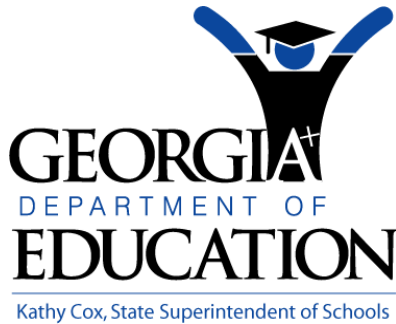


Georgia Department of Education



FINE ARTS EDUCATION

GEORGIA PERFORMANCE STANDARDS

Music

Preface
Georgia Performance Standards for Fine Arts Education

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This preface is included for all of the four areas of Fine Arts Education. The Georgia Performance Standards (GPS) for Music Education begins on page 6.

Georgia Performance Standards for Fine Arts Education

Preface

I. Introduction

During the school year 2008-2009, three committees for advisory, writing, and external review were created for each of the four content areas of fine arts education including dance, music, theatre arts, and visual arts to draft Georgia Performance Standards for Fine Arts Education. The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education, other states' fine arts curriculum standards along with their State Department of Education fine arts specialists and the Regional Educational Laboratory - South East Center (SERVE) all contributed to the resource and research base. Committee members were recommended by school district leadership and other experts in the field of fine arts education. Demographically and geographically, members represented a cross-section of Georgia and included members from business, community, pre-kindergarten, elementary education, secondary education, post-secondary education, and state and national fine arts associations as listed within the standards document for each content area.

The Georgia Performance Standards for Fine Arts are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

II. Definition of Standards:

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

III. Benefits of Performance Standards:

As described in the National Standards for Arts Education, arts education benefits both student and society. The arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

IV. Georgia Performance Standards:

Georgia's performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." Performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student understands the standard and can manipulate and apply the information.

Performance standards incorporate the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master) and be able to do. Supporting elements are established and further define and support each content standard. Content standards and elements provide the foundation for developing three additional items: suggested student tasks, sample student work, and teacher commentary on student work.

V. Assessment:

Education in the arts places a high value on personal insight, individual achievement, and group performance and a broad range of assessment measures are used to assess whether a standard is being met. Because the standards are consensus statements about what an education in the arts should contain, they provide a basis for student assessment and program evaluation. The standards support the arts in the “academic” standing in that mere participation is not the same as education. The standards affirm that discipline and rigor are critical to high academic achievement. Academic achievement, knowledge, and skills can be measured in the arts— if not always on a numerical scale, then by informed critical judgment. Performance-based assessment has long been used in the arts that include the practice of portfolio review in the visual arts and the assessment of performance skills through auditions used in dance, music, and theatre. The content of the standards for the arts attends to creating, performing, and responding which is consistent with and informs the perspective of the National Assessment of Educational Progress (NAEP).

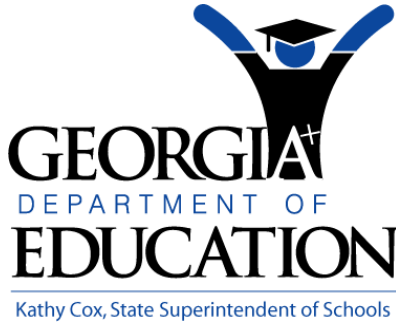
VI. Application of Standards for Students with Disabilities:

All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. The necessity of assuring that fine arts education services are provided to students with disabilities is in the implementing of the Individuals with Disabilities Education Act (IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular fine arts education program available to nondisabled children with specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special services and programming may be used as an appropriate alternative. Some of the elements supporting the standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Art educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

VII. References/Consultants:

- The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education.
- Nancy Carr, Fine Arts Director, California Department of Education
- Linda Lovins, Fine Arts Specialist, Florida Department of Education
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- Deborah Reeve, Executive Director, National Art Education Association

Georgia Department of Education



MUSIC EDUCATION

GEORGIA PERFORMANCE STANDARDS

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II. Introduction

According to the National Standards for Arts Education, performing, creating, and responding to music are the fundamental music processes in which humans engage. Listening to, analyzing, and the evaluation of music are important building blocks of musical learning. Broad experience with a variety of music is necessary if students are to make informed musical judgments. This breadth of background enables students to begin to understand the connections and relationships between music and other disciplines.

The study of music is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. To participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Music is a basic expression of human culture; every student should have access to a balanced, comprehensive, and sequential program of study in music.

The coding system developed for the performance standards for music education has a unique corresponding code for each standard and element made up of numbers and letters. The code includes:

- subject area (music, delineated by the letter “M”)
- grade level or band (ES = Elementary School, MS = Middle School, HS = High School)
- specific grade levels for the K-5 grades; B = Beginning level; I = Intermediate level; A = Advanced level; M= Mastery level
- letter abbreviations of the standard’s domain (B= Band; C= Chorus; GM= General Music; O = Orchestra, T= Technology; Th=Theory)
- numbering system for the standard within that domain (e.g., 1, 2, 3)
- the elements supporting the standard denoted by lower case letters (e.g., a, b)

Coding examples include:

The code for the first elementary school standard for Beginning Band and the corresponding element for third grade is **MESBB.1.a**

Music Elementary School Beginning Band Standard 1 Element a

The code for the third middle school standard and corresponding element at the Advanced level within Orchestra is **MMSAO.3.b**.

Music Middle School Advanced Orchestra Standard 3 Element b

The coding for the third standard and corresponding element within General Music for middle school is **M6GM.3.a**

Music Grade 6 General Music standard 3 Element a

III. Music Education: Georgia Performance Standards

Band Introduction

Georgia Performance Standards for Band supports the National Association for Music Education (MENC) expectation of promoting a comprehensive, balanced and sequential music education for all students based upon the National Standards for Music Education.

Georgia Performance Standards for Band are arranged in four categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate, and Cultural and Historical Context. The standards help organize the curriculum into manageable and related units designed to guide the student through valuable musical experiences.

Band standards are divided into four experience skill levels: Beginning, Intermediate, Advanced and Mastery. Since the time allotment for band class varies across the state, the levels are based on student progress rather than on an academic school year.

GRADE: 4 – 5

MUSIC - BEGINNING BAND

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MESBB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (stepwise and major intervals).

MESBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music

- a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
- c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level.

MESBB.3 - Reading and notating music

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
- c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure.

B. Creation

MESBB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MESBB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

C. Critical Analysis/Investigate

MESBB.6 - Listening to, analyzing, and describing music

- a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
- b. Compare and contrast musical works based on genre and culture.

MESBB.7 - Evaluating music and music performances

- a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- b. List strengths and weaknesses in performance, and suggest areas of improvement.
- c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.

D. Cultural and Historical Context

MESBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
- c. Identify major time periods and describe music's influence on that time period.

- d. Identify the influence of music on society and society's influence on music within a given time period.

MESBB.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Analyze American and other genres of music in relation to its historical and cultural context.
- c. Identify genres, styles, and composers within specific time periods.

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MMSBB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (stepwise and major intervals).

MMSBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music

- a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
- c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level.

MMSBB.3 - Reading and notating music

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
- c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure.

B. Creation

MMSBB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSBB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

C. Critical Analysis/Investigate

MMSBB.6 - Listening to, analyzing, and describing music

- a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
- b. Compare and contrast musical works based on genre and culture.

MMSBB.7 - Evaluating music and music performances

- a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- b. List strengths and weaknesses in performance, and suggest areas of improvement.
- c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.

D. Cultural and Historical Context

MMSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
- c. Identify major time periods and describe music's influence on that time period.
- d. Identify the influence of music on society and society's influence on music within a given time period.

MMSBB.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Analyze American and other genres of music in relation to its historical and cultural context.
- c. Identify genres, styles, and composers within specific time periods.

(The design constructs for the intermediate curriculum may correlate with the musical concepts and demands found within grade 2 or 3 level literature.)

A. Skills and Techniques/Performance

MMSIB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (diatonic intervals, major and minor keys).
- c. Sing to reinforce breathing, use of the air stream, and quality of sound.

MMSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.
- c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.
- d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.

MMSIB.3 - Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.

B. Creation

MMSIB.4 - Improvising melodies, variations, and accompaniments

- a. Distinguish chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
- b. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSIB.5 - Composing and arranging music within specified guidelines

- a. Creates music incorporating expressive elements.

C. Critical Analysis/Investigate

MMSIB.6 - Listening to, analyzing, and describing music

- a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.
- b. Distinguish characteristics of a specific work based on genre and culture.

