

# 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 2

### GENERAL MUSIC

#### A. Skills and Techniques/Performance

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

- a. Sing pentatonic melodies using appropriate head voice accompanied and unaccompanied.
- b. Perform with others speech canons, rounds, and ostinatos.
- c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

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

- a. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.
- b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.
- c. Perform 2 or 3 note melodic patterns using instruments with appropriate technique.

M2GM.3 – Reading and notating music

- a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.
- b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note, and half note rhythmic patterns in response to teacher performance.
- c. Read simple melodic patterns within a treble clef staff.

#### B. Creative Expression and Communication

M2GM.4 – Improvising melodies, variations, and accompaniments

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

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M2GM.5 – Composing and arranging music within specified guidelines

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

### C. Critical Analysis/Investigate

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

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

M2GM.7 – Evaluating music and music performances

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

### D. Cultural and Historical Context

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

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

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

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

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

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