



FINE ARTS EDUCATION
GEORGIA PERFORMANCE STANDARDS
Music Appreciation
(Grades 6-12)

Music Appreciation (grades 9-12) Georgia Performance Standards

Section	Page
I. Acknowledgements	3
• Music Advisory Committee	
• Music Appreciation Writing Committee	
II. Introduction	3
III. Georgia Performance Standards for Music Appreciation	4-7
• Grades 6-8	4-5
• Grades 9-12	6-7

I. Acknowledgements

<u>Name</u>	<u>Committee</u>	<u>Representing</u>
Cecil Wilder	Advisory	Georgia Music Educators Association
Robert Andrews	Advisory	Gwinnett County Schools

Many thanks to all of the teachers and administrators from Carroll County, Cobb County, Gwinnett County, Morgan County, Wayne County, and Berry College who served as volunteers in writing these standards.

The following individuals were volunteers and either wrote or served as advisors on the Georgia Performance Standards (GPS) for Middle and High School Music.

Allison Bates – Norcross High School; Norcross, GA
Luther D. Enloe – Berry College; Mt. Berry, GA
Ken Weidner – Wayne County High School; Jesup, GA
Kim Neidlinger – Morgan County Middle School; Madison, GA
Melvin Jordan – Kanoheda Elementary School; Lawrenceville, GA
David Hirschorn – Durham Middle School; Acworth, GA
Amy Turner – Meadowcreek High School; Norcross, GA
Susan Fields – Carrollton Middle School; Carrollton, GA
Tim Johnson – Grayson Technical; Grayson, GA

II. Introduction

The Georgia Performance Standards for Fine Arts courses 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).

Georgia Performance Standards

Grade (6-8) – Music Appreciation

A. Skills and Techniques/Performance

MMSMA.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.
- c. Sing to match diction and dialect of various genres of music.
- d. Sing to recognize and reinforce fundamentals of tone production, breathing, and quality of sound.

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

- a. Perform on a classroom instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and technique.
- b. Play a musical example with accurate pitches and rhythms.
- c. Understand and interpret performance requirements for culturally diverse music literature.
- d. Play an instrument and correctly respond to a conductor's musical directions.

MMSMA.3 - Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Notate music on a staff using either staff paper or notation software.
- c. Analyze and harmonic and tonal structures in the music being studied.

B. Creation

MMSMA.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody or variation to a live or recorded accompaniment.
- b. Create musical ideas from a variety of available sound sources.
- c. Create rhythmic and harmonic ostinatos for accompanying other melodies.

MMSMA.5 - Composing and arranging music within specified guidelines

- a. Demonstrate how the elements of music are used to achieve unity and variety.
- b. Compose short pieces within a blues, rondo, or AABA form.
- c. Arrange simple pieces for voices or instruments other than those for which the pieces were written.

C. Critical Analysis/Investigate

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

- a. Identify and describe simple forms of music.
- b. Use music terminology to describe tempo, dynamics, and texture.
- c. Analyze the uses of elements of music in representing diverse genres and cultures.

MMSMA.7 - Evaluating music and music performances

- a. Identify and examine criteria for evaluating music performances.
- b. Identify various uses of music in daily experiences.
- c. Apply specific criteria to evaluate the quality of their own performance.

D. Cultural and Historical Context

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

- a. Describe ways in which other disciplines taught in the school are interrelated with those of music.
- b. Identify and describe common terminology used in music and another fine art.
- c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline.

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

- a. Identify and explain a particular music example's historical and cultural significance.
- b. Compare and evaluate the roles of musicians throughout history.
- c. Recognize music's role in today's culture.

Grade (9-12) – Music Appreciation

A. Skills and Techniques/Performance

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

- a. Sing music with accurate pitch and rhythm.
- b. Sing to recognize and reinforce fundamentals of tone production, breathing, and quality of sound.
- c. Sing music written in multiple parts with appropriate technique.

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

- a. Perform on a classroom instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and technique.
- b. Play a musical example with accurate pitches and rhythms.
- c. Understand and interpret performance requirements for culturally diverse music literature.
- d. Play an instrument and correctly respond to a conductor's musical directions.

MHSMA.3 - Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Notate music on a staff using either staff paper or notation software.
- c. Analyze and harmonic and tonal structures in the music being studied.
- d. Identify chord symbols and lead sheet terminology used in informal music notation.

B. Creation

MHSMA.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody or variation to a live or recorded accompaniment.
- b. Create musical ideas from a variety of available sound sources.
- c. Create rhythmic and harmonic ostinatos for accompanying other melodies.
- d. Create or improvise a melody over a given chord progression.

MHSMA.5 - Composing and arranging music within specified guidelines

- a. Demonstrate how the elements of music are used to achieve unity and variety.
- b. Compose short pieces within a blues, rondo, or AABA form.
- c. Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- d. Use traditional and non-traditional sound sources and electronic media to compose or arrange songs.

C. Critical Analysis/Investigate

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

- a. Identify and describe simple forms of music.
- b. Use music terminology to describe tempo, dynamics, and texture.
- c. Analyze the uses of elements of music in representing diverse genres and cultures.
- d. Explain characteristics that distinguish musical styles.

MHSMA.7 - Evaluating music and music performances

- a. Identify and examine criteria for evaluating music performances.
- b. Identify various uses of music in daily experiences.
- c. Apply specific criteria to evaluate the quality of their own performance.
- d. Offer constructive suggestions for improvement of classroom performances.

D. Cultural and Historical Context

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

- a. Describe ways in which other disciplines taught in the school are interrelated with those of music.
- b. Identify and describe common terminology used in music and another fine art.
- c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline.
- d. Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.

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

- a. Identify and explain a particular music example's historical and cultural significance.
- b. Compare and evaluate the roles of musicians throughout history.
- c. Recognize music's role in today's culture.
- d. Identify sources of American music genres, trace their evolution, and identify musicians associated with them.