



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# **Georgia**

## **Standards of Excellence (GSE)**

### **Kindergarten – Grade 12**

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# Georgia Standards of Excellence (GSE)

## ELEMENTARY

### Kindergarten – Grade 5

## Music Georgia Standards of Excellence

### Beginning Band

Fourth Grade-Fifth Grade

#### **53.03100**

**Course Description:** This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with the characteristic tone quality of the instrument. Students can elect to play their instrument of choice with the band director's approval and recommendation.

### Creating

#### **ESBB(4-5).CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Use teacher-created criteria to refine improvised or composed pieces.

### Performing

#### **ESBB(4-5).PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

#### **ESBB(4-5).PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.

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- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

### **ESBB(4-5).PR.3 Read and identify elements of notated music.**

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

## **Responding**

### **ESBB(4-5).RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
- b. Compare and contrast musical works based on genre and culture.

### **ESBB(4-5).RE.2 Respond to music and music performances of themselves and others.**

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations).
- c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback and suggest areas of improvement.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## **Connecting**

### **ESBB(4-5).CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, and society and culture.

# Music Georgia Standards of Excellence

## Chorus

Kindergarten-Fifth Grade

### **Course Description:**

#### **54.01100**

**Chorus** - This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. This course offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.

## Creating

### **ESBC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise simple rhythmic and melodic patterns.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose original rhythms and melodies.

### **ESBC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

## Performing

### **ESBC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system 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 from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **ESBC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques.

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- b. Identify basic vocal anatomy.
- c. Identify aspects of vocal range and tone.
- 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, in one or more vocal parts.

### **ESBC.PR.3 Convey meaning through the presentation of musical works as the school setting permits.**

- a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music.
- b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **ESBC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition, in selected examples (e.g. aural, written, performed), are important to a performance.

### **ESBC.RE.2 Apply criteria to evaluate musical works.**

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch, and rhythm, diction, and dynamics.

## **Connecting**

### **ESBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.

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### **ESBC.CN.2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding.**

- 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 the historical period, composer, culture, and style of music presented in class.
- d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.



# Music Georgia Standards of Excellence

## General Music

### Kindergarten

#### **53.00100**

**Course Description:** Introduces creating, performing, and responding to music while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **ESGMK.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple body percussion patterns.
- b. Improvise soundscapes (e.g. weather, animals, other sound effects).
- c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

#### **ESGMK.CR.2 Compose and arrange music within specified guidelines.**

- a. Create sound effects to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
- c. Vary the text for familiar melodies, chants, and poems.

#### **ESGMK.CR.3 Share creative work.**

- a. With guidance, share a final version of personal musical work with peers.

### Performing

#### **ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.**

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

#### **ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

## **Music Georgia Standards of Excellence**

### **ESGMK.PR.3 Read and Notate music.**

- a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
- b. Read simple melodic contour representations (e.g. roller coaster).

## **Responding**

### **ESGMK.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).
- c. Identify basic classroom instruments by sight and sound.
- d. Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

### **ESGMK.RE.2 Evaluate music and music performances.**

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

## **Connecting**

### **ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

### **ESGMK.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

# Music Georgia Standards of Excellence

## General Music

### First Grade

#### **53.00200**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **ESGM1.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple body percussion patterns.
- b. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

#### **ESGM1.CR.2 Compose and arrange music within specified guidelines.**

- a. Create sound effects to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
- c. Vary the text for familiar melodies, chants, and poems.

#### **ESGM1.CR.3 Share creative work.**

- a. With limited guidance, share a final version of personal musical work.

### Performing

#### **ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.**

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

#### **ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

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### **ESGM1.PR.3 Read and Notate music.**

- a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
- b. Read contour representations and simple melodic patterns within a reduced staff.

## **Responding**

### **ESGM1.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).
- c. Identify classroom and folk instruments by sight and sound.
- d. Aurally distinguish between different voices (e.g. men, women, children).

### **ESGM1.RE.2 Evaluate music and music performances.**

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

## **Connecting**

### **ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

### **ESGM1.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

## Music Georgia Standards of Excellence

### General Music

#### Second Grade

#### **53.00300**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **ESGM2.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple rhythmic patterns using a variety of sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
- b. Improvise simple pentatonic melodies and accompaniments.

#### **ESGM2.CR.2 Compose and arrange music within specified guidelines.**

- a. Create sound effects to accompany songs, poems, and stories.
- b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).
- c. Arrange rhythmic patterns to create simple forms and instrumentation.

### Performing

#### **ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied pentatonic melodies using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

#### **ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.
- b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.
- c. Perform simple melodic patterns using instruments with appropriate technique.

## Music Georgia Standards of Excellence

### **ESGM2.PR.3 Read and Notate music.**

- a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.
- b. Read simple melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).

## **Responding**

### **ESGM2.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).
- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).
- c. Identify classroom, folk, and orchestral instruments by sight and sound.
- d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

### **ESGM2.RE.2 Evaluate music and music performances.**

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.
- b. Refine music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances.

## **Connecting**

### **ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

### **ESGM2.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.

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- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

# Music Georgia Standards of Excellence

## General Music

### Third Grade

#### **53.00400**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **ESGM3.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.
- b. Improvise pentatonic melodies and accompaniments.

#### **ESGM3.CR.2 Compose and arrange music within specified guidelines.**

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes).
- c. Compose melodic patterns.
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

### Performing

#### **ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice.
- b. Sing with others (e.g. rounds, game songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

#### **ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique.



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### **ESGM3.PR.3 Read and Notate music.**

- a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.
- b. Read melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).

## **Responding**

### **ESGM3.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo).
- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound.
- d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

### **ESGM3.RE.2 Evaluate music and music performances.**

- a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGM3.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

## **Connecting**

### **ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

## **Music Georgia Standards of Excellence**

### **ESGM3.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

# Music Georgia Standards of Excellence

## General Music

### Fourth Grade

#### **53.00500**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **ESGM4.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.
- b. Improvise pentatonic melodies and accompaniments.

#### **ESGM4.CR.2 Compose and arrange music within specified guidelines.**

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests).
- c. Compose melodic patterns.
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

### Performing

#### **ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.

#### **ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- c. Perform simple major/minor melodic patterns with appropriate technique.

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- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- e. Perform instrumental parts expressively, following the cues of a conductor.

### **ESGM4.PR.3 Read and Notate music.**

- a. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests).
- b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, 1<sup>st</sup> and 2<sup>nd</sup> endings, coda, time signatures, accent mark, crescendo/decrescendo).

## **Responding**

### **ESGM4.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda).
- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound.
- d. Aurally distinguish between various ensembles.
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- f. Aurally identify tonal center.

### **ESGM4.RE.2 Evaluate music and music performances.**

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGM4.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

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### Connecting

#### **ESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.

#### **ESGM4.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.

# Music Georgia Standards of Excellence

## General Music

### Fifth Grade

#### **53.00600**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

**ESGM5.CR.1 Improvise melodies, variations, and accompaniments. Improvise rhythmic phrases.**

- a. Improvise melodies and accompaniments.

**ESGM5.CR.2 Compose and arrange music within specified guidelines.**

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

### Performing

**ESGM5.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.

**ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform simple major/minor melodic patterns with appropriate technique.
- c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.

## Music Georgia Standards of Excellence

- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- e. Perform instrumental parts expressively, following the cues of a conductor.

### **ESGM5.PR.3 Read and Notate music.**

- a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo, 1<sup>st</sup> and 2<sup>nd</sup> endings, coda, accent mark, accelerando/ritardando, sharp/flat).