MMSIB.7 - Evaluating music and music performances

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.
- c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.

D. Cultural and Historical Context

MMSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Distinguish music based on the culture in which it was created.
- b. Compare American music to other cultures.
- c. Classify genre, style, and composer according to their time period.

MMSIB.9 Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Analyze American music in relation to its historical and cultural context.
- c. Identify Western and non-Western genres, styles, and composers within specific time periods.

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 4 literature.)

A. Skills and Techniques/Performance

MMSAB.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production.
- b. Sing to develop the ability to match major, minor, and perfect intervals.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.

MMSAB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music.
- b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.
- c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied.
- e. Vocalize rhythms through counting and diatonic melodies in advanced middle school literature.
- f. Demonstrate performance skills through “sight-reading” of grade 3 music literature.

MMSAB.3 - Reading and notating music

- a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced middle school level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

B. Creation

MMSAB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MMSAB.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- b. Arrange melodies for two different instruments with appropriate transpositions.
- c. Compose melodic themes in contrasting styles in simple and compound meters.
- d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form.

C. Critical Analysis/Investigate

MMS8AB.6 - Listening to, analyzing, and describing music

- a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance.
- c. By listening to rhythmic patterns, identifies and writes rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.
- d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.

MMSAB.7 - Evaluating music and music performances

- a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
- c. Analyze and evaluate specific musical works and styles heard through recording or live performance using appropriate terminology.
- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

D. Cultural and Historical Context

MMSAB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

MMSAB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Assess and connect elements of music literature, instruments, notations, etc. with appropriate historical and cultural background relating to the literature being studied.
- c. Investigate and connect characteristics of the various elements within a particular historical period.
- d. Critique and discuss the context of the historical timeline relating to the literature being performed.

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MHSBB.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (stepwise and major intervals).

MHSBB.2 - Performing on instruments, alone and with others through a varied repertoire of music

- a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
- c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Demonstrate all performance skills through “sight-reading” performance of music literature at the appropriate level.

MHSBB.3 - Reading and notating music

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
- c. Demonstrate a steady beat and identify rhythms and meters through a systematic counting procedure.

B. Creation

MHSBB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Improvise a rhythmic ostinato to be performed with a melody.

MHSBB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notation.

C. Critical Analysis/Investigate

MHSBB.6 - Listening to, analyzing, and describing music

- a. Identify and describe compositional devices, techniques, meters, tempo, tonalities, intervals, and chords.
- b. Compare and contrast musical works based on genre and culture.

MHSBB.7 - Evaluating music and music performances

- a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement.
- c. Identify the interpretations in a band performance in relation to the intent of the composer.

D. Cultural and Historical Context

MHSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
- c. Identify the influence of music on society and society's influence on music within a given time period.

MHSBB.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Analyze American music in relation to its historical and cultural context.
- c. Identify genres, styles, and composers within specific time periods.

(The design constructs for the intermediate curriculum may correlate with the musical concepts and demands found within grade 2 or 3 level literature.)

A. Skills and Techniques/Performance

MHSIB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (diatonic intervals, major and minor keys).
- c. Sing to reinforce breathing, use of the air stream, and quality of sound.

MHSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.
- c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.
- d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.

MHSIB.3 - Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.

B. Creation

MHSIB.4 - Improvising melodies, variations, and accompaniments

- a. Distinguishes chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
- b. Demonstrates a rhythmic ostinato to be performed with a melody.

MHSIB.5 – Composing and arranging music within specified guidelines

- a. Creates music incorporating expressive elements.

C. Critical Analysis/Investigate

MHSIB.6 - Listening to, analyzing, and describing music

- a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.
- b. Distinguish characteristics of a specific work based on genre and culture.

MHSIB.7 - Evaluating music and music performances

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.
- c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.

D. Cultural and Historical Context

MHSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

MHSIB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Critique and discusses the context of the historical timeline relating to the literature being performed.

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 4 or 5 literature.)

A. Skills and Techniques/Performance

MHSAB.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production.
- b. Sing to develop the ability to match major, minor, and perfect intervals.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.

MHSAB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music.
- b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.
- c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied.
- e. Vocalize rhythms through counting and diatonic melodies in level 4 or 5 literature being performed.
- f. Demonstrate performance skills through “sight-reading” of grade 3 and 4 music literature.

MHSAB.3 - Reading and notating music

- a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

B. Creation

MHSAB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MHSAB.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- b. Arrange melodies for two different instruments with appropriate transpositions.
- c. Compose melodic themes in contrasting styles in simple and compound meters.
- d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form.

C. Critical Analysis/Investigate

MHS8AB.6 - Listening to, analyzing, and describing music

- a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance.
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.
- d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.

MHSAB.7 - Evaluating music and music performances

- a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
- c. Analyze and evaluate specific musical works and styles (heard through recording or live performance) using appropriate terminology.
- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

D. Cultural and Historical Context

MHSAB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

MHSAB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Critique and discuss the context of the historical timeline relating to the literature being performed.

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 6 level literature.)

A. Skills and Techniques/Performance

MHSMB.1 - Singing, alone and with others, a varied repertoire of music

- a. Sing to reinforce fundamentals of breathing, use of the air stream and quality of sound in tone production.
- b. Sing to develop the ability to match intervallic and chordal tuning.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.

MHSMB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with a characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, enunciation, vibrato, and percussion implement stroke in the appropriate level music.
- b. Demonstrate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises.
- c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Demonstrate a clear understanding of the rhythms, meters, and ornamentation through the literature which are stylistically representative of the period or genre of the music being studied.
- e. Vocalize rhythms being performed including: diatonic melodies and all intervals within the span of an octave.
- f. Demonstrate all performance skills through sight-reading of music in the full spectrum of the literature.

MHSMB.3 – Reading and notating music

- a. Demonstrate a clear understanding of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression through individual and ensemble performance.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

B. Creation

MHSMB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight to twelve measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major and minor tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression.

MHSMB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporates use of dynamics and varied styles.
- b. Modify/embellish/adapt melodies for a variety of instruments with appropriate transpositions.
- c. Compose melodic themes using an ABA structure in compound and complex meters.
- d. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.

C. Critical Analysis/Investigate

MHSMB.6 - Listening to, analyzing, and describing music

- a. Analyze rhythmic patterns in compound/complex meters demonstrating an advanced level of technical facility and precision commensurate of the highest level of music performance.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by making proper adjustments for correct intonation.
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in the highest level of performance literature.
- d. Demonstrate the ability to adjust the instrument to play in tune without assistance.

MHSMB.7 - Evaluating music and music performances

- a. Describe musical elements in instrumental music (recorded or live) using the terminology being studied.
- b. Analyze and discuss various instrumental music genres and styles through listening and/or performance activities.
- c. Analyze and describe specific musical works and styles using appropriate terminology.

- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value.

D. Cultural and Historical Context

MHSMB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Describe similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Demonstrate a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

MHSMB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Reflect and discuss the context of the historical events as they relate to musical literature of the period.

Chorus (Choral Music) Introduction

Choral Music courses provide opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. These courses seek to give students in grades 6 through 12 experiences in the study and performance of a diverse repertoire of music.

The standards of learning are organized into sequential and developmental levels:

Elementary School - Beginning

Grades 6th – 8th Beginning, Intermediate, and Advanced

Grades 9th – 12th Beginning, Intermediate, Advanced, and Mastery

Since students in Georgia may be introduced to the choral ensemble experience at varying grade levels, the use of sequential and developmental levels allows for consistency and instructional flexibility.

Study of vocal/choral music includes the cultivation of a beautiful singing tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, responsible rehearsal habits, and the value of collaboration.

Students will have opportunities for self-expression through the spontaneity of improvisation and the creative process of composition. Students will develop listening skills and the ability to analyze and critique music and music performances. Students will relate their musical experiences to historical and cultural aspects of choral repertoire.

The ultimate goal of the choral experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music.

A. Skills and Techniques/Performance

MESBC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify basic vocal anatomy.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
- e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility.
- f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing.
- g. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique.

MESBC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MESBC.3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MESBC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns.
- b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants.

- c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati).

MESBC.5 - Composing and arranging music within specified guidelines

- a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions.
- b. Set short poetic phrases and texts to music.
- c. Compose short rhythms and original melodies and rhythms.

C. Critical Analysis/Investigate

MESBC.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MESBC.7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing.
- b. Reflect on the nature of performance in music through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

MESBC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Identify common characteristics between music, dance arts, theatre arts, and visual arts.
- b. Demonstrates literacy skills through reading and discussing musical settings of varied literature.

