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: 1

GENERAL MUSIC

A. Skills and Techniques/Performance

M1GM.1 – Singing, alone and with others, a varied repertoire of music
   a. Sing melodies in a limited range using appropriate head voice accompanied and unaccompanied.
   b. Echo simple singing and speech patterns; perform call and response songs.
   c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

M1GM.2 – Performing on instruments, alone and with others, a varied repertoire of music
   a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.
   b. Perform a steady beat and simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.

M1GM.3 – Reading and notating music
   a. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or traditional icons.
   b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, and paired eighth note rhythmic patterns in response to teacher performance.
   c. Read contour representations or simple melodic patterns within a reduced staff.

B. Creative Expression and Communication

M1GM.4 – Improvising melodies, variations, and accompaniments
   a. Improvise simple body percussion patterns.
b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

M1GM.5 – Composing and arranging music within specified guidelines
   a. Create sound effects and movements to accompany songs, poems, and stories.
   b. Create simple rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using non-traditional and/or traditional icons.
   c. Create new text for familiar melodies.

C. Critical Analysis/Investigate

M1GM.6 – Listening to, analyzing, and describing music
   a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.
   b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).
   c. Identify classroom instruments by sight and sound using correct names.
   d. Aurally distinguish between the voices of men, women, and children.

M1GM.7 – Evaluating music and music performances
   a. Evaluate musical performances of themselves and others.
   b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

M1GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts
   a. Describe the relationship between music and the other arts.
   b. Describe the relationship between music and disciplines outside the arts.

M1GM.9 – Understanding music in relation to history and culture
   a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).
   b. Describe how sounds and music are used in daily lives.
   c. Demonstrate appropriate audience behavior for the context and style of music performed.

M1GM.10 – Moving, alone and with others, to a varied repertoire of music
   a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.
   b. Perform choreographed and non-choreographed movements.