## **Responding**

### **ESGM5.RE.1 Listen to, analyze, and describe music.**

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations).
- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk and world instruments by sight and sound.
- d. Aurally distinguish between various ensembles.
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- f. Aurally identify tonal center.

### **ESGM5.RE.2 Evaluate music and music performances.**

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

### **ESGM5.RE.3 Move to a varied repertoire of music, alone and with others.**

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

## Music Georgia Standards of Excellence

### Connecting

#### **ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.
- c. Describe various career paths in music.

#### **ESGM5.CN.2 Connect music to history and culture.**

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.



## Music Georgia Standards of Excellence

### Orchestra

Kindergarten-Fifth Grade

#### **53.05100**

**Course Description:** This performance-based class focuses on basic instrumental skill development and music reading. Students learn the proper way to hold and play a string instrument. Students can elect to play violin, viola, cello, or bass, with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

### Creating

#### **ESBO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

### Performing

#### **ESBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

#### **ESBO.PR.2 Read and Notate music.**

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within key signatures D, G, and C.

## **Music Georgia Standards of Excellence**

- c. Read and notate rhythms (e.g. 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.

### **Responding**

#### **ESBO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

#### **ESBO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

### **Connecting**

#### **ESBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects are related to music.

#### **ESBO.CN.2 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### Piano

Elementary (Grades K-5)

53.09000

**Course Description:** Introduces a varied repertoire of music. Enables students the ability to read, perform, and improvise melodies, create simple compositions of music within specified guidelines, and understand relationships between music and other arts and disciplines outside the arts. Students listen to and describe music, and evaluate music and music performances.

### Creating

#### **ESP.CR.1 Notate music.**

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Notate simple rhythms and melodies utilizing a dictation method.
- c. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements.
- d. Notate a simple musical composition.

#### **ESP.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate dynamics.
- b. Set a short poetic phrase and/or text to music.

### Performing

#### **ESP.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Recognize characteristic playing position, posture, and fingering techniques.
- b. Recognize skills through performance of musical literature (e.g. rehearsal procedures, steady tempo, rhythmic accuracy, dynamic expression, style).
- c. Demonstrate all performance skills through performance of music literature at the appropriate level.

#### **ESP.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
- c. Demonstrate a rhythmic or melodic ostinato.

## **Music Georgia Standards of Excellence**

### **ESP.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **ESP.RE.1 Evaluate music and music performances.**

- a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds judge music and music performances.

## **Connecting**

### **ESP.CN.1 Read about, listen to, and describe music.**

- a. Read about appropriate music based on skill level.
- b. Listen to 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.

### **ESP.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# Georgia Standards of Excellence (GSE)

## MIDDLE SCHOOL

### Grade 6 – Grade 8

## Music Georgia Standards of Excellence

### Band

#### *Beginning Band*

Sixth Grade -Eighth Grade

#### **Course Descriptions:**

##### **53.03300**

**Beginning Band/Grade 6** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with the characteristic tone quality of the instrument. Students can elect to play their instrument of choice with the band director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

##### **53.03400**

**Beginning Band/Grade 7** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with the characteristic tone quality of the instrument. Students can elect to play their instrument of choice with the band director's approval and recommendation. Participation in concert performances outside of regular class hours is required. In addition to large group ensembles, individual growth and achievement are encouraged through participation in solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is required.

##### **53.03500**

**Beginning Band/Grade 8** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with the characteristic tone quality of the instrument. Students can elect to play their instrument of choice with the band director's approval and recommendation. Participation in concert performances outside of regular class hours is required. In addition to large group ensembles, individual growth and achievement are encouraged through participation in solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is required.

### **Creating**

**MSBB.CR.1** **Improvise, compose, and arrange music within specified guidelines.**

## **Music Georgia Standards of Excellence**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Refine improvised or composed pieces using teacher-created criteria.

### **Performing**

#### **MSBB.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

#### **MSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

#### **MSBB.PR.3 Read and identify elements of notated music.**

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

### **Responding**

#### **MSBB.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).

## **Music Georgia Standards of Excellence**

- b. Compare and contrast musical works based on genre and culture.

### **MSBB.RE.2 Respond to music and music performances of themselves and others.**

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations).
- c. Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## **Connecting**

### **MSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, and society and culture.



## Music Georgia Standards of Excellence

### Intermediate Band

Sixth Grade - Eighth Grade

#### Course Descriptions:

##### 53.03310

**Intermediate Band/Grade 6** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with characteristic tone quality. Students can elect to play their instrument of choice with the band director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

##### 53.03410

**Intermediate Band/Grade 7** - This performance-based class focuses on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is required.

##### 53.03510

**Intermediate Band/Grade 8** - This performing ensemble is for progressing wind and percussion instrumentalists. This year long course introduces "comprehensive musicianship" through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, an emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. This is a performance-based class. Participation in concert performances outside of regular class hours is required.

### Creating

#### MSIB.CR.1 Improvise, compose, and arrange music within specified guidelines.

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).

## **Music Georgia Standards of Excellence**

- c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

### **Performing**

#### **MSIB.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing, use of the air stream.

#### **MSIB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises).
- c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

#### **MSIB.PR.3 Read and identify elements of notated music.**

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

### **Responding**

#### **MSIB.RE.1 Listen to, analyze, and describe music.**

- a. Relate the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance.

## **Music Georgia Standards of Excellence**

- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument.

### **MSIB.RE.2 Respond to music and music performances.**

- a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## **Connecting**

### **MSIB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Discuss the relationship between music and other arts.
- b. Discuss the relationship between music and other disciplines.
- c. Discuss genres, styles, and composers within specific time periods.
- d. Discuss the relationship between music and musicians, society, and culture.

## Music Georgia Standards of Excellence

### Advanced Band

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **53.03320**

**Advanced Band/Grade 6** - This performance-based class continues the focus on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a brass, percussion, or woodwind instrument with characteristic tone quality. Students can elect to play their instrument of choice with the band director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

##### **53.03420**

**Advanced Band/Grade 7** - This performance-based class continues the primary focus on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is required.

##### **53.03520**

**Advanced Band/Grade 8** - This performance-based class is the middle school's most advanced performing ensemble for wind and percussion instrumentalists. This year long course introduces "comprehensive musicianship" through performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSAB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, and perform rhythmic patterns (e.g. clapping, singing, playing an instrument).

## Music Georgia Standards of Excellence

- b. Improvise, compose, and perform a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale) using traditional notations which incorporate use of dynamics.
- c. Refine improvised or composed pieces using student-created criteria.

### **Performing**

#### **MSAB.PR.1 Sing alone or with others.**

- a. Sing to reinforce fundamentals of tone production.
- b. Sing to develop the ability to match major, minor, and perfect intervals.
- c. Sing to reinforce breathing, use of the air stream, and quality of sound.
- d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature.

#### **MSAB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, vibrato <when appropriate>, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises).
- c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).
- d. Develop a strong understanding of the complex and compound rhythms, multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music studied.
- e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- f. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

#### **MSAB.PR.3 Read and identify elements of notated music.**

- a. Apply an understanding of the compound and complex counting systems to read 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 compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music.

## **Music Georgia Standards of Excellence**

### **Responding**

#### **MSAB.RE.1 Listen to, analyze, and describe music.**

- a. Read, write, and/or 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 by listening, analyzing, and making the appropriate modifications.
- c. Tune instrument without the use of a tuner or electronic device, and maintain relative intonation in a two-octave register.
- d. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.