MESBC.9 - Understanding music in relation to history and culture

- a. Identify historical and cultural characteristics of a varied repertoire including world music.

- b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify historical period, composer, culture and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life
- e. Discuss the relationships between music, world events, history and culture.

A. Skills and Techniques/Performance

MMSBC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify basic vocal anatomy.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
- e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility.
- f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing.
- g. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique.
- h. Sings selected music from memory for public performance at least twice per year.

MMSBC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MMSBC.3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MMSBC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns.
- b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants.
- c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati).

MMSBC.5 - Composing and arranging music within specified guidelines

- a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions.
- b. Set short poetic phrases and texts to music.
- c. Compose short rhythms and original melodies and rhythms.

C. Critical Analysis/Investigate

MMSBC.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MMSBC.7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing.
- b. Reflect on the nature of performance in music through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

MMSBC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Identify common characteristics between music, dance arts, theatre arts, and visual arts.
- b. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

MMSBC.9 - Understanding music in relation to history and culture

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify historical period, composer, culture and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life.
- e. Discuss the relationships between music, world events, history and culture.

A. Skills and Techniques/Performance

MMSIC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate and discuss appropriate singing posture and breathing techniques.
- b. Identify changes to vocal anatomy which occur through middle school years.
- c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility.
- d. Identify and begin to develop pure vowel sounds and clear consonants.
- e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
- f. Demonstrate and discuss aspects of expressive performance through dynamics, tempo, and phrasing.
- g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.
- h. Sings selected music from memory for public performance at least twice per year.

MMSIC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MMSIC.3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify and describe basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method
- d. Read and notate music using software.

B. Creation

MMSIC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns.
- b. Improvise variations of melodic phrases found in a varied repertoire of music.

- c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati).

MMSIC.5 - Composing and arranging music within specified guidelines

- a. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, word stress and style, and justify those creative decisions.
- b. Set short poetic phrases and texts to music.
- c. Compose short rhythms and original melodies based on pentatonic, major, and minor scales.

C. Critical Analysis/Investigate

MMSIC.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and phrasing.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrasts.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MMSIC.7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, and phrasing through discussion and writing.
- b. Reflect on the nature of performance in music and in related arts through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

MMSIC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Identify and describe relationships between music, dance arts, theatre arts, and visual arts.
- b. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

MMSIC.9 - Understanding music in relation to history and culture

- a. Identify and describe historical and cultural characteristics of a varied repertoire including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.
- c. Identify and describe historical period, composer, culture, and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life.
- e. Discuss the relationship between music, world events, history, and culture.

A. Skills and Techniques/Performance

M8AC1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate, discuss, and apply appropriate singing posture and breathing techniques.
- b. Identify changes to vocal anatomy which occur through middle school years.
- c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility.
- d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
- f. Demonstrate and apply aspects of expressive performance through dynamics, tempo and phrasing.
- g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, vocal technique and style.
- h. Sing selected music from memory for public performance at least twice per year.

M8AC2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

M8AC3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

M8AC4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns and musical phrases using pentatonic, major and minor scales.
- b. Improvise variations of melodies found in a varied repertoire of music including folk songs and chants.

- c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati).

M8AC5 - Composing and arranging music within specified guidelines.

- a. Arrange and perform existing songs by making creative decisions regarding tempo, phrasing, dynamics, word stress and style, and justify those creative decisions.
- b. Set poetry and text to music.
- c. Compose rhythms and original melodies based on pentatonic, major and minor scales.

C. Critical Analysis/Investigate

M8AC6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic shape, rhythmic structure, musical form and phrasing.
- b. Listen to and analyze a musical recording or video in terms of form, style, time period, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

M8AC7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, phrasing and interpretation through discussion and writing.
- b. Reflect on the nature of performance in music and in related arts through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

M8AC8 - Understanding relationships between music, the other arts, and disciplines outside the Arts

- a. Identify, analyze and describe relationships between music, dance arts, theatre arts, and visual arts
- b. Demonstrates literacy skills through reading and discussing musical settings of varied literature.

M8AC9 - Understanding music in relation to history and culture

- a. Identify and describe historical and cultural characteristics of a varied repertoire including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify and describe historical period, composer, culture and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life.
- e. Discuss the relationships between music, world events, history and culture.

A. Skills and Techniques/Performance

MHSBC.1 - Singing, alone and with others, a varied repertoire of music

- a. Identify vocal anatomy and develops proper body alignment and breathing techniques to support a clear and free tone using accurate intonation.
- b. Recognize and begin to develop pure vowels and clear consonants.
- c. Perform assigned vocal part in unison and in simple harmony, with and without accompaniment.
- d. Develop listening skills to match pitch and adjust intonation within the ensemble.
- e. Sing within the ensemble utilizing an awareness of blend and balance.
- f. Identify aspects of voice change as reflected in physiological changes, vocal ranges, tone, and vocal agility.
- g. Perform level appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning.
- h. Respond to basic conducting gestures.
- i. Incorporate movement in warm-ups and repertoire to develop musical understanding.

MHSBC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion to enhance music learning.

MHSBC.3 - Reading and notating music

- a. Identify basic music vocabulary and symbols.
- b. Read and notate basic rhythms and pitches using a melodic and rhythmic language.
- c. Notate basic rhythms and pitches from aural examples.
- d. Utilize available music instructional and notational software.

B. Creation

MHSBC.4 - Improvising melodies, variations, and accompaniments

- a. Explore possibilities of sound that can be vocally produced.
- b. Improvise simple rhythmic and melodic ideas.

MHSBC.5 - Composing and arranging music within specified guidelines

- a. Create simple rhythms and/or melodies.
- b. Explore musical possibilities by making creative decisions.

C. Critical Analysis/Investigate

MHSBC.6 - Listening to, analyzing, and describing music

- a. Listen to various genres and styles of music.
- b. Identify components of the choral score.
- c. Identify and describe emotions and thoughts communicated through music.

MHSBC.7 - Evaluating music and music performances

- a. Identify appropriate criteria for evaluation of a vocal/choral performance.
- b. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

MHSBC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate an awareness of the collaborative nature of the choral art.

MHSBC.9 - Understanding music in relation to history and culture

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

A. Skills and Techniques/Performance

MHSIC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate proper body alignment and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in unison and multiple parts, with and without accompaniment.
- d. Apply listening skills to match pitch and adjust intonation within the ensemble.
- e. Sing within the ensemble utilizing an awareness of blend and balance
- f. Perform level-appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning.
- g. Respond to conducting gestures.
- h. Incorporate movement in warm-ups and repertoire to develop musical understanding.

MHSIC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion to enhance music learning.

MHSIC.3 - Reading and notating music

- a. Utilize music vocabulary and symbols to read and notate rhythms and pitches using a melodic and rhythmic language.
- b. Notate rhythms and pitches from aural examples.
- c. Utilize available music instructional and notational software.

B. Creation

MHSIC.4 - Improvising melodies, variations, and accompaniments

- a. Explore possibilities of sound within limited parameters that can be vocally produced.
- b. Improvise simple rhythmic and melodic ideas and phrases.

MHSIC.5 - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Explore musical possibilities by making creative decisions.

C. Critical Analysis/Investigate

MHSIC.6 - Listening to, analyzing, and describing music

- a. Critically listen to various genres and styles of music.
- b. Identify and explain components of the choral score.
- c. Identify and describe emotions and thoughts communicated through music.

MHSIC.7 - Evaluating music and music performances

- a. Determine the quality of a vocal/choral performance using appropriate criteria.
- b. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

MHSIC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate an awareness of the collaborative nature of the choral art.

MHSIC.9 - Understanding music in relation to history and culture

- a. Examine how music relates to personal development and enjoyment of life.
- b. Identify and apply distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

A. Skills and Techniques/Performance

MHSAC.1 - Singing, alone and with others, a varied repertoire of music

- a. Produce a clear and free tone with the body and breath working together using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in three or more parts, with and without accompaniment.
- d. Apply listening skills to adjust intonation in solo and ensemble singing
- e. Adjust blend and balance independently within the ensemble throughout the vocal range.
- f. Perform level-appropriate literature reflecting expressive qualities and textual meaning.
- g. Respond to various conducting patterns and interpretive gestures.
- h. Create movement for warm-ups and repertoire to distinguish various musical ideas.

MHSAC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning.

