

# 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 3

### GENERAL MUSIC

#### 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.

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### 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 to, 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.

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- 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.