#### **MSAB.RE.2 Respond to music and music performances.**

- a. Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) 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 recorded 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.

### **Connecting**

#### **MSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- b. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance.

# Music Georgia Standards of Excellence

## Jazz

### Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **53.06100**

**Jazz/Grade 6** - Jazz Band students are selected by director's recommendation. Students learn simple jazz rhythms while continuing to develop basic instrumental playing skills and music reading skills. Through rehearsal and performance, students learn to play in the traditional “swing style”.

##### **53.06200**

**Jazz/Grade 7** - Jazz Band students are selected by director's recommendation. Students learn more complex jazz rhythms as they continue to perfect their instrumental playing and music reading skills. Through rehearsal and performance, students learn improvisational techniques, and play a variety of musical styles (e.g. traditional “swing style”, rock, blues).

##### **53.06300**

**Jazz/Grade 8** - Jazz Band students are selected by director's recommendation. Students learn jazz idioms, complex jazz rhythms, and improvisational techniques. They continue to perfect their instrumental playing and music reading skills. Through rehearsal and performance, students learn improvisational techniques and play a variety of musical style (e.g. traditional “swing style”, rock, blues, funk, Latin).

## Creating

#### **MSJB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Refine improvised or composed pieces using teacher-created criteria.

## Performing

#### **MSJB.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

## **Music Georgia Standards of Excellence**

### **MSJB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

### **MSJB.PR.3 Read and identify elements of notated music.**

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

## **Responding**

### **MSJB.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
- b. Compare and contrast musical works based on genre and culture.

### **MSJB.RE.2 Respond to music and music performances of themselves and others.**

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations).
- c. Using self-reflection and peer feedback, compile a list of strengths and weaknesses in performances and suggest areas of improvement.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.



## **Music Georgia Standards of Excellence**

- e. Describe and demonstrate appropriate ensemble and-audience etiquette for a performance.

### **Connecting**

#### **MSJB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, society and culture.

## Music Georgia Standards of Excellence

### Chorus

#### *Beginning Chorus*

Grade Sixth-Grade Eight

#### **Course Descriptions:**

##### **54.01300**

**Beginning Chorus/Grade 6** - This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. Students sing literature with and without accompaniment in up to three parts. Chorus offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.

##### **54.01400**

**Beginning Chorus/Grade 7** - This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. Students sing literature with and without accompaniment in up to three parts. Chorus offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.

##### **54.01500**

**Beginning Chorus/Grade 8** - This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. Students sing literature with and without accompaniment in up to three parts. Chorus offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSBC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).

## **Music Georgia Standards of Excellence**

- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major tonality and duple meter within the range of a fifth, beginning, and ending on tonic.

### **MSBC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, and/or arranged pieces.
- b. Refine improvised or composed pieces using teacher-created criteria.

## **Performing**

### **MSBC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate simple rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **MSBC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify basic vocal anatomy.
- c. Identify aspects of vocal range and tone.
- d. Identify aspects of vocal change, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

### **MSBC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music.
- b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Music Georgia Standards of Excellence**

### **Responding**

#### **MSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Identify and describe components of a musical score (e.g. title, composer, vocal line, measure, system).
- b. Listen to and describe the elements of a musical performance, including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed), are important to a performance.

#### **MSBC.RE.2 Apply criteria to evaluate musical works.**

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

### **Connecting**

#### **MCBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.

#### **MSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding.**

- 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 the historical period, composer, culture, and style of music presented in class.
- d. Discuss the relationships between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Intermediate Chorus

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### 54.01310

**Intermediate Chorus/Grade 6** - This performance-based class focuses on continued demonstration of proper breath control and correct singing posture. Students sing with and without accompaniment, and sing literature in up to three parts. Students demonstrate proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

##### 54.01410

**Intermediate Chorus/Grade 7** - This performance-based class focuses on continued demonstration of proper breath control and correct singing posture. Students sing with and without accompaniment, and sing literature in up to three parts. Students demonstrate proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

##### 54.01510

**Intermediate Chorus/Grade 8** - This performance-based class focuses on continued demonstration of proper breath control and correct singing posture. Students sing with and without accompaniment, and sing literature in up to three parts. Students demonstrate proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSIC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.

## **Music Georgia Standards of Excellence**

- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning, and ending on tonic.

### **MSIC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, and/or arranged pieces.
- b. Refine improvised or composed pieces using teacher- or student-created criteria.

## **Performing**

### **MSIC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **MSIC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify vocal anatomy.
- c. Identify aspects of vocal range and tone.
- d. Identify aspects of vocal changes, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds, and articulate voiced and unvoiced consonants.
- f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in two or more vocal parts.

### **MSIC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## Music Georgia Standards of Excellence

### **Responding**

#### **MSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Explain and describe components of a musical score (e.g. title, composer, vocal line, measure, system).
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

#### **MSIC.RE.2 Apply criteria to evaluate musical works.**

- a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

### **Connecting**

#### **MSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

#### **MSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Discuss historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.
- c. Identify the historical period, composer, culture, and style of music presented in class.
- d. Discuss the relationship between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Advanced Chorus

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **54.01320**

**Advanced Chorus/Grade 6** - This performance-based class focuses on continued and consistent demonstration of proper breath control and correct singing posture. Students demonstrate open vowel sounds, properly articulated consonants, and appropriate tone quality on more advanced repertoire. Students demonstrate more advanced proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

##### **54.01420**

**Advanced Chorus/Grade 7** - This performance-based class focuses on continued and consistent demonstration of proper breath control and correct singing posture. Students demonstrate open vowel sounds, properly articulated consonants, and appropriate tone quality on more advanced repertoire. Students demonstrate more advanced proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

##### **54.01520**

**Advanced Chorus/Grade 8** - This performance-based class focuses on continued and consistent demonstration of proper breath control and correct singing posture. Students demonstrate open vowel sounds, properly articulated consonants, and appropriate tone quality on more advanced repertoire. Students demonstrate more advanced proficiency in sight-reading at the expected competency level and read music with more complex melodies and rhythms. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSAC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.
- b. Improvise variations of melodic phrases found in a varied repertoire of music.
- c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.



## **Music Georgia Standards of Excellence**

- e. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, text, stress, and style, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose four-measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

### **MSAC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

## **Performing**

### **MSAC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire.
- c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **MSAC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Describe and explain appropriate singing posture and breathing techniques to support a clear and free tone.
- b. Describe vocal anatomy.
- c. Discuss aspects of vocal range and tone.
- d. Describe and explain aspects of vocal change, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more parts.

### **MSAC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.

## **Music Georgia Standards of Excellence**

- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

### **Responding**

#### **MSAC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Analyze and describe components of a musical score (e.g. voicing, form, style, phrasing).
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

#### **MSAC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

### **Connecting**

#### **MSAC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

#### **MSAC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines.
- b. Analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture, and style of music presented in class.
- d. Discuss the relationship between music, world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

# Music Georgia Standards of Excellence

## General Music

### Sixth Grade

#### **53.00700**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **MSGM6.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple accompaniment (e.g. bass bordun/ostinato on Orff instruments, simple rhythms on unpitched percussion).
- b. Improvise simple rhythmic and melodic variations.
- c. Improvise short melodies with existing accompaniments consistent to given style, meter, and tonality.