MHSAC.3 - Reading and notating music

- a. Read by sight an individual voice part using a melodic and rhythmic language.
- b. Notate rhythms, pitches, and harmonies from aural examples.
- c. Utilize available music instructional and notational software.

B. Creation

MHSAC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic variations and melodic ideas and phrases.

MHSAC.5 - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Create harmonies for warm-ups and various melodies.
- c. Explore musical possibilities by making creative decisions.

C. Critical Analysis/Investigate

MHSAC.6 - Listening to, analyzing, and describing music

- a. Compare and contrast various genres and styles of music.
- b. Analyze music utilizing knowledge of the choral score.
- c. Interpret emotions and thoughts communicated through music.

MHSAC.7 - Evaluating music and music performances

- a. Evaluate and offer constructive suggestions for improvement of personal and group performances.
- b. Identify criteria and describe the quality of a composition.
- c. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

MHSAC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate and articulate an awareness of the collaborative nature of the choral art.

MHSAC.9 - Understanding music in relation to history and culture

- a. Interpret how music relates to personal development and enjoyment of life.
- b. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

A. Skills and Techniques/Performance

MHSMC.1 - Singing, alone and with others, a varied repertoire of music

- a. Produce a clear and free tone with the body and breath working together using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in four or more parts, with and without accompaniment, in small and large ensembles.
- d. Apply listening skills to achieve accurate intonation in solo and ensemble singing.
- e. Adjust blend and balance independently within the ensemble throughout the vocal range.
- f. Perform, alone and with others, level-appropriate literature reflecting expressive qualities and textual meaning.
- g. Respond to and perform various conducting patterns and interpretive gestures.
- h. Create movement for warm-ups and repertoire to distinguish various musical ideas.

MHSMC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning.

MHSMC.3 - Reading and notating music

- a. Read by sight complex notation using a melodic and rhythmic language.
- b. Notate rhythms, pitches, and harmonies from aural examples.
- c. Utilize available music instructional and notational software.

B. Creation

MHSMC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic accompaniments and melodic ideas and phrases.

MHSMC.5 - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Create harmonies for warm-ups and various melodies.

C. Critical Analysis/Investigate

MHSMC.6 - Listening to, analyzing, and describing music

- a. Compare and contrast various genres and styles of music.
- b. Analyze music utilizing knowledge of the choral score.

- c. Analyze how the quality of one's own work affects the progress and performance of the whole ensemble.
- d. Interpret emotions and thoughts communicated through music.

MHSMC.7 Evaluating music and music performances

- a. Prescribe adjustments needed to strengthen individual and ensemble performance.
- b. Apply criteria and makes value judgments of the quality of a composition.
- c. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

MHSMC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate and articulate an awareness of the collaborative nature of the choral art.

MHSMC.9 - Understanding music in relation to history and culture

- a. Interpret how music relates to personal development and enjoyment of life.
- b. Analyze and evaluate how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

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: KINDERGARTEN

MUSIC – 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).

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.

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.

B. 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 and 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.

C. 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.

A. Skills and Techniques/Performance

M2GM.1 – Singing, alone and with others, a varied repertoire of music

- a. Sing pentatonic melodies 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.

M2GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform a steady beat and simple 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 2 or 3 note melodic patterns using instruments with appropriate technique.

M2GM.3 – Reading and notating music

- a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.
- b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note, and half note rhythmic patterns in response to teacher performance.
- c. Read simple melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M2GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic patterns using a variety of sound sources.
- b. Improvise simple pentatonic melodies and accompaniments.

M2GM.5 – Composing and arranging music within specified guidelines

- a. Create sound effects to accompany songs, poems and stories.
- b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation.
- c. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M2GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.
- b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
- c. Identify classroom and various orchestral instruments by sight and sound.
- d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M2GM.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

M2GM.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.

M2GM.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., famous Georgia musicians).
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M2GM.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.

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.

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.

- 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.

A. Skills and Techniques/Performance

M4GM.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. 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.

M4GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform simple melodic patterns from a major scale with appropriate technique.
- b. Perform instrumental parts while other students play or sing 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.

M4GM.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.
- c. Read simple melodies within a treble clef staff.
- d. Notate melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M4GM.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.

- M4GM.5 – Composing and arranging music within specified guidelines
- a. Create rhythmic and/or 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 or whole note within a pentatonic scale using simple meter.
 - c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

C. Critical Analysis/Investigate

- M4GM.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 music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.
 - c. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.
 - d. Aurally distinguish between soprano, alto, tenor, and bass voices.

- M4GM.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

- M4GM.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.

M4GM.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., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period).
- 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.

M4GM.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.

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.
- 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.

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.

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

MUSIC – 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.

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.
- 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.

A. Skills and Techniques/Performance

M7GM.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.

M7GM.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.

M7GM.3 – Reading and notating music

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

B. Creation

M7GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise simple harmonic accompaniments.
- b. Improvise simple rhythmic and melodic variations.
- c. Improvise short melodies, unaccompanied and with existing accompaniments depicting given styles, meters, and tonalities.

M7GM.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

M7GM.6 – Listening to, analyzing, and describing music

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

M7GM.7 – Evaluating music and music performances

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

D. Cultural and Historical Context

M7GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare two art forms and their characteristics to describe the transformation of related subject matter into art.
- b. Assess the interrelated principles and subject matter between music and other core curriculum.
- c. Compare various career paths in music.

M7GM.9 – Understanding music in relation to history and culture

- a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- b. Classify exemplary musical works by genre and style and define their identifying characteristics.
- c. Compare music of various world cultures identifying the function and role of music, their musicians and their ensuing performance conditions.
- d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

A. Skills and Techniques/Performance

M8GM.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.

M8GM.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform on at least one instrument accurately and independently, alone and/or in small and large ensembles, 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.

M8GM.3 - Reading and notating music

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

B. Creation

M8GM.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple harmonic accompaniments.
- b. Improvise melodic embellishments and simple rhythmic and melodic variations.
- c. Improvise short melodies, unaccompanied and with existing accompaniments. depicting given styles, meters, and tonalities.

M8GM.5- Composing and arranging music within specified guidelines

- a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- b. Arrange simple pieces of music within specified guidelines.
- c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.

C. Critical Analysis/Investigate

M8GM.6 - Listening to, analyzing, and describing music

- a. Accurately describe specific music events in a given aural example, using appropriate terminology.
- b. Demonstrate knowledge of elements of music through analysis of music which represent diverse genres and cultures.

M8GM.7- Evaluating music and music performances

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

D. Cultural and Historical Context

M8GM.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare two or more art forms and their characteristics to describe the transformation of related subject matter into art.
- b. Assess the interrelated principles and subject matter between music and other core curriculum.
- c. Investigate various career paths in music.

M8GM.9 - Understanding music in relation to history and culture

- a. Describe 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.
- c. Compare music of several world cultures identifying the 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.

Orchestra Introduction

The Georgia Performance Standards for orchestra are designed to be used in heterogeneous string classes in grades four through twelve. The standards are based on the MENC National Standards for Music Education and are designed to provide a sequential and developmental framework for students from beginning through the mastery level. They are arranged in four major categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate and Cultural and Historical Context. The standards are organized into the following levels:

- 4th and 5th Grade: Beginning
- 6th – 8th Grade: Beginning, Intermediate, and Advanced
- 9th – 12th Grade: Beginning, Intermediate, Advanced, and Mastery

The majority of string orchestra programs in Georgia begin in middle school (6th grade). The content of the standards is designed so that each grade level (6 – 12) can be successfully taught within the confines of the school year. The fourth and fifth grade standards are designed to be covered over the course of two years.

GRADE: 4 - 5 ORCHESTRA

MUSIC – BEGINNING

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation.
- b. Demonstrate an understanding of phrasing through singing simple melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MESBO.3 – Reading and notating music

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, and C.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MESBO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple harmonic accompaniments in the key of D.

MESBO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material in given aural examples.

MESBO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation.
- b. Demonstrate an understanding of phrasing through singing simple melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position and bow placement.
- b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MMSBO.3 – Reading and notating music

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, and C.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MMSBO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple harmonic accompaniments in the key of D.

MMSBO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material in given aural examples.

MMSBO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.
- b. Demonstrate an understanding of phrasing through singing simple melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Demonstrate correct left hand position and finger placement, right hand position (bow hold) and bow placement, posture, instrument position and bow placement, while increasing the level of technical difficulty.
- b. Demonstrate vibrato readiness skills.
- c. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- d. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- e. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MMSIO.3 – Reading and notating music

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, and alle breve.
- d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MMSIO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple melodies and harmonic accompaniments in the keys of D and G.

