

Georgia Performance Standards

Fine Arts

General Music (6-8) Introduction

The Georgia Performance Standards for middle school general music correlate with the National Music Standards designed for middle school general music instruction. The standards engage middle school learners in performance, creation, critical analysis and investigation, and music's relationship to culture and history. Georgia Performance Standards specify the academic knowledge and skills contemporary learners should acquire through general music instruction. Sequential and developmentally appropriate learning in general music generates understanding, mastery, and life-long appreciation for music in middle school learners. This framework provides students with experiences that connect to high quality, comprehensive education, enhancing their achievement throughout the curriculum. Additionally, students may grow to participate, create, or perform in performing arts activities.

GRADE 6

GENERAL MUSIC

A. Skills and Techniques/Performance

M6GM.1 – Singing, alone and with others, a varied repertoire of music

- a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.
- b. Sing with expression and technical accuracy in unison and simple harmonic settings.
- c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression.
- b. Play by ear simple melodies and harmonic accompaniments.
- c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

M6GM.3 – Reading and notating music

- a. Recognize standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- b. Read whole, half, quarter, eighth, sixteenth, and rests in simple meters.
- c. Read at sight simple melodies in the treble clef.
- d. Recognize bass clef notation.
- e. Use standard notation to record their musical ideas and the musical ideas of others.

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B. Creation

M6GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple accompaniments.
- b. Improvise simple rhythmic and melodic variations.
- c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality.

M6GM.5- Composing and arranging music within specified guidelines

- a. Compose short pieces within specified guidelines.
- b. Arrange simple pieces within specified guidelines.
- c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

C. Critical Analysis/Investigate

M6GM.6 – Listening to, analyzing, and describing music

- a. Recognize specific music events in an aural example, applying given appropriate terminology.
- b. Recognize characteristics of musical elements in music, which represent diverse genres and cultures.

M6GM.7- Evaluating music and music performances

- a. Assess musical performances and compositions, when given specific criteria.
- b. Assess the quality and effectiveness of their own and other's performances, compositions, and arrangements, implementing constructive suggestions for improvement.
- c. Identify various uses of music in daily experiences.

D. Cultural and Historical Context

M6GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare two art forms and summarize their common characteristics.
- b. Recognize the interrelated principles and subject matter between music and other core curriculum.
- c. Recognize various career paths in music.

M6GM.9 – Understanding music in relation to history and culture

- a. Identify distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Classify exemplary musical works by genre and style and recognize their identifying characteristics.

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- c. Compare music of two or more world cultures identifying function and role of music, their musicians, and their respective performance conditions.
- d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.