#### **MSGM6.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose short pieces within specified guidelines.
- b. Arrange simple pieces within specified guidelines (e.g. AB, ABA).
- c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging.

### Performing

#### **MSGM6.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accurately with good breath control and attention to tone quality throughout the vocal range.
- 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 cultural style.

#### **MSGM6.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform on at least one instrument accurately and independently, alone or in a small or large ensemble, with appropriate posture, playing position, technique, and expression.
- b. Play by ear simple rhythms, melodies, and harmonic accompaniments.
- c. Perform music of diverse genres and cultures with appropriate representation of cultural style.

## **Music Georgia Standards of Excellence**

### **MSGM6.PR.3 Read and Notate music.**

- a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation).
- b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests).
- c. Sight read simple melodies in treble clef.
- d. Recognize bass clef notation.
- e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.

## **Responding**

### **MSGM6.RE.1 Listen to, analyze, and describe music.**

- a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony).
- b. Aurally distinguish between various ensembles.
- c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- d. Aurally identify tonal center.
- e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

### **MSGM6.RE.2 Evaluate music and music performances.**

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use these criteria to assess the quality and effectiveness of their own and other's performances, compositions, and arrangements, and to implement constructive suggestions for improvement.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.
- d. Explore and compare various uses of music in daily experiences.

## **Connecting**

### **MSGM6.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Compare two art forms and summarize their common characteristics (e.g. between a musical art and another type of performance art, visual art or literary art).
- b. Recognize the interrelated principles between music and other subject areas.

## Music Georgia Standards of Excellence

- c. Describe various career paths in music.

### **MSGM6.CN.2 Connect music 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 the music, their musicians, and their respective performance conditions.
- d. Demonstrate performance etiquette (e.g. stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

## Music Georgia Standards of Excellence

### General Music

#### Seventh Grade

#### **53.00800**

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **MSGM7.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple harmonic accompaniments (e.g. I, IV, V, V7 chords).
- b. Improvise simple rhythmic and melodic variations.
- c. Improvise short melodies, unaccompanied and with existing accompaniments, depicting given styles, meters, and tonalities.

#### **MSGM7.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose short pieces within specified guidelines.
- b. Arrange simple pieces within specified guidelines (e.g. AB, ABA, theme and variations).
- c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging.

### Performing

#### **MSGM7.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range.
- 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 cultural style.

#### **MSGM7.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform on at least one instrument accurately and independently, alone or in a small or large ensemble, with appropriate posture, playing position, technique, and expression.
- b. Play by ear simple rhythms, melodies, and harmonic accompaniments.
- c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

## **Music Georgia Standards of Excellence**

### **MSGM7.PR.3 Read and Notate music.**

- a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation).
- b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests).
- c. Sight read simple melodies in treble clef.
- d. Identify bass clef notation.
- e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.

## **Responding**

### **MSGM7.RE.1 Listen to, analyze, and describe music.**

- a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony).
- b. Aurally distinguish between various ensembles.
- c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- d. Aurally identify tonal center.
- e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

### **MSGM7.RE.2 Evaluate music and music performances.**

- a. Collaboratively develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use developed criteria to evaluate the quality and effectiveness of their own and other's performances, compositions, and arrangements, and to implement constructive suggestions for improvement.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.
- d. Explore and compare various uses of music in daily experiences.

## **Connecting**

### **MSGM7.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Compare the way a musical work and other art forms transform related subject matter into art (e.g. how world events and natural disasters can inspire works of art).
- b. Discuss the interrelated principles between music and other subject areas.

## Music Georgia Standards of Excellence

- c. Explore and compare career paths in music.

### **MSGM7.CN.2 Connect music 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 the music, their musicians and their ensuing performance conditions.
- d. Demonstrate performance etiquette (e.g. stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.



# Music Georgia Standards of Excellence

## General Music

### Eighth Grade

#### 53.00900

**Course Description:** Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

#### **MSGM8.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Improvise simple harmonic accompaniments (e.g. I, IV, V, V7 chords).
- b. Improvise melodic embellishments and simple rhythmic and melodic variations.
- c. Improvise short melodies, unaccompanied and with existing accompaniments, while depicting given styles, meters, and tonalities.

#### **MSGM8.CR.2 Compose and arrange 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 (e.g. AB, ABA, theme and variations, rondo, coda, other expanded forms).
- c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging music.

### Performing

#### **MSGM8.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Sing accurately, with good breath control and attention to tone quality throughout the vocal range.
- 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 cultural style.

#### **MSGM8.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform on at least one instrument accurately and independently, alone and/or in a small or large ensemble, with appropriate posture, playing position, technique, and expression.
- b. Play by ear simple rhythms, melodies, and harmonic accompaniments.

## **Music Georgia Standards of Excellence**

- c. Perform music of diverse genres and cultures with appropriate representation of cultural style.

### **MSGM8.PR.3 Read and Notate music.**

- a. Identify and utilize standard notation symbols (e.g. pitch, rhythm, dynamics, form, tempo, articulation).
- b. Read standard notation in various meters (e.g. whole, half, quarter, eighth, sixteenth, dotted rhythm, triplets, corresponding rests).
- c. Sight read simple melodies in treble clef.
- d. Identify bass clef notation.
- e. Use standard notation or digital software to record their musical ideas and the musical ideas of others.

## **Responding**

### **MSGM8.RE.1 Listen to, analyze, and describe music.**

- a. Recognize and describe musical events in an aural example using appropriate musical terminology (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations, hi/low, upward/downward, forte/piano/mezzo/fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor, step, skip, repeat, leap, dark/bright, unison/harmony).
- b. Aurally distinguish between various ensembles.
- c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- d. Aurally identify tonal center.
- e. Recognize characteristics of musical elements in music which represent diverse genres and cultures (e.g. special instruments, call-and-response, uses of music).

### **MSGM8.RE.2 Evaluate music and music performances.**

- a. Collaboratively and personally develop criteria for evaluation of music and music performances.
- b. Use developed criteria to evaluate the quality and effectiveness of their own and other's performances, compositions, and arrangements, and to implement constructive suggestions for improvement.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.
- d. Explore and compare various uses of music in daily experiences.

## Music Georgia Standards of Excellence

### **Connecting**

#### **MSGM8.CN.1 Connect music to the other fine arts and disciplines outside the arts.**

- a. Compare the way a musical work and other art forms transform related subject matter into art (e.g. how world events and natural disasters can inspire works of art).
- b. Discuss the interrelated principles between music and other subject areas.
- c. Explore and compare various career paths in music.

#### **MSGM8.CN.2 Connect music 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 the music, their musicians and their respective performance conditions.
- d. Demonstrate performance etiquette (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

# Music Georgia Standards of Excellence

## Guitar

### Guitar Performance

Sixth Grade

#### **53.08110**

**Course Description:** An in-depth, performance-based guitar course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGP6.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

#### **MSGP6.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGP6.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

## **Music Georgia Standards of Excellence**

**MSGP6.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

**MSGP6.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform basic chord progressions (e.g. keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.

**MSGP6.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

### **Responding**

**MSGP6.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

**MSGP6.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

### **Connecting**

**MSGP6.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

## **Music Georgia Standards of Excellence**

### **MSGP6.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Guitar Performance

#### Seventh Grade

#### 53.08210

**Course Description:** Enhances previous course. Continues in-depth, performance-based exploration in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGP7.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies using various scales (e.g. major, minor, pentatonic) and styles.
- c. Improvise harmonic accompaniments in the keys of G, A, D, C, and E.

