awareness that all subjects are related to music. 	<p>HSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain the benefits of musical study as part of a well-rounded education. b. Discuss how other subjects relate to music.

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Beginning Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSBO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. 	<p>HSBO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss how the music performed in class relates to the culture and society in which we live.

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Intermediate Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSIO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings. b. Demonstrate an understanding of phrasing through singing melodies. c. Discuss the relationship between singing and quality tone production on a string instrument. 	<p>Deleted</p>
<p>MHSIO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position). f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, and the minor keys of e, a, d, b, and c. 	<p>HSIO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing melodies. c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of III and/or IV on a scale of I to VI. e. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. f. Demonstrate basic vibrato. g. Exhibit the ability to accurately tune respective instrument.

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Intermediate Orchestra Levels I-IV	
Current GPS	GSE
<p>h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.</p>	<p>h. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position).</p> <p>i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.</p> <p>j. Utilize correct finger patterns in performing scales and repertoire in the major and minor keys up to 3 sharps and 3 flats.</p> <p>k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.</p>
<p>MHSIO.3 Reading and notating music.</p> <p>a. Identify notes on the staff and on ledger lines of respective clef.</p> <p>b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys of e, a, d, b and c.</p> <p>c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alle breve, and mixed meter.</p> <p>d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.</p> <p>e. Sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.</p>	<p>HSIO.PR.2 Read and Notate music.</p> <p>a. Identify notes on the staff and on ledger lines of respective clef.</p> <p>b. Read and notate rhythms, notes, time signatures, clefs and key in the music being performed, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests, in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alla breve, and mixed meter.</p> <p>c. Recognize and perform dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature.</p> <p>d. Accurately and expressively sight-read music with a difficulty level of II on a scale of I to VI.</p>

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Intermediate Orchestra Levels I-IV	
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<p>MHSIO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C. 	<p>HSIO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Using teacher or student-created criteria, refine improvised or composed pieces.
<p>MHSIO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Create original rhythm patterns in 4/4 time. b. Compose simple melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument. 	<p>Reorganized/combined with other standards.</p>
<p>MHSIO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. c. Identify simple musical forms. 	<p>HSIO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. b. Identify melodic and harmonic material and phrase endings in given aural examples (e.g. aural, written, performed). c. Identify simple musical forms. d. Listen to and/or watch professional ensembles, and discuss and describe critical expressive elements of their performances.

Intermediate Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSIO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm. d. Critique music performed by ensemble and make suggestions for improvement. 	<p>HSIO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Distinguish between correct and incorrect notes and intonation, demonstrate the ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Using a teacher- or student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. d. Discuss and describe recorded examples of music performed by the ensemble and other ensembles and develop strategies for improvement. e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.
<p>MHSIO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Explain how music contributes to a well-rounded education. b. Establish awareness that all subjects are related to music. 	<p>HSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Discuss and describe the benefits of musical study as part of a well-rounded education. b. Discuss and describe how other subjects relate to music.

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Intermediate Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSIO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss characteristics of music from various societies and cultures.c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	<p>HSIO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none">a. Identify and compare performance styles of music learned in class.b. Discuss and describe how the music performed in class relates to the culture and society in which we live.

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Advanced Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSAO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none">a. Demonstrate the ability to match pitch and adjust intonation by singing selected excerpts from the music being performed by the orchestra.b. Demonstrate an understanding of phrasing through singing melodies.c. Discuss the relationship between singing and quality tone production on a string instrument.	<p style="text-align: center;">Deleted</p>

Advanced Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSAO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 4 and 5 on a scale of 1 to 6. b. Apply the use of vibrato in appropriate orchestra literature. c. Exhibit the ability to accurately tune respective instrument. d. Demonstrate the ability to shift to II through V positions and use those positions when performing selected music. e. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. f. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, the minor keys of b, e, a, f#, d, g and c and any other keys used in music being performed. g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. 	<p>HSAO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing melodies. c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of IV and/or V on a scale of I to VI. e. Apply the use of vibrato in appropriate orchestra literature. f. Exhibit the ability to accurately tune respective instrument. g. Demonstrate the ability to play in ½ through V positions and use those positions when performing selected music. h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys up to 4 sharps and 4 flats. j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

Advanced Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSAO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Read and notate notes on the clefs used and the keys used in music being performed. b. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alle breve, and mixed meter. c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature. d. Use the circle of fifths to identify and execute keys appropriate to the music being performed. e. Sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6. 	<p>HSAO.PR.2 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alla breve, and mixed meter. b. Analyze the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. c. Use the circle of fifths to identify and perform keys appropriate to the music being performed. d. Accurately and expressively sight-read music with a difficulty level of III on a scale of I to VI.
<p>MHSAO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise stylistically appropriate harmonizing parts. c. Improvise original melodies over a given chord progression. 	<p>HSAO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Refine improvised or composed pieces using student-created criteria.

