

How can **Note Knacks** help your students achieve the Georgia State Standards?

KINDERGARTEN

A. Skills and Techniques/Performance

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

COMPLEMENTS a. Sing simple melodies in a limited range using appropriate head voice accompanied and unaccompanied.

COMPLEMENTS b. Echo simple singing and speech patterns.

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

MEETS a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.

COMPLEMENTS b. Perform a steady beat using body percussion as well as classroom instruments with appropriate technique.

MKGM.3 – Reading and notating music

MEETS AND EXCEEDS a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.

MEETS AND EXCEEDS b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.

COMPLEMENTS c. Read simple melodic contour representations (e.g., rollercoaster).

B. Creative Expression and Communication

MKGM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. Improvise simple body percussion patterns.

MEETS AND EXCEEDS b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

MKGM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create sound effects and movements to accompany songs, poems, and stories.

MEETS AND EXCEEDS b. Create simple rhythmic patterns including quarter notes and quarter rests using non-traditional and/or traditional icons.

C. Critical Analysis/Investigate

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

MEETS a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.

MEETS 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

MEETS a. Evaluate musical performances of themselves and others.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS 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).

COMPLEMENTS b. Describe how sounds and music are used in daily lives.

MEETS AND EXCEEDS 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

COMPLEMENTS a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

FIRST GRADE

A. Skills and Techniques/Performance

M1GM.1 – Singing, alone and with others, a varied repertoire of music

COMPLEMENTS a. Sing melodies in a limited range using appropriate head voice accompanied and unaccompanied.

COMPLEMENTS b. Echo simple singing and speech patterns; perform call and response songs.

M1GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

MEETS AND EXCEEDS a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.

MEETS AND EXCEEDS 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

MEETS AND EXCEEDS a. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or traditional icons.

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS c. Read contour representations or simple melodic patterns within a reduced staff.

B. Creative Expression and Communication

M1GM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. Improvise simple body percussion patterns.

MEETS AND EXCEEDS b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

M1GM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create sound effects and movements to accompany songs, poems, and stories.

MEETS AND EXCEEDS b. Create simple rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using non-traditional and/or traditional icons.

C. Critical Analysis/Investigate

M1GM.6 – Listening to, analyzing, and describing music

COMPLEMENTS a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.

MEETS b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).

COMPLEMENTS c. Identify 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

MEETS AND EXCEEDS a. Evaluate musical performances of themselves and others.

COMPLEMENTS b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

M1GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

MEETS AND EXCEEDS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS 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).

COMPLEMENTS b. Describe how sounds and music are used in daily lives.

MEETS 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

COMPLEMENTS a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

SECOND GRADE

A. Skills and Techniques/Performance

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

COMPLEMENTS a. Sing pentatonic melodies using appropriate head voice accompanied and unaccompanied.

MEETS AND EXCEEDS 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

MEETS AND EXCEEDS a. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.

MEETS AND EXCEEDS b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.

COMPLEMENTS c. Perform 2 or 3 note melodic patterns using instruments with appropriate technique.

M2GM.3 – Reading and notating music

MEETS AND EXCEEDS a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.

MEETS AND EXCEEDS 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.

MEETS c. Read simple melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M2GM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. Improvise simple rhythmic patterns using a variety of sound sources.

COMPLEMENTS b. Improvise simple pentatonic melodies and accompaniments.

M2GM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create sound effects to accompany songs, poems and stories.

MEETS AND EXCEEDS b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation.

MEETS AND EXCEEDS c. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

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

MEETS AND EXCEEDS a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.

COMPLEMENTS b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.

COMPLEMENTS c. Identify classroom and various orchestral instruments by sight and sound.

COMPLEMENTS d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M2GM.7 – Evaluating music and music performances

MEETS AND EXCEEDS a. Evaluate musical performances of themselves and others.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS 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).

COMPLEMENTS b. Describe how sounds and music are used in daily lives.

MEETS AND EXCEEDS 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

COMPLEMENTS a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

c. Perform line and circle dances.

THIRD GRADE

A. Skills and Techniques/Performance

M3GM.1 – Singing, alone and with others, a varied repertoire of music

COMPLEMENTS a. Sing melodies in the range of an octave using appropriate head voice accompanied and unaccompanied.

MEETS AND EXCEEDS 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

MEETS AND EXCEEDS a. Perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.