#### **MSGP7.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGP7.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **MSGP7.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

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### **MSGP7.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform stylistic characteristics of a varied repertoire.
- b. Perform using free stroke, rest stroke, and/or plectrum.
- c. Perform notes in various positions, including accidentals.
- d. Perform basic chord progressions in G, A, D, C, and E (suggested keys).
- e. Perform twelve-bar blues in various keys.
- f. Perform “5 chords” (power chords) in various positions.
- g. Perform rhythms including eighth and dotted values.
- h. Perform basic rhythm guitar in various positions (suggested keys of G, A, D, C, and E).

### **MSGP7.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.
- e. Read twelve-bar blues in various keys.
- f. Read “5 chords” (power chords) in various positions.
- g. Demonstrate reading ability using free stroke, rest stroke, and plectrum.

## **Responding**

### **MSGP7.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

### **MSGP7.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).



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### **Connecting**

#### **MSGP7.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

#### **MSGP7.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Guitar Performance

#### Eighth Grade

#### 53.08310

**Course Description:** Enhances previous course. Continues in-depth, performance-based exploration in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGP8.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity.
- b. Improvise harmonic accompaniments in the keys of G, A, D, C, and E.
- c. Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae).

#### **MSGP8.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs).
- c. Apply criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGP8.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate advanced guitar performance skills.
- b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **MSGP8.PR.2 Select and perform a varied repertoire of musical works using teacher and/or**

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**student-created criteria (e.g. skill level, artistic merit, personal interest).**

### **MSGP.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform stylistic characteristics of a varied repertoire.
- b. Perform using free stroke, rest stroke, and/or plectrum.
- c. Perform notes in various positions, including accidentals.
- d. Perform basic chord progressions in various major and minor keys.
- e. Perform twelve-bar blues in various keys.
- f. Perform closed position chords (e.g. “5 chords”, barre chords).
- g. Perform that include syncopation and sixteenth values.
- h. Perform basic rhythm guitar in various major and minor keys.
- i. Demonstrate the ability to tune the guitar.

### **MSGP8.PR.4 Read and notate music.**

- a. Demonstrate advanced reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.
- e. Read twelve-bar blues in various keys.
- f. Read “5 chords” (power chords) in various positions.
- g. Demonstrate reading ability using free stroke, rest stroke, pima, and plectrum.

## **Responding**

### **MSGP8.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

### **MSGP8.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

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### Connecting

#### **MSGP8.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

#### **MSGP8.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Guitar Techniques

#### Sixth Grade

#### **53.08100**

**Course Description:** This is an introductory survey course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGT6.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

#### **MSGT6.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGT6.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **MSGT6.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

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### **MSGT6.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.

### **MSGT6.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

## **Responding**

### **MSGT6.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

## **Connecting**

### **MSGT6.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

### **MSGT6.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians, guitarists and musicians.

## Guitar Techniques

### Seventh Grade

#### 53.08200

**Course Description:** This is an introductory survey course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGT7.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

#### **MSGT7.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGT7.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **MSGT7.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

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### **MSGT7.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.

### **MSGT7.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

## **Responding**

### **MSGT7.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

### **MSGT7.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

## **Connecting**

### **MSGT7.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

### **MSGT7.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.



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- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Guitar Techniques

#### Eighth Grade

#### 53.08300

**Course Description:** This is an introductory survey course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **MSGT8.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

#### **MSGT8.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### Performing

#### **MSGT8.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **MSGT8.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

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### **MSGT8.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.

### **MSGT8.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

## **Responding**

### **MSGT8.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

### **MSGT8.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

## **Connecting**

### **MSGT8.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

### **MSGT8.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.

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- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Music Appreciation

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **53.01100**

**Music Appreciation/Grade 6** - Students develop an appreciation for music through the introduction of various aspects of singing, performing on classroom instruments, reading and notating music, and composing, arranging, improvising, listening and Evaluate music and music performances. Students explore the relationship of music to disciplines outside the arts, and to history and culture.

##### **53.01200**

**Music Appreciation/Grade 7** - Students continue to develop an appreciation for music by singing, performing on guitars and/or keyboards, reading and notating music, and composing, arranging, improvising, listening and Evaluate music and music performances. Students create original arrangements of composed music and explore similarities and differences of categories of music (e.g. historical, ethnic, popular, folk).

##### **53.01300**

**Music Appreciation/Grade 8** - Students continue developing their listening, performance, and creative skills. Students work individually and collaboratively to create compositions using a variety of sound sources. Students improve their writing skills by researching major composers, musicians, and performers, and by making multimedia presentations, which highlight community musical organizations and various careers in music.

### Creating

#### **MSMA.CR.1 Read and Notate music.**

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

#### **MSMA.CR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise a melody or variation to a live or recorded accompaniment.
- b. Create melodic and rhythmic phrases from a variety of available sound sources (e.g. traditional/nontraditional instruments).
- c. Create rhythmic and harmonic ostinatos for accompanying other melodies.

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### **MSMA.CR.3 Compose and arrange music within specified guidelines.**

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange simple pieces for voices or instruments.

### **MSMA.CR.4 Evaluate and refine musical ideas.**

- a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive).
- b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed.

## **Performing**

### **MSMA.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor).
- b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form).
- c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation).
- d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent).

### **MSMA.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor).
- b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form).
- c. Rehearse instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation).
- d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent).

## Music Georgia Standards of Excellence

### **Responding**

#### **MSMA.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied.
- b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied.
- c. Analyze the uses of technical and expressive elements of music in terms of their effect on the listener.

#### **MSMA.RE.2 Evaluate music and music performances.**

- a. Evaluate a music performance using teacher or student-based criteria.
- b. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

### **Connecting**

#### **MSMA.CN.1 Understand 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 other fine arts.
- c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines.

#### **MSMA.CN.2 Understand music in relation to history and culture.**

- a. Identify and explain a particular music example's historical and cultural significance.
- b. Compare and describe the roles of musicians throughout history.
- c. Discuss music's functions in the cultures of various ethnic, social, and religious groups.

*Music Technology*

Sixth Grade

**Course Descriptions:**

**53.00910**

**Beginning Music Technology/Grade 6** - Students will learn how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry.

**53.00940**

**Advanced Music Technology/Grade 6** - Students will learn and further expand on how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry. In addition, students will be prepared to enter upper level music technology or media technology courses at the high school level through expanded and in depth project development.

**Creating**

**MSMTC6.CR.1 Generate musical ideas for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

**MSMTC6.CR.2 Select and develop musical ideas for defined purposes and contexts.**

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

**MSMTC6.CR.3 Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meet appropriate criteria.**

- a. Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations, drawing off the feedback from peers.

**MSMTC6.CR.4 Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.**

- a. Share musical work (e.g. sound design, mixed-media project, composition, improvisation) that demonstrates a proficient level of musical and technological craftsmanship, and the use of digital tools and resources in developing and organizing musical ideas.



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### **Performing**

**MSMTC6.PR.1 Select varied musical works to present based on interest, knowledge, technical skill, and context.**

- a. Identify the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

**MSMTC6.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation.**

- a. Recognize how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

**MSMTC6.PR.3 Develop personal interpretations that consider creator intent.**

- a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

**MSMTC6.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

- a. Identify and implement strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**MSMTC6.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context.**

- a. Demonstrate a basic understanding of the context of music through prepared and improvised performances.
- b. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music, using digital tools.