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Advanced Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSAO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange a chorale or simple composition for string orchestra. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument. 	<p>Reorganized/combined with other standards.</p>
<p>MHSAO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. c. Discuss the form and phrase structure of music being performed. 	<p>HSAO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed). c. Discuss the form and phrase structure of music being performed.
<p>MHSAO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Compare and contrast performances by various ensembles. b. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. c. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. 	<p>HSAO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Critique recorded examples of music performed by the ensemble and other ensembles and assess strategies for improvement. b. Analyze a given musical work in terms of its aesthetic qualities and assess the musical means it uses to evoke feelings and emotions. c. Listen to and/or watch professional ensembles and assess critical expressive elements. d. Evaluate and discuss ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

Advanced Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSAO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Justify the importance of music in a well-rounded education. b. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples. c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. 	<p>HSAO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Assess the benefits of musical study as part of a well-rounded education. b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music). c. Analyze the ways in which other subjects relate to music.
<p>MHSAO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify by style and historical period or culture representative aural examples of music and explain the reasoning behind their classifications. b. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. c. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. 	<p>HSAO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify a musical selection by time period and analyze the reasoning behind the classification. b. Analyze the ways in which the music performed in class relates to the culture and society of its time and other times.

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Mastery Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSMO.1 Singing, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none">a. Demonstrate the ability to match pitch and adjust intonation by singing selected excerpts from the music being performed by the orchestra.b. Demonstrate an understanding of phrasing through singing melodies.c. Discuss the relationship between singing and quality tone production on a string instrument.	<p style="text-align: center;">Deleted</p>

Mastery Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSMO.2 Performing on instruments, alone and with others, a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 5 and 6 on a scale of 1 to 6. b. Use an artistically advanced vibrato in appropriate orchestra literature. c. Exhibit the ability to accurately tune respective instrument. d. Demonstrate the ability to play in I through VII positions and use those positions in determining the best fingerings to use in music being performed. e. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. f. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or flats and any other keys used in music being performed. g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. 	<p>HSMO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. b. Demonstrate an understanding of phrasing through performing melodies. c. Analyze and justify characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of V and/or VI on a scale of I to VI. e. Use an artistically advanced vibrato in appropriate orchestra literature. f. Exhibit the ability to accurately tune respective instrument. g. Demonstrate the ability to play in ½ through VII positions and use those positions in determining the best fingerings to use in music being performed. h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or 5 flats and any other keys used in music being performed. j. Analyze and justify individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

Mastery Orchestra Levels I-IV	
Current GPS	GSE
<p>MHSMO.3 Reading and notating music.</p> <ul style="list-style-type: none"> a. Read and notate notes on the clefs used and the keys used in music being performed. b. Read and notate rhythms and time signatures in music being performed. c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature. d. Use the circle of fifths to identify and execute keys appropriate to the music being performed. e. Sight-read, accurately and expressively, music with a difficulty level of 4 on a scale of 1 to 6. 	<p>HSMO.PR.1 Read and Notate music.</p> <ul style="list-style-type: none"> a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed. b. Analyze and justify the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. c. Use the circle of fifths to identify and perform keys appropriate to the music being performed. d. Accurately and expressively sight-read music with a difficulty level of IV on a scale of I to VI.
<p>MHSMO.4 Improvising melodies, variations, and accompaniments.</p> <ul style="list-style-type: none"> a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise stylistically appropriate harmonizing parts. c. Improvise original melodies over a given chord progression in a variety of styles. 	<p>HSMO.CR.1 Improvise, compose, and arrange music within specified guidelines.</p> <ul style="list-style-type: none"> a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). b. Improvise, compose, or arrange a melody or variation of a melody. c. Share improvised, composed, or arranged pieces. d. Refine improvised or composed pieces using student-created criteria.
<p>MHSMO.5 Composing and arranging music within specified guidelines.</p> <ul style="list-style-type: none"> a. Arrange a chorale or simple composition for string orchestra. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument. 	<p>Reorganized/combined with other standards.</p>

Mastery Orchestra Levels I-IV	
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<p>MHSMO.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples. b. Identify melodic and harmonic material and phrase endings in given aural examples. c. Discuss the form and phrase structure of music being performed. 	<p>HSMO.RE.1 Listen to, analyze, and describe music.</p> <ul style="list-style-type: none"> a. Assess and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed). c. Discuss the form and phrase structure of music being performed.
<p>MHSMO.7 Evaluating music and music performances.</p> <ul style="list-style-type: none"> a. Compare and contrast performances by various ensembles. b. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. c. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. 	<p>HSMO.RE.2 Evaluate music and music performances.</p> <ul style="list-style-type: none"> a. Critique recorded examples of music performed by the ensemble and other ensembles and assess and justify strategies for improvement. b. Analyze a given musical work in terms of its aesthetic qualities and assess and justify the musical means it uses to evoke feelings and emotions. c. Listen to and/or watch professional ensembles and analyze and justify critical expressive choices. d. Assess and justify choices heard in ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

Mastery Orchestra Levels I-IV	
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<p>MHSMO.8 Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Justify the importance of music in a well-rounded education. b. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples. c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. 	<p>HSMO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> a. Assess and justify the benefits of musical study as part of a well-rounded education. b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music). c. Analyze the ways in which other subjects relate to music.
<p>MHSMO.9 Understanding music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify by style and historical period or culture representative aural examples of music and explain the reasoning behind their classifications. b. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. c. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. 	<p>HSMO.CN.2 Understand music in relation to history and culture.</p> <ul style="list-style-type: none"> a. Classify a musical selection by time period and analyze and justify the reasoning behind the classification. b. Analyze and justify the ways in which the music performed in class relates to the culture and society of its time and other times.