

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.

KINDERGARTEN

GENERAL MUSIC

A. Skills and Techniques/Performance

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

- a. Sing simple melodies in a limited range using appropriate head voice accompanied and unaccompanied.
- b. Echo simple singing and speech patterns.
- c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

MKGM.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 using body percussion as well as classroom instruments with appropriate technique.

MKGM.3 – Reading and notating music

- a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.
- b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.
- c. Read simple melodic contour representations (e.g., rollercoaster).

B. Creative Expression and Communication

MKGM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple body percussion patterns.
- b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

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MKGM.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 and quarter rests using non- traditional and/or traditional icons.
- c. Create new text for familiar melodies.

C. Critical Analysis/Investigate

MKGM.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, slow).
- c. Identify basic classroom instruments by sight and sound using visual representations.
- d. Aurally distinguish between the voices of men, women, and children.

MKGM.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

MKGM.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.

MKGM.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., holidays).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

MKGM.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.