### **Responding**

**MSMTC6.RE.1 Choose music appropriate for a specific purpose or situation.**

- a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

**MSMTC6.RE.2 Analyze how the structure and context of varied musical works inform the response.**

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- a. Explain how knowledge of the structure (e.g. repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

### **MSMTC6.RE.3 Support interpretations of musical works that reflect the expressive intent of the creators/performers.**

- a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

### **MSMTC6.RE.4 Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**

- a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

## **Connecting**

### **MSMTC6.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### **MSMTC6.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Music Technology*

Seventh Grade

**Course Descriptions:**

**53.00920**

**Beginning Music Technology/Grade 7** - Students will learn how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry.

**53.00950**

**Advanced Music Technology/Grade 7** - Students will learn and further expand on how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry. In addition, students will be prepared to enter upper level music technology or media technology courses at the high school level through expanded and in depth project development.

**Creating**

**MSMTC7.CR.1 Generate musical ideas for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

**MSMTC7.CR.2 Select and develop musical ideas for defined purposes and contexts.**

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

**MSMTC7.CR.3 Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.**

- a. Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations, drawing off the feedback from peers.

**MSMTC7.CR.4 Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.**

- a. Share musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that demonstrates a proficient level of musical and technological craftsmanship and the use of digital tools and resources in developing and organizing musical ideas.

## Music Georgia Standards of Excellence

### **Performing**

**MSMTC7.PR.1 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill, and context.**

- a. Identify the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

**MSMTC7.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation.**

- a. Recognize how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

**MSMTC7.PR.3 Develop personal interpretations that consider creator intent.**

- a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

**MSMTC7.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

- a. Identify and implement strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**MSMTC7.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context.**

- a. Demonstrate a basic understanding of the context of music through prepared and improvised performances.
- b. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music, using digital tools.

### **Responding**

**MSMTC7.RE.1 Choose music appropriate for a specific purpose or situation.**

- a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

**MSMTC7.RE.2 Analyze how the structure and context of varied musical works inform the response.**

## **Music Georgia Standards of Excellence**

- a. Explain how knowledge of the structure (e.g. repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

### **MSMTC7.RE.3 Support interpretations of musical works that reflect the expressive intent of the creators/performers.**

- a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

### **MSMTC7.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.**

- a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

## **Connecting**

### **MSMTC7.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### **MSMTC7.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Music Georgia Standards of Excellence

### Music Technology

#### Eighth Grade

#### Course Descriptions:

##### **53.00910**

**Beginning Music Technology/Grade 8** - Students will learn how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry.

##### **53.00960**

**Advanced Music Technology/Grade 8** - Students will learn and further expand on how to use digital tools and resources to create, perform, respond, and connect to music as an art form and/or industry. In addition, students will be prepared to enter upper level music technology or media technology courses at the high school level through expanded and in depth project development.

### Creating

#### **MSMTC8.CR.1 Generate musical ideas for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

#### **MSMTC8.CR.2 Select and develop musical ideas for defined purposes and contexts.**

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

#### **MSMTC8.CR.3 Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.**

- a. Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations, drawing off the feedback from peers.

#### **MSMTC8.CR.4 Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.**

- a. Share musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that demonstrate a proficient level of musical and technological craftsmanship and the use of digital tools and resources in developing and organizing musical ideas.

## **Music Georgia Standards of Excellence**

### **Performing**

**MSMTC8.PR.1 Select varied musical works to present based on interest, knowledge, technical skill, and context.**

- a. Identify the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

**MSMTC8.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation.**

- a. Recognize how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

**MSMTC8.PR.3 Develop personal interpretations that consider creator intent.**

- a. Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

**MSMTC8.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

- a. Identify and implement strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**MSMTC8.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context.**

- a. Demonstrate a basic understanding of the context of music through prepared and improvised performances.
- b. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music, using digital tools.

### **Responding**

**MSMTC8.RE.1 Choose music appropriate for a specific purpose or situation.**

- a. Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

**MSMTC8.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.**

## **Music Georgia Standards of Excellence**

- a. Explain how knowledge of the structure (e.g. repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

**MSMTC8.RE.3 Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers.**

- a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

**MSMTC8.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.**

- a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

### **Connecting**

**MSMTC8.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MSMTC8.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



# Music Georgia Standards of Excellence

## Orchestra

### *Beginning Orchestra*

Sixth Grade-Eighth Grade

#### **Course Descriptions:**

##### **53.05300**

**Beginning Orchestra/Grade 6** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

##### **53.05400**

**Beginning Orchestra/Grade 7** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

##### **53.05500**

**Beginning Orchestra/Grade 8** - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

## **Creating**

#### **MSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

## **Music Georgia Standards of Excellence**

### **Performing**

#### **MSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

#### **MSBO.PR.2 Read and Notate music.**

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within key signatures D, G, and C.
- c. Read and notate rhythms (e.g. 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.

### **Responding**

#### **MSBO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

#### **MSBO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

## Music Georgia Standards of Excellence

### Connecting

**MSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

**MSBO.CN.2 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### Intermediate Orchestra

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **53.05310**

**Intermediate Orchestra/Grade 6** - This performance-based class focuses on the development and expansion of basic skills learned in K-5 Beginning Orchestra which are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor orchestras, and private lessons. Participation in concert performances outside of regular class hours is required.

##### **53.05410**

**Intermediate Orchestra/Grade 7** - This performance-based class focuses on the development and expansion of basic skills learned in K-5 Beginning Orchestra which are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor orchestras, and private lessons. Participation in concert performances outside of regular class hours is required.

##### **53.05510**

**Intermediate Orchestra/Grade 8** - This year-long, performance-based class is an intermediate performing ensemble for string players. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor orchestras, and private lessons. This is a performance-based class. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSIO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or a variation of a melody.

## **Music Georgia Standards of Excellence**

- c. Share improvised, composed, or arranged pieces.
- d. Using teacher or student-created criteria, refine improvised or composed pieces.

### **Performing**

#### **MSIO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument in relation to bow weight, bow speed, bow distribution and contact point.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- e. Demonstrate vibrato readiness skills through shifting exercises.
- 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 keys of D, G, C, A, F and Bb, and introduce minor keys through varied musical selections.
- h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

#### **MSIO.PR.2 Read and Notate 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.
- c. Read and notate rhythms (e.g. 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, and 6/8.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

### **Responding**

#### **MSIO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Discuss and describe the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

## **Music Georgia Standards of Excellence**

### **MSIO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using student- or teacher-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.
- d. Develop strategies to improve the quality of a performance.

## **Connecting**

### **MSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Discuss and describe the benefits of musical study as part of a well-rounded education.
- b. Discuss and describe how other subjects relate to music.

### **MSIO.CN.2 Understand music in relation to history and culture.**

- a. Discuss and describe performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### Advanced Orchestra

Sixth Grade-Eighth Grade

#### Course Descriptions:

##### **53.05320**

**Advanced Orchestra/Grade 6** - This performance-based class continues focus on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play an orchestral stringed instrument with the characteristic tone quality of the instrument. Appropriate literature for the string ensemble is studied and performed. Participation in concert performances outside of regular class hours is required.

##### **53.05420**

**Advanced Orchestra/Grade 7** - This performance-based class continues focus on the development and expansion of basic skills learned in Sixth Grade Beginning Orchestra which are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor orchestras, and private lessons. A variety of literature for the string ensemble is studied and performed. Participation in concert performances outside of regular class hours is required.

