

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 5

GENERAL MUSIC

A. Skills and Techniques/Performance

M5GM.1 – Singing, alone and with others, a varied repertoire of music

- a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.
- b. Sing and perform with others speech canons, rounds, ostinati, and partner songs.
- c. The student will sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.
- d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.

M5GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform melodic patterns from a major scale with appropriate technique.
- b. Perform instrumental parts while other students sing or play contrasting parts.
- c. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

M5GM.3 – Reading and notating music

- a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.
- b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.

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- c. Read melodies within a treble clef staff.
- d. Notate simple melodies within a treble clef staff.

B. Creative Expression and Communication

M5GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
- b. Improvise simple pentatonic melodies and accompaniments.
- c. Perform simple rhythmic or melodic variations.

M5GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic and melodic motives to enhance literature.
- b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note, whole note, or text within an octave scale using simple meter.
- c. Arrange rhythmic and melodic patterns creating simple form, instrumentation, and various styles.

C. Critical Analysis/Investigate

M5GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.
- b. Describe music using appropriate vocabulary (e.g., allegro, moderato, adagio, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip), articulation terms, appropriate mood and timbre adjectives, and other musical terms: e.g., fermata.
- c. Identify and classify orchestral, folk, and world instruments by sight and sound.
- d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M5GM.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

M5GM.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.

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M5GM.9 – Understanding music in relation to history and culture

- a. Perform, listen, move and/or distinguish between music from various historical periods and cultures from the Civil War to present (e.g., jazz, musical theater, rock-n-roll, country, gospel, new age, rap, heavy metal, pop).
- b. Describe the role of music and musicians in various historical time periods.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M5GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform dances from various cultures including traditional folk dances with and without a partner.