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 3

A. Skills and Techniques/Performance

M3GM.1 – Singing, alone and with others, a varied repertoire of music
   a. Sing melodies in the range of an octave using appropriate head voice accompanied and unaccompanied.
   b. Perform with others speech canons, rounds, and ostinatos.
   c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

M3GM.2 – Performing on instruments, alone and with others, a varied repertoire of music
   a. Perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.
   b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.
   c. Perform pentatonic melodic patterns using instruments with appropriate technique.

M3GM.3 – Reading and notating music
   a. Read rhythmic patterns including quarter note, quarter rest, paired eighth notes, half notes, and whole notes using traditional symbols in 2/4 and 4/4 meter.
   b. Notate rhythmic patterns including the use of quarter notes, quarter rest, paired eighth notes, half notes, and whole notes in response to teacher performance.
   c. Read melodic patterns within a treble clef staff.
B. Creative Expression and Communication

M3GM.4 – Improvising melodies, variations, and accompaniments
   a. The student will improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
   b. The student will improvise simple pentatonic melodies and accompaniments.

M3GM.5 – Composing and arranging music within specified guidelines
   a. Create rhythmic motives to enhance literature.
   b. Compose rhythmic patterns in simple meter including quarter notes, quarter rests, half notes, paired eighth notes, and whole notes.
   c. Compose simple melodic patterns.
   d. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M3GM.6 – Listening, analyzing, and describing music
   a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.
   b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
   c. Identify and classify classroom and various orchestral instruments by sight and sound.
   d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M3GM.7 – Evaluating music and music performances
   a. Evaluate musical performances of themselves and others.
   b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M3GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts
   a. Describe the relationship between music and the other arts.
   b. Describe the relationship between music and disciplines outside the arts.

M3GM.9 – Understanding music in relation to history and culture
   a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).
   b. Describe how music and musicians function in various cultures.
   c. Demonstrate appropriate audience behavior for the context and style of music performed.
M3GM.10 – Moving, alone and with others, to a varied repertoire of music
   a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.
   b. Perform choreographed and non-choreographed movements.
   c. Perform line and circle dances with and without a partner.