##### **53.05520**

**Advanced Orchestra/Grade 8** - This performance-based class is the most advanced year-long course for string players. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor orchestras, and private lessons. Participation in concert performances outside of regular class hours is required.

### Creating

#### **MSAO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.

## **Music Georgia Standards of Excellence**

- c. Share improvised, composed, or arranged pieces.
- d. Refine improvised or composed pieces using student-created criteria.

### **Performing**

#### **MSAO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- e. Demonstrate basic vibrato.
- f. Exhibit the ability to accurately tune respective instrument.
- g. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass  $\frac{1}{2}$ -IV position).
- h. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- i. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, Bb, and Eb and the minor keys of e, a, and d.
- j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

#### **MSAO.PR.2 Read and Notate 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 e, a, and d.
- 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, alla breve and mixed meter.
- d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
- e. Analyze sight-reading strategies and apply to appropriate pieces.



## **Music Georgia Standards of Excellence**

### **Responding**

#### **MSAO.PR.3 Listen to, analyze, and describe music.**

- a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Analyze the difference between melody and accompaniment in given examples (e.g. aural, written, performed).
- c. Identify simple musical forms.

#### **MSAO.PR.4 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style and rhythm.
- d. Critique recorded examples of music performed by the ensemble and other ensembles and assess suggestions for improvement.
- e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

### **Connecting**

#### **MSAO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Assess the benefits of musical study as part of a well-rounded education.
- b. Analyze the ways in which other subjects relate to music.

#### **MSAO.CN.2 Understand music in relation to history and culture.**

- a. Analyze performance styles of music learned in class.
- b. Analyze the ways in which music performed in class relates to the culture and society of its time and other times.

# Music Georgia Standards of Excellence

## Piano

### Piano Performance

Sixth Grade

#### **53.09110**

**Course Description:** Focuses on understanding a varied repertoire of music. Enables students the ability to read, perform, and improvise melodies, variations, and accompaniments. Students compose and arrange music within specified guidelines. Students will also listen to, analyze, and describe music, and evaluate music and music performances while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts.

### Creating

#### **MSP6.CR.1 Notate music.**

- a. Notate basic rhythms and melodies utilizing a dictation method.
- b. Identify basic music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

#### **MSP6.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose simple rhythmic exercises and short melodies using traditional and/or non-traditional notations to which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

### Performing

#### **MSP6.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

#### **MSP6.PR.2 Improvise melodies, variations, and accompaniments.**

## **Music Georgia Standards of Excellence**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody and/or variation of a melody using scales.

### **MSP6.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSP6.RE.1 Evaluate music and music performances.**

- a. Evaluate piano performance based on teacher-based criteria (e.g. accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Define and apply appropriate performer etiquette, audience etiquette, and active listening in performance settings.

## **Connecting**

### **MSP6.CN.1 Read about, listen to, analyze, and describe music.**

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

### **MSP6.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.

## Music Georgia Standards of Excellence

### Piano Performance

#### Seventh Grade

#### 53.09210

**Course Description:** Focuses on understanding a varied repertoire of music. Enables students the ability to read, perform, and improvise melodies, variations, and accompaniments. Students compose and arrange music within specified guidelines. Students will also listen to, analyze, and describe music, and evaluate music and music performances while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts.

### Creating

#### **MSP7.CR.1 Notate music.**

- a. Notate basic rhythms and melodies utilizing a dictation method.
- b. Identify basic music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

#### **MSP7.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose simple rhythmic exercises and short melodies using traditional and/or non-traditional notations to which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

### Performing

#### **MSP7.PR.1 Perform through a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

#### **MSP7.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody and/or variation of a melody using scales.

## **Music Georgia Standards of Excellence**

### **MSP7.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Identify characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSP7.RE.1 Evaluate music and music performances.**

- a. Evaluate piano performance based on teacher-based criteria (e.g. accuracy of pitch and rhythm, technique, dynamics, and other expressive qualities).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Define and apply appropriate performer etiquette, audience etiquette, and active listening in performance settings.

## **Connecting**

### **MSP7.CN.1 Read, listen to, analyze, and describe music.**

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

### **MSP7.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.

*Piano Performance*

Eighth Grade

**53.09310**

**Course Description:** Focuses on understanding a varied repertoire of music. Enables students the ability to read, perform, and improvise melodies, variations, and accompaniments. Students compose and arrange music within specified guidelines. Students will also listen to, analyze, and describe music, and evaluate music and music performances while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts.

**Creating**

**MSP8.CR.1 Notate music.**

- a. Notate complex rhythms and melodies utilizing a dictation method.
- b. Identify advanced music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

**MSP8.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and melodies using traditional and/or non-traditional notations to incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.
- c. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters.
- d. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

**Performing**

**MSP8.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

## **Music Georgia Standards of Excellence**

- d. Use context cues to sight-read music literature at an appropriate level.

### **MSP8.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody and/or variation of a melody using scales.

### **MSP8.P.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSP8.RE.1 Evaluate music and music performances.**

- a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds judge music and music performances.

## **Connecting**

### **MSP8.CN.1 Read about, listen to, analyze, and describe music.**

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

### **MSP8.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Identify and compare performance styles of performance literature.
- b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context.
- c. Explain the history of the piano.

## **Music Georgia Standards of Excellence**

- d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed.



## Piano Techniques

### Sixth Grade

#### **53.09100**

**Course Description:** Focus on the fundamental understanding of the components of the piano/keyboard, including the ability to read music, perform, compose and arrange music at the beginning level while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts. Students will listening to and describe music from historical periods.

### Creating

#### **MSPT6.CR.1 Notate music.**

- a. Notate basic rhythms and melodies utilizing a dictation method.
- b. Identify basic music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

#### **MSPT6.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose simple rhythmic exercises and short melodies using traditional and/or non-traditional notations to which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

### Performing

#### **MSPT6.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

#### **MSPT6.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody or variation of a melody using scales.

## **Music Georgia Standards of Excellence**

### **MSPT6.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Identify characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSPT6.RE.1 Evaluate music and music performances.**

- a. Evaluate a piano performance using teacher-based criteria (e.g. accuracy of pitch and rhythm, technique, dynamics, expressive qualities).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Define and apply appropriate performer etiquette, audience etiquette, and active listening in performance settings.

## **Connecting**

### **MSPT6.CN.1 Read, listen to, analyze, and describe music.**

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

### **MSPT6.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.

## Music Georgia Standards of Excellence

### Piano Techniques

#### Seventh Grade

#### **53.09200**

**Course Description:** Focus on the fundamental understanding of the components of the piano/keyboard, including the ability to read music, perform, compose and arrange music at the beginning level while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts. Students will listening to and describe music from historical periods.

### Creating

#### **MSPT7.CR.1 Notate music.**

- a. Notate basic rhythms and melodies utilizing a dictation method.
- b. Identify basic music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

#### **MSPT7.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose simple rhythmic exercises and short melodies using traditional and/or non-traditional notations to which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

### Performing

#### **MSPT7.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

#### **MSPT7.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody or variation of a melody using scales.

## **Music Georgia Standards of Excellence**

### **MSPT7.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Identify characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSPT7.RE.1 Evaluate music and music performances.**

- a. Evaluate a piano performance using teacher-based criteria (e.g. accuracy of pitch and rhythm, technique, dynamics, expressive qualities).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Define and apply appropriate performer etiquette, audience etiquette, and active listening in performance settings.