MMSIO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.

MMSIO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.
- b. Demonstrate an understanding of phrasing through singing melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty.
- b. Demonstrate basic vibrato.
- c. Exhibit the ability to accurately tune respective instrument.
- d. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position).
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, and the minor keys of e, a, d, b, and c.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MMSAO.3 – Reading and notating music

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys of e, a, d, b and c.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter.
- d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.

B. Creation

MMSAO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.

MMSAO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D, G and C.
- c. Arrange the melody of a popular song for respective instrument.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.
- c. Identify simple musical forms.

MMSAO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm.
- d. Critique music performed by ensemble and make suggestions for improvement.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation.
- b. Demonstrate an understanding of phrasing through singing simple melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 1 and 2 on a scale of 1 to 6.
- b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position.
- c. Demonstrate vibrato readiness skills.
- d. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- e. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- f. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MHSBO.3 – Reading and notating music

- a. Identify notes on the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, and alle breve.
- d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.
- e. Sight-read, accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6.

B. Creation

MHSBO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple melodies and harmonic accompaniments in the keys of D and G.

MHSBO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.

MHSBO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.
- b. Demonstrate an understanding of phrasing through singing melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6.
- b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty.
- c. Demonstrate basic vibrato.
- d. Exhibit the ability to accurately tune respective instrument.
- e. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position).
- f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, and the minor keys of e, a, d, b, and c.
- h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MHSIO.3 – Reading and notating music

- a. Identify notes on the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys of e, a, d, b and c.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter.
- d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
- e. Sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

B. Creation

MHSIO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.

MHSIO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D, G and C.
- c. Arrange the melody of a popular song for respective instrument.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.
- c. Identify simple musical forms.

MHSIO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm.
- d. Critique music performed by ensemble and make suggestions for improvement.

D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation by singing selected excerpts from the music being performed by the orchestra.
- b. Demonstrate an understanding of phrasing through singing melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 4 and 5 on a scale of 1 to 6.
- b. Apply the use of vibrato in appropriate orchestra literature.
- c. Exhibit the ability to accurately tune respective instrument.
- d. Demonstrate the ability to shift to II through V positions and use those positions when performing selected music.
- e. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- f. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, the minor keys of b, e, a, f#, d, g and c and any other keys used in music being performed.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

MHSAO.3 – Reading and notating music

- a. Read and notate notes on the clefs used and the keys used in music being performed.
- b. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter.
- c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature.
- d. Use the circle of fifths to identify and execute keys appropriate to the music being performed.
- e. Sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

B. Creation

MHSAO.4 – Improvising melodies, variations, and accompaniments

- a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies.
- b. Improvise stylistically appropriate harmonizing parts.
- c. Improvise original melodies over a given chord progression.

MHSAO.5 – Composing and arranging music within specified guidelines

- a. Arrange a chorale or simple composition for string orchestra.
- b. Compose melodies for respective instrument in the keys of D, G and C.
- c. Arrange the melody of a popular song for respective instrument.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.
- c. Discuss the form and phrase structure of music being performed.

MHSAO.7 – Evaluating music and music performances

- a. Compare and contrast performances by various ensembles.
- b. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- c. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

D. Cultural and Historical Context

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

- a. Justify the importance of music in a well rounded education.
- b. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
- c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

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

- a. Classify by style and historical period or culture representative aural examples of music and explain the reasoning behind their classifications.
- b. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- c. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation by singing selected excerpts from the music being performed by the orchestra.
- b. Demonstrate an understanding of phrasing through singing melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

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

- a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 5 and 6 on a scale of 1 to 6.
- b. Use an artistically advanced vibrato in appropriate orchestra literature.
- c. Exhibit the ability to accurately tune respective instrument.
- d. Demonstrate the ability to play in I through VII positions and use those positions in determining the best fingerings to us in music being performed.
- e. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- f. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or flats and any other keys used in music being performed.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

MHSMO.3 – Reading and notating music

- a. Read and notate notes on the clefs used and the keys used in music being performed.
- b. Read and notate rhythms and time signatures in music being performed.
- c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature.
- d. Use the circle of fifths to identify and execute keys appropriate to the music being performed.
- e. Sight-read, accurately and expressively, music with a difficulty level of 4 on a scale of 1 to 6.

B. Creation

MHSMO.4 – Improvising melodies, variations, and accompaniments

- a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies.
- b. Improvise stylistically appropriate harmonizing parts.
- c. Improvise original melodies over a given chord progression in a variety of styles.

MHSMO.5 – Composing and arranging music within specified guidelines

- a. Arrange a chorale or simple composition for string orchestra.
- b. Compose melodies for respective instrument in the keys of D, G and C.
- c. Arrange the melody of a popular song for respective instrument.

C. Critical Analysis/Investigate

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

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.
- c. Discuss the form and phrase structure of music being performed.

MHSMO.7 – Evaluating music and music performances

- a. Compare and contrast performances by various ensembles.
- b. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- c. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

D. Cultural and Historical Context

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

- a. Justify the importance of music in a well rounded education.
- b. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
- c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

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

- a. Classify by style and historical period or culture representative aural examples of music and explain the reasoning behind their classifications.
- b. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- c. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Music Technology Introduction

Students will learn the concepts of music technology, and its use in current music production methods. They will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

GRADE: 9 - 12

BEGINNING MUSIC TECHNOLOGY

A. Skills and Techniques/Performance

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

- a. Sing melodic and rhythmic patterns into an audio software program with technical accuracy.
- b. Demonstrate basic ensemble singing skills with and without accompaniment.

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

- a. Develop basic keyboarding finger/hand position technique and correct posture for the MIDI keyboard/controller.
- b. Apply major scale finger patterns in solo performances on the MIDI keyboard/controller.
- c. Perform in small ensembles with one student on a part on electronic instruments.
- d. Demonstrate knowledge of note names on the keyboard.

MHSBMT.3 – Reading and notating music

- a. Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used.
- b. Manipulate basic music symbols and terms using music notation software.
- c. Sight-read basic melodies and rhythms on the MIDI keyboard/controller.
- d. Compose music using varied note entry methods (e.g., step-entry, real-time) in music notation software.
- e. Demonstrate basic knowledge of notation software processes.

B. Creation

MHSBMT.4 – Improvising melodies, variations, and accompaniments

- a. Improvise basic rhythmic and melodic figures over basic chord progressions.
- b. Devise rhythmic and melodic variations of a specific theme.

- c. Create rhythmic and harmonic accompaniments to existing melodic material.

MHSBMT.5 – Composing and arranging music within specified guidelines

- a. Compose music in several distinct styles using music software or sequencer.
- b. Arrange music for small ensembles using a specific instrumentation.
- c. Compare composition techniques used in different software packages.
- d. Create and utilize loop based music data in compositions.
- e. Utilize audio and signal effects such as reverb, chorus, and echo in compositions and arrangements.
- f. Explore basic rhythmic, melodic, and harmonic dictation.

C. Critical Analysis/Investigate

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

- a. Demonstrate an extensive knowledge of the technical vocabulary of music.
- b. Identify and explain basic compositional devices and techniques.
- c. Analyze form and harmony of aural and written examples of a varied repertoire of music.

MHSBMT.7 – Evaluating music and music performances

- a. Evaluate performances and compositions by comparing them to exemplary models.
- b. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions.

D. Cultural and Historical Context

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

- a. Create music soundtracks for visual arts media.
- b. Compose music influenced by the genre and time periods of other artistic mediums.
- c. Explore multi-media production techniques.

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

- a. Classify and discuss examples of non-western music.
- b. Analyze and discuss musical time periods and their relationships to cultural and artistic developments.
- c. Classify and discuss selected musical works from known genres of music, their cultural influences, and their significance in history.

E. Technology Skills and Applications

MHSBMT.10 – Understanding and describing the major hardware and software components of a computer and their interactions

- a. Identify and define key functional components of a computer.
- b. Understand the terms and units that are used to describe major hardware components.
- c. Describe the interaction between input/output devices and other functional components of a computer in the execution of software applications.
- d. List the steps in setting up a computer and functional components including external and internal audio/MIDI devices.

