

Georgia Performance Standards Fine Arts

General Music (K-5): Introduction

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

GRADE 4

GENERAL MUSIC

A. Skills and Techniques/Performance

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

- a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.
- b. Sing and perform with others speech canons, rounds, ostinati, and partner songs.
- c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.
- d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.

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

- a. Perform simple melodic patterns from a major scale with appropriate technique.
- b. Perform instrumental parts while other students play or sing contrasting parts.
- c. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

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M4GM.3 – Reading and notating music

- a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.
- b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.
- c. Read simple melodies within a treble clef staff.
- d. Notate melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M4GM.4 – Improvising melodies, variations, and accompaniments

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

M4GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic and/or melodic motives to enhance literature.
- b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note or whole note within a pentatonic scale using simple meter.
- c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

C. Critical Analysis/Investigate

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

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

M4GM.7 – Evaluating music and music performances

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

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D. Cultural and Historical Context

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

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

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

- a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period).
- b. Describe the role of music and musicians in various historical time periods.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

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

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