MEETS AND EXCEEDS b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.

COMPLEMENTS c. Perform pentatonic melodic patterns using instruments with appropriate technique.

M3GM.3 – Reading and notating music

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS 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.

COMPLEMENTS c. Read melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M3GM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. The student will improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.

COMPLEMENTS b. The student will improvise simple pentatonic melodies and accompaniments.

M3GM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create rhythmic motives to enhance literature.

MEETS AND EXCEEDS b. Compose rhythmic patterns in simple meter including quarter notes, quarter rests, half notes, paired eighth notes, and whole notes.

COMPLEMENTS c. Compose simple melodic patterns.

MEETS AND EXCEEDS d. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M3GM.6 – Listening to, analyzing, and describing music

MEETS AND EXCEEDS a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.

COMPLEMENTS 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.

COMPLEMENTS d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M3GM.7 – Evaluating music and music performances

MEETS AND EXCEEDS a. Evaluate musical performances of themselves and others.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS 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).

COMPLEMENTS b. Describe how music and musicians function in various cultures.

MEETS AND EXCEEDS 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

COMPLEMENTS a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

FOURTH GRADE

A. Skills and Techniques/Performance

M4GM.1 – Singing, alone and with others, a varied repertoire of music

COMPLEMENTS a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.

MEETS AND EXCEEDS 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.

COMPLEMENTS AND EXCEEDS 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

COMPLEMENTS a. Perform simple melodic patterns from a major scale with appropriate technique.

MEETS AND EXCEEDS b. Perform instrumental parts while other students play or sing contrasting parts.

MEETS c. Perform multiple songs representing various genres, tonalities, meters, and cultures.

COMPLEMENTS d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

M4GM.3 – Reading and notating music

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS 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.

COMPLEMENTS c. Read simple melodies within a treble clef staff.

COMPLEMENTS d. Notate melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M4GM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.

COMPLEMENTS b. Improvise simple pentatonic melodies and accompaniments.

M4GM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create rhythmic and/or melodic motives to enhance literature.

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

C. Critical Analysis/Investigate

M4GM.6 – Listening to, analyzing, and describing music

MEETS AND EXCEEDS a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, Introduction, and Coda.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Evaluate musical performances of themselves and others.

COMPLEMENTS 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

MEETS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS b. Describe the relationship between music and disciplines outside the arts.

M4GM.9 – Understanding music in relation to history and culture

COMPLEMENTS 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).

COMPLEMENTS b. Describe the role of music and musicians in various historical time periods.

MEETS AND EXCEEDS 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

COMPLEMENTS a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

c. Perform dances from various cultures including traditional folk dances with and without a partner.

FIFTH GRADE

A. Skills and Techniques/Performance

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

COMPLEMENTS a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.

MEETS AND EXCEEDS 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.

MEETS 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.

MEETS AND EXCEEDS b. Perform instrumental parts while other students sing or play contrasting parts.

COMPLEMENTS c. Perform multiple songs representing various genres, tonalities, meters, and cultures.

COMPLEMENTS AND EXCEEDS d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

M5GM.3 – Reading and notating music

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS 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.

COMPLEMENTS c. Read melodies within a treble clef staff.

COMPLEMENTS d. Notate simple melodies within a treble clef staff.

B. Creative Expression and Communication

M5GM.4 – Improvising melodies, variations, and accompaniments

MEETS AND EXCEEDS a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.

COMPLEMENTS b. Improvise simple pentatonic melodies and accompaniments.

MEETS AND COMPLEMENTS c. Perform simple rhythmic or melodic variations.

M5GM.5 – Composing and arranging music within specified guidelines

MEETS AND EXCEEDS a. Create rhythmic and melodic motives to enhance literature.

MEETS AND EXCEEDS 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.

MEETS AND EXCEEDS 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

MEETS AND EXCEEDS a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Evaluate musical performances of themselves and others.

COMPLEMENTS 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

MEETS AND EXCEEDS a. Describe the relationship between music and the other arts.

MEETS AND EXCEEDS b. Describe the relationship between music and disciplines outside the arts.

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

COMPLEMENTS 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).

COMPLEMENTS b. Describe the role of music and musicians in various historical time periods.

MEETS 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

COMPLEMENTS a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.

COMPLEMENTS b. Perform choreographed and non-choreographed movements.

c. Perform dances from various cultures including traditional folk dances with and without a partner.