MHSBMT.11 – Identifying and describing the fundamental devices associated with personal computers

- a. Identify the names, purposes, and characteristics of storage devices.
- b. Identify the names, purposes, and characteristics of motherboards.
- c. Identify the names, purposes, and characteristics of power supplies.
- d. Identify the names, purposes, and characteristics of processor/CPU's.
- e. Identify the names, purposes, and characteristics of memory.
- f. Identify the names, purposes, and characteristics of display devices.
- g. Identify the names, purposes, and characteristics of input devices.
- h. Identify the names, purposes, and characteristics of adapter cards.
- i. Identify the names, purposes, and characteristics of ports and cables.
- j. Identify the names, purposes, and characteristics of cooling systems.

MHSBMT.12 – Exploring careers in music technology

- a. Describe the daily tasks and responsibilities of a professional in the field of music technology.
- b. Compare and contrast the top jobs in music technology.
- c. Explore careers that combine music technology with another field.

MHSBMT.13 – Evaluating, comparing, and contrasting relevant web sites associated with music technology

- a. List the important issues in evaluating web sites.
- b. Identify and critique the layout, navigation, and accessibility of a web site based on its purpose.
- c. Evaluate elements of specific web sites as they relate to music technology.

MHSBMT.14 – Understanding ethical use of technology systems, media, information, and software as it relates to music technology

- a. Identify and explain basic copyright laws as they relate to music technology applications.
- b. Discuss ethical and legal issues as related to music technology.
- c. Discuss copywriting procedures for original compositions or productions.

MHSBMT.15 - Understanding live audio sound amplification and recording techniques

- a. Demonstrate differences in and uses of microphones in both live and studio applications.
- b. Demonstrate how to store and convert digital audio and MIDI data.
- c. Compare differences between analog and digital sound production and recording.
- d. Compare and contrast various signal processing techniques used to enhance the audio production process.
- e. Utilize music production techniques in a live performance.
- f. Record and edit digital and analog audio.
- g. Demonstrate knowledge of different mediums for audio and their storage requirements.
- h. Demonstrate processes of transferring analog audio into digital audio.
- i. Manipulate data from one program to another converting file formats as needed.

MHSBMT.16 - Understanding music technology in relation to history and culture

- a. Discuss differences in major computer platforms.
- b. Identify major historical contributions to personal computer and music technology.

A. Skills and Techniques/Performance

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

- a. Sing melodic and rhythmic patterns into an audio software program with technical and pitch accuracy.
- b. Demonstrate intermediate ensemble singing skills with and without accompaniment.

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

- a. Develop intermediate keyboarding finger/hand position technique and correct posture for the MIDI keyboard/controller.
- b. Apply major and minor scale finger patterns in solo performances on the MIDI keyboard/controller.
- c. Perform in small ensembles with one student on a part on electronic instruments.
- d. Demonstrate knowledge of note names on the keyboard.

MHSIMT.3 – Reading and notating music

- a. Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used.
- b. Manipulate intermediate music symbols and terms using music notation software.
- c. Sight-read intermediate melodies and rhythms on the MIDI keyboard/controller.
- d. Compose music using varied note entry methods (step-entry, real-time, etc...) in music notation software.
- e. Demonstrate intermediate knowledge of notation software processes.

B. Creation

MHSIMT.4 – Improvising melodies, variations, and accompaniments

- a. Improvise intermediate rhythmic and melodic figures over intermediate chord progressions.
- b. Devise rhythmic and melodic variations of a specific theme.
- c. Create rhythmic and harmonic accompaniments to existing melodic material.

MHSIMT.5 – Composing and arranging music within specified guidelines

- a. Compose music in several distinct styles using music software or sequencer.
- b. Arrange music for small ensembles using a specific instrumentation.
- c. Compare composition techniques used in different software packages.
- d. Create and utilize loop based music data in compositions.

- e. Utilize audio and signal effects such as reverb, chorus and echo in compositions and arrangements.
- f. Explore intermediate rhythmic, melodic, and harmonic dictation.

C. Critical Analysis/Investigate

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

- a. Demonstrate an extensive knowledge of the technical vocabulary of music.
- b. Identify and explain intermediate compositional devices and techniques.
- c. Analyze form and harmony of aural and written examples of a varied repertoire of music.

MHSIMT.7 – Evaluating music and music performances

- a. Evaluate performances and compositions by comparing them to exemplary models.
- b. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions.

D. Cultural and Historical Context

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

- a. Create music soundtracks for visual arts media.
- b. Compose music influenced by the genre and time periods of other artistic mediums.
- c. Explore multi-media production techniques.

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

- a. Classify and discuss examples of non-western music.
- b. Analyze and discuss musical time periods and their relationships to cultural and artistic developments.
- c. Classify and discuss selected musical works from known genres of music, their cultural influences, and their significance in history.

E. Technology Skills and Applications

MHSIMT.10 – Understanding and describing the major hardware and software components of a computer and their interactions

- a. Identify and define key functional components of a computer.
- b. Understand the terms and units that are used to describe major hardware components.
- c. Describe the interaction between input/output devices and other functional components of a computer in the execution of software applications.

- d. List the steps in setting up a computer and functional components including external and internal audio/MIDI devices.

MHSIMT.11 – Identifying and describing the fundamental devices associated with personal computers

- a. Identify the names, purposes, and characteristics of storage devices.
- b. Identify the names, purposes, and characteristics of motherboards.
- c. Identify the names, purposes, and characteristics of power supplies.
- d. Identify the names, purposes, and characteristics of processor/CPUs.
- e. Identify the names, purposes, and characteristics of memory.
- f. Identify the names, purposes, and characteristics of display devices.
- g. Identify the names, purposes, and characteristics of input devices.
- h. Identify the names, purposes, and characteristics of adapter cards.
- i. Identify the names, purposes, and characteristics of ports and cables.
- j. Identify the names, purposes, and characteristics of cooling systems.

MHSIMT.12 – Exploring careers in music technology

- a. Describe the daily tasks and responsibilities of a professional in the field of music technology.
- b. Compare and contrast the top jobs in music technology.
- c. Explore careers that combine music technology with another field.

MHSIMT.13 – Evaluating, comparing, and contrasting relevant web sites associated with music technology

- a. List the important issues in evaluating web sites.
- b. Identify and critique the layout, navigation, and accessibility of a web site based on its purpose.
- c. Evaluate elements of specific web sites as they relate to music technology.

MHSIMT.14 – Understanding ethical use of technology systems, media, information, and software as it relates to music technology

- a. Identify and understand intermediate copyright laws as they relate to music technology applications.
- b. Discuss ethical and legal issues as related to music technology.
- c. Discuss copywriting procedures for original compositions or productions.

MHSIMT.15 - Understanding live audio sound amplification and recording techniques

- a. Demonstrate differences in and uses of microphones in both live and studio applications.
- b. Demonstrate how to store and convert digital audio and MIDI data.
- c. Compare differences between analog and digital sound production and recording.
- d. Compare and contrast various signal processing techniques used to enhance the audio production process.
- e. Utilize music production techniques in a live performance.
- f. Record and edit digital and analog audio.
- g. Demonstrate knowledge of different mediums for audio and their storage requirements.
- h. Demonstrate processes of transferring analog audio into digital audio.
- i. Manipulate data from one program to another converting file formats as needed.

MHSIMT16 - Understanding music technology in relation to history and culture

- a. Discuss differences in major computer platforms.
- b. Identify major historical contributions to personal computer and music technology.

A. Skills and Techniques/Performance

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

- a. Sing melodic and rhythmic patterns into an audio software program with technical accuracy.
- b. Demonstrate basic ensemble singing skills with and without accompaniment.

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

- a. Develop basic keyboarding finger/hand position technique and correct posture for the MIDI keyboard/controller.
- b. Apply major scale finger patterns in solo performances on the MIDI keyboard/controller.
- c. Perform in small ensembles with one student on a part on electronic instruments.
- d. Demonstrate knowledge of note names on the keyboard.

MHSMMT 3 – Reading and notating music

- a. Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used.
- b. Manipulate basic music symbols and terms using music notation software.
- c. Sight-read basic melodies and rhythms on the MIDI keyboard/controller.
- d. Compose music using varied note entry methods (e.g., step-entry, real-time) in music notation software.
- e. Demonstrate basic knowledge of notation software processes.

B. Creation

MHSAMT.4 – Improvising melodies, variations, and accompaniments

- a. Improvise basic rhythmic and melodic figures over basic chord progressions.
- b. Devise rhythmic and melodic variations of a specific theme.
- c. Create rhythmic and harmonic accompaniments to existing melodic material.

MHSAMT.5 – Composing and arranging music within specified guidelines

- a. Compose music in several distinct styles using music software or sequencer.
- b. Arrange music for small ensembles using a specific instrumentation.
- c. Compare composition techniques used in different software packages.
- d. Create and utilize loop based music data in compositions.

- e. Utilize audio and signal effects such as reverb, chorus, and echo in compositions and arrangements.
- f. Explore basic rhythmic, melodic, and harmonic dictation.

C. Critical Analysis/Investigate

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

- a. Demonstrate an extensive knowledge of the technical vocabulary of music.
- b. Identify and explain basic compositional devices and techniques.
- c. Analyze form and harmony of aural and written examples of a varied repertoire of music.

MHSAMT.7 – Evaluating music and music performances

- a. Evaluate performances and compositions by comparing them to exemplary models.
- b. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions.

D. Cultural and Historical Context

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

- a. Create music soundtracks for visual arts media.
- b. Composes music influenced by the genre and time periods of other artistic mediums.
- c. Explore multi-media production techniques.

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

- a. Classify and discuss examples of non-western music.
- b. Analyze and discuss musical time periods and their relationships to cultural and artistic developments.
- c. Classify and discuss selected musical works from known genres of music, their cultural influences, and their significance in history.

E. Technology Skills and Applications

MHSAMT.10 – Understanding and describing the major hardware and software components of a computer and their interactions

- a. Identify and define key functional components of a computer.
- b. Recognize the terms and units that are used to describe major hardware components.
- c. Describe the interaction between input/output devices and other functional components of a computer in the execution of software applications.

- d. List the steps in setting up a computer and functional components including external and internal audio/MIDI devices.

MHSAMT.11 – Identifying and describing the fundamental devices associated with personal computers

- a. Identify the names, purposes, and characteristics of storage devices.
- b. Identify the names, purposes, and characteristics of motherboards.
- c. Identify the names, purposes, and characteristics of power supplies.
- d. Identify the names, purposes, and characteristics of processor/CPU's.
- e. Identify the names, purposes, and characteristics of memory.
- f. Identify the names, purposes, and characteristics of display devices.
- g. Identify the names, purposes, and characteristics of input devices.
- h. Identify the names, purposes, and characteristics of adapter cards.
- i. Identify the names, purposes, and characteristics of ports and cables.
- j. Identify the names, purposes, and characteristics of cooling systems.

MHSAMT.12 – Exploring careers in music technology

- a. Describe the daily tasks and responsibilities of a professional in the field of music technology.
- b. Compare and contrast the top jobs in music technology.
- c. Explore careers that combine music technology with another field.

MHSAMT.13 – Evaluating, comparing, and contrasting relevant web sites associated with music technology

- a. List the important issues in evaluating web sites.
- b. Identify and critique the layout, navigation, and accessibility of a web site based on its purpose.
- c. Evaluate elements of specific web sites as they relate to music technology.

MHSAMT.14 – Understanding ethical use of technology systems, media, information, and software as it relates to music technology

- a. Identify and understand basic copyright laws as they relate to music technology applications.
- b. Discuss ethical and legal issues as related to music technology.
- c. Discuss copywriting procedures for original compositions or productions.

MHSAMT.15 - Understanding live audio sound amplification and recording techniques

- a. Demonstrate differences in and uses of microphones in both live and studio applications.
- b. Demonstrate how to store and convert digital audio and MIDI data.
- c. Compare differences between analog and digital sound production and recording.
- d. Compare and contrast various signal processing techniques used to enhance the audio production process.
- e. Utilize music production techniques in a live performance.

- f. Record and edit digital and analog audio.
- g. Demonstrate knowledge of different mediums for audio and their storage requirements.
- h. Demonstrate processes of transferring analog audio into digital audio.
- i. Manipulates data from one program to another converting file formats as needed.

MHSAMT.16 - Understanding music technology in relation to history and culture

- a. Discuss differences in major computer platforms.
- b. Identify major historical contributions to personal computer and music technology.

A. Skills and Techniques/Performance

MHSMMT1 - Singing, alone and with others, a varied repertoire of music

- c. Sing melodic and rhythmic patterns into an audio software program with technical accuracy
- d. Demonstrate basic ensemble singing skills with and without accompaniment

MHSMMT2 - Performing on instruments, alone and with others, a varied repertoire of music

- e. Develop basic keyboarding finger/hand position technique and correct posture for the midi keyboard/controller
- f. Apply major scale finger patterns in solo performances on the midi keyboard/controller
- g. Perform in small ensembles with one student on a part on electronic instruments
- h. Demonstrate knowledge of note names on the keyboard

MHSMMT 3 - Reading and notating music

- f. Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used
- g. Manipulate basic music symbols and terms using music notation software
- h. Sight-read basic melodies and rhythms on the midi keyboard/controller
- i. Compose music using varied note entry methods (step-entry, real-time, etc.) in music notation software
- j. Demonstrate basic knowledge of notation software processes

B. Creation

MHSMMT4 - Improvising melodies, variations, and accompaniments

- d. Improvise basic rhythmic and melodic figures over basic chord progressions
- e. Devise rhythmic and melodic variations of a specific theme
- f. Create rhythmic and harmonic accompaniment to existing melodic material

MHSMMT5 - Composing and arranging music within specified guidelines

- g. Compose music in several distinct styles using music software or sequencer
- h. Arrange music for small ensembles using a specific instrumentation

- i. Compare composition techniques used in different software packages
- j. Create and utilize loop based music data in compositions
- k. Utilize audio and signal effects such as reverb, chorus and echo in compositions and arrangements
- l. Explore basic rhythmic, melodic, and harmonic dictation

C. Critical Analysis/Investigate

MHSMMT6 -Listening to, analyzing, and describing music

- d. Demonstrate an extensive knowledge of the technical vocabulary of music
- e. Identify and explain basic compositional devices and techniques
- f. Analyze form and harmony of aural and written examples of a varied repertoire of music

MHSMMT7 - Evaluating music and music performances

- c. Evaluate performances and compositions by comparing them to exemplary models
- d. Demonstrate proper knowledge and use of musical vocabulary when evaluating performances and compositions

Music Theory Introduction

As architects must study design, and physicians must grasp physiological and anatomical concepts, so must performers, conductors, and composers of music be well versed in the mathematics and science of music commonly referred to as music theory. It is the analysis, composition, structure and design of the elements of music that comprise its objective being, allowing it to unleash its other more subjective, affective power.

The Georgia Performance Standards for music theory will serve as a framework for teachers to follow, providing a guided, complete set of learning objectives. It is hoped that achievement of these standards by music theory students will result in a thorough, practical base of knowledge of the more measurable, concrete elements of music composition. Furthermore, mastery of this material should result in more musical performances based on the students' enhanced level of understanding of the overall structure and design of the music.

GRADE: 9 - 12

MUSIC – BEGINNING MUSIC THEORY

A. Skills and Techniques/Performance

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

- a. Sight-sing diatonic melodies, with minimum characteristics such as, stepwise melodies, both ascending and descending, melodies with diatonic skips, minor 3rd through tri-tone first (if possible), and melodies with diatonic skips, tri-tone through octave (if possible).

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

- a. Identify notes on the keyboard.
- b. Relate pitches on a keyboard to notation on the staff in their native clef.
- c. Play diatonic melodies on the keyboard where possible, or on another instrument.

MHSBMTh.3 – Reading and notating music

- a. Demonstrate an understanding of rhythmic terms such as, time signature/meter (simple, compound, duple, triple), measure (bar line, double bar line).
- b. Choose which rhythm has been performed from an array of choices (Examples will be in simple meter, up to and including three part beat division).
- c. Perform rhythmically by tapping the foot with a steady pulse representing the basic metrical unit while clapping and speaking the given rhythm. [Spoken syllables may be neutral, or syllables adopted by the instructor (i.e. 1-e-&-u, Eastman system, etc.)]

- d. Notate rhythms in simple meter using rhythmic values up to and including sixteenth notes and rests.
- e. Identify pitches in treble and bass clefs, including notes utilizing ledger lines.
- f. Identify major key signatures.
- g. Identify half, and whole-step pitches and enharmonic pitches.
- h. Identify major/minor, and perfect intervals.
- i. Identify the whole and half steps that comprise a major scale.
- j. Identify major scales, using both key signatures and accidentals.
- k. Identify and describe chromatic scales.
- l. Identify chords including major triads and minor triads.
- m. Aurally identify all intervals (half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), identify major scales by knowing the whole and half step sequence and by using both key signatures and accidentals, identify and describe the chromatic scale, and identify chords (major and minor triads).

B. Creation

MHSBMTh.4 – Improvising rhythms and melodies

- a. Improvise short rhythmic lines.
- b. Improvise short melodic lines which incorporate scalar and chordal motives.

MHSBMTh.5 – Composing and arranging music within specified guidelines

- a. Compose and perform short rhythmic lines.
- b. Compose and perform short melodic lines which incorporate scalar and chordal motives.

C. Critical Analysis/Investigate

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

- a. Aurally identify and describe basic formal elements and forms in a composition such as phrase and period, binary song, ternary song, rondo, theme, and variations.
- b. Demonstrate an understanding and application of standard music terminology involving dynamics, articulation, and tempo/style.

MHSBMTh.7 – Evaluating music and music performances

- a. Describe a given short musical composition based on aural exposure.
- b. Describe rhythmic and melodic/harmonic character in terms covered previously.

D. Cultural and Historical Context

MHSBMTh.8 – Understanding relationships between music and the other arts

- a. Demonstrate an understanding of how music has been influenced by and integrated with other fine arts disciplines within the context of their theoretical understanding.

MHSBMTh.9 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate an understanding of how music is based upon mathematic and scientific principles.

MHSBMTh.10 – Understanding music in relation to history and culture

- a. Demonstrate an understanding of how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.)
- b. Describe how major musical movements, figures, and events coincide with and/or were influenced by political, religious and economic conditions of the time.

A. Skills and Techniques/Performance

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

- a. Sight-sing diatonic melodies, including stepwise melodies, both ascending and descending and melodies with diatonic skips.

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

- a. Identify notes on the keyboard.
- b. Relate pitches on a keyboard to notation on the grand staff (e.g., both treble and bass clefs).
- c. Perform diatonic melodies on the keyboard where possible, or on another instrument.

MHSIMTh.3 – Reading and notating music

RHYTHM

- a. Identify and describe rhythmic terms such as time signature/meter (simple, compound, duple, triple), measure (bar line, double bar line).
- b. Notate rhythms in simple and compound meters up to and including three part beat division.
- c. Notate rhythms in simple and compound meters using rhythmic values up to and including sixteenth notes and rests.

MELODY/PITCH

- d. Identify pitches in treble and bass clefs, including notes utilizing ledger lines.
- e. Identify and notate all 12 major and minor key signatures.
- f. Identify half, whole-step, and enharmonic pitches.
- g. Identify and notate major/minor intervals, perfect intervals, and augmented/diminished intervals.
- h. Identify and notate the whole and half steps that comprise a major scale.
- i. Identify and notate major scales, using both key signatures and accidentals.
- j. Identify, notate and describe minor scale types, such as natural, melodic, and harmonic.
- k. Identify, notate, and describe chromatic scales.
- l. Identify, notate, and describe chords including major, minor, augmented, diminished triads, and dominant sevenths.
- m. Aurally identify all intervals such as, half steps, whole steps, enharmonic pitches, major, minor, perfect, augmented, and diminished intervals.
- n. Aurally identify all major and minor scales (natural, melodic, and harmonic).

- o. Aurally identify chords (major triads, minor triads, augmented triads, diminished triads, and dominant sevenths).
- p. Identify, describe, and notate melodic and functional harmonic content in the context of major and minor tonalities using diatonic material only.

B. Creation

MHSIMTh.4 – Improvising rhythms and melodies

- a. Improvise short rhythmic lines.
- b. Improvise short melodic lines which incorporate scalar and chordal motives.

MHSIMTh.5 – Composing and arranging music within specified guidelines

- a. Compose and perform short rhythmic lines.
- b. Compose and perform short melodic lines which incorporate scalar and chordal motives. These compositional exercises may be in the form of a single melodic line accompanied by Roman numeral chord indications, or a traditional four-part (SATB) vocal texture.

C. Critical Analysis/Investigate

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

- a. Aurally identify and describe basic formal elements and forms in a composition as follows: (phrase and period, binary song, ternary song, rondo, and theme and variations).
- b. Recognizes standard music terminology such as dynamics, articulation, and tempo/style.

MHSIMTh.7 – Evaluating music and music performances

- a. Describe a given short musical composition based on aural exposure.
- b. Describe rhythmic and melodic/harmonic character.

D. Cultural and Historical Context

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

- a. Discuss how music has been influenced by and integrated with other fine arts disciplines throughout the major historical periods for Western Art (or “Classical”) Music, from antiquity to contemporary.

MHSIMTh.9 – Understanding relationships between music and other disciplines outside the fine arts

- a. Articulate how music is based upon mathematic and scientific principles.

MHSIMTh.10 – Understanding music in relation to history and culture

- a. Discuss how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.).
- b. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time.

A. Skills and Techniques/Performance

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

- a. Demonstrates the ability to sing at sight primarily diatonic melodies in simple and compound meter.

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

- a. Demonstrate the ability to play notated pitches, chords, scales, and melodic/rhythmic passages of no more than eight measures on the piano keyboard where possible, or on another instrument.

MHSAMTh.3 – Reading and notating music

- a. Notate the elements of music using F, G and moveable C, clefs, including noteheads, stems, flags, beams, and rests, using correct vertical alignment and stem direction, barlines, brackets, braces, repeat signs, endings, and accidentals.
- b. Notate and recognize simple rhythmic patterns (beats and subdivisions), notate and recognize simple, compound, and complex meters, and organize rhythms into appropriate groupings (beaming and barring).
- c. Demonstrate the ability to write major and minor key signatures on the staff (circle of fifths).
- d. Demonstrate the ability to notate simple rhythmic patterns from dictated examples and identify simple rhythmic motives and meters from aural examples.
- e. Demonstrate the ability to notate diatonic and non-diatonic melodies from a dictated source.
- f. Demonstrate the ability to notate outer voices (soprano and bass) and Roman numerals from dictated traditional, primarily diatonic harmonic progressions.
- g. Demonstrate the ability to compose and identify diatonic and non-diatonic chords and inversions from a figured bass.
- h. Identify transposing and non-transposing instruments, appropriate clefs for individual instruments, appropriate written ranges for each instrument, and score layout for piano, chamber ensemble, chorus, orchestra, and band.
- i. Demonstrate the ability to transpose a melodic line to appropriate keys and clefs for any instrument or groups of instruments.
- j. Notate and identify visually and aurally all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending.
- k. Identify visually and aurally pitch collections (scales) including major, minor, church modes, whole tone, chromatic, and pentatonic.

- l. Identify visually and aurally major, minor, augmented, and diminished triads, seventh chords and inversions in open and closed spacing.
- m. Identify chords from a two-staff, four-part score using Roman numeral analysis.
- n. Identify visually and aurally plagal, perfect authentic, imperfect authentic, half, deceptive cadences.
- o. Demonstrate through written exercises, knowledge of the rules governing three and four part writing as practiced during the common style period.
- p. Identify and describe common terminologies of form, style, musical expression, volume/intensity, and tempo modification.

B. Creation

MHSAMTh.4 – Composing and arranging music within specified guidelines

- a. Compose melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones.
- b. Compose short musical forms including phrases, periods, and simple binary forms.
- c. Construct appropriate harmonizations for melodies they have composed and given melodies, using appropriate voice leadings in three and four part textures.

C. Critical Analysis/Investigate

MHSAMTh.5 – Listening to, analyzing, and describing music

- a. Identify visually and aurally monophonic, homophonic, and polyphonic textures.
- b. Analyze homophonic musical forms from aural and written examples, including simple binary, simple ternary, theme and variations, rondo, and sonata allegro.
- c. Identify mode, meter, instrumentation, texture, phrase and period structure and cadences in given aural and written examples from the standard literature.

D. Cultural and Historical Context

MHSAMTh.6 – Understanding relationships between music and the other arts

- a. Discuss how music has been influenced by and integrated with other fine arts throughout the major historical periods for western art (e.g., “classical”) music, from antiquity to contemporary.

MHSAMTh.7 – Understanding relationships between music and other disciplines outside the fine arts

- a. Articulate how music is based upon mathematic and scientific principles. (This will include the use of numbers in counting and analyzing rhythm and meter and the overtone series as the basis for our system of tertian harmony).

MHSAMTh.8 – Understanding music in relation to history and culture

- a. Discuss how music has been influenced by and integrated into the humanities (i.e. literature/poetry, cultural studies, philosophy, ancient and modern languages, etc.).
- b. Describe the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) in terms of harmony, style, form and the correlation between music of those periods and the other fine arts of that same time.
- c. Describe how major musical movements, figures and events coincide with and/or were influenced by political, religious and economic conditions of the time.