## **Connecting**

### **MSPT7.CN.1 Read, listen to, analyze, and describe music.**

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

### **MSPT7.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.

## Piano Techniques

### Eighth Grade

#### **53.09300**

**Course Description:** Focus on the fundamental understanding of the components of the piano/keyboard, including the ability to read music, perform, compose and arrange music at the beginning level while gaining an understanding of the relationships between music, the other arts, and disciplines outside the arts. Students will listening to and describe music from historical periods.

### Creating

#### **MSPT8.CR.1 Notate music.**

- a. Notate complex rhythms and melodies utilizing a dictation method.
- b. Identify advanced music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

#### **MSPT8.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and melodies using traditional and/or non-traditional notations to incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.
- c. Compose melodic themes that fit within a given harmonic pattern, are in contrasting styles, and in simple and compound meters.
- d. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

### Performing

#### **MSPT8.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales that increase playing agility and strength, including basic cadences and arpeggios.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).
- d. Use context cues to sight-read music literature at an appropriate level.

## **Music Georgia Standards of Excellence**

### **MSPT8.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord.
- b. Improvise a melody or variation of a melody using scales.

### **MSPT8.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Identify characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **MSPT8.RE.1 Evaluate music and music performances.**

- a. Teacher will provide criteria to evaluate a piano performance (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds judge music and music performances.

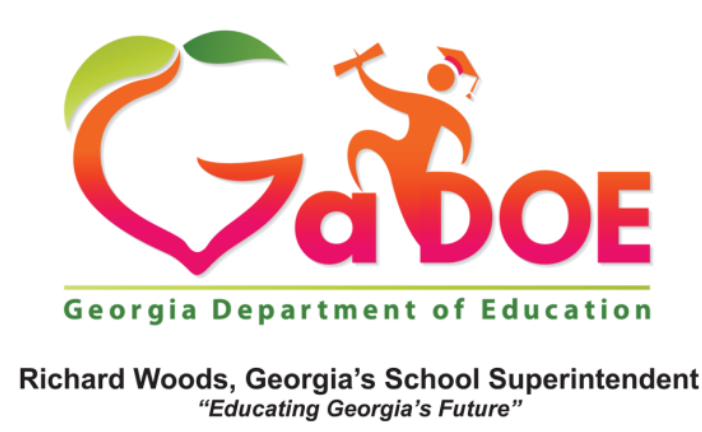
## **Connecting**

### **MSPT8.CN.1 Reading about, listening to, analyzing, and describing music.**

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

### **MSPT8.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Identify and compare performance styles of performance literature.
- b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context.
- c. Explain the history of the piano.
- d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed.



# Georgia

## Standards of Excellence (GSE)

### HIGH SCHOOL

### Grade 9 – Grade 12

# Music Georgia Standards of Excellence

## Band

### *Beginning Band*

Levels I-IV

#### Course Descriptions

##### **53.03610**

**Beginning Band I** - Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.

##### **53.03620**

**Beginning Band II** - Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis, and appreciation of music. Stresses individualized learning and group experiences.

##### **53.03630**

**Beginning Band III** - Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production, and analysis. Includes historical and cultural contributions and influences, and creative aspects and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble. Stresses individualized learning and group experiences.

##### **53.03640**

**Beginning Band IV** - Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis, and historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individualized learning and group experiences.

## Creating

#### **HSBB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).



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- b. Improvise and/or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Refine improvised or composed pieces using teacher-created criteria.

### **Performing**

#### **HSBB.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

#### **HSBB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize the ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

#### **HSBB.PR.3 Read and identify elements of notated music.**

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

### **Responding**

#### **HSBB.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
- b. Compare and contrast musical works based on genre and culture.

## **Music Georgia Standards of Excellence**

### **HSBB.RE.2 Respond to music and music performances of themselves and others.**

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations).
- c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback, and suggest areas of improvement.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## **Connecting**

### **HSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, and society and culture.

## Music Georgia Standards of Excellence

### Intermediate Band

Levels I-IV

#### Course Descriptions:

##### 53.03710

**Intermediate Band I** - This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

##### 53.03720

**Intermediate Band II** - This performance-based class enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individualized learning and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

##### 53.03730

**Intermediate Band III** - This performance-based class enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individualized learning and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

##### 53.03740

**Intermediate Band IV** - This performance-based class enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision, and build independence and leadership skills within the ensemble. Covers performance and production, analysis and theoretical studies, historical and cultural contributions

## **Music Georgia Standards of Excellence**

and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress, practice strategies, and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

### **Creating**

#### **HSIB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

### **Performing**

#### **HSIB.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing and use of the air stream.

#### **HSIB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, technical exercises).
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at level 1 and 2.

## **Music Georgia Standards of Excellence**

### **HSIB.PR.3 Read and identify elements of notated music.**

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

## **Responding**

### **HSIB.RE.1 Listen to, analyze, and describe music.**

- a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).

### **HSIB.RE.2 Respond to music and music performances.**

- a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

## **Connecting**

### **HSIB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other areas (e.g. 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, culture).
- b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles.

*Advanced Band*

Levels I-IV

**Course Descriptions:**

**53.03810**

**Advanced Band I** - This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

**53.03820**

**Advanced Band II** - This performance-based class enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress, individual learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

**53.03830**

**Advanced Band III** - This performance-based class enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress, individual learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

**53.03840**

**Advanced Band IV** - This performance-based class enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and

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theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

### **Creating**

#### **HSAB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise and/or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.
- d. Refine improvised or composed pieces using student-created criteria.

### **Performing**

#### **HSAB.PR.1 Sing alone or with others.**

- 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.

#### **HSAB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music.
- b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).

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- d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
- e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4.

### **HSAB.PR.3 Read and identify elements of notated music.**

- a. Apply an understanding of the compound and complex counting systems to read 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 compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.

## **Responding**

### **HSAB.RE.1 Listening to, analyze, and describe music.**

- a. Read, write, and/or 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 their individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
- d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone or individual performer).

### **HSAB.RE.2 Respond to music and music performances.**

- a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) 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. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance.



## Music Georgia Standards of Excellence

### **Connecting**

#### **HSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. 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, culture).
- b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

## Music Georgia Standards of Excellence

### *Mastery Band*

Levels I-IV

#### **Course Descriptions:**

##### **53.03910**

**Mastery Band I** - Provides opportunities for students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. Exploration of compositional and improvisational techniques of instrumental music.

##### **53.03920**

**Mastery Band II** - Enhances level-one master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.

##### **53.03930**

**Mastery Band III** - Enhances level-two master skills in music reading and performance techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level.

##### **53.03940**

**Mastery Band IV** - Enhances level-three master skills in music reading and performance techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond appropriately to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level.

### **Creating**

#### **HSMB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).

## **Music Georgia Standards of Excellence**

- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes).
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.
- d. Refine and justify improvised or composed pieces using student-created criteria.

### **Performing**

#### **HSMB.PR.1 Sing alone or with others.**

- 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.

#### **HSMB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music.
- b. Develop and justify proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
- c. Apply and justify ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Apply and justify understanding of the complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
- e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- f. Synthesize all ensemble skills through sight-reading performance of music literature at all levels.

#### **HSMB.PR.3 Read and identify elements of notated music.**

- a. Apply and justify the knowledge 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 into individual and ensemble performances.

## **Music Georgia Standards of Excellence**

- c. Analyze and justify compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.

### **Responding**

#### **HSMB.RE.1 Listen to, analyze, and describe music.**

- a. Read, write, or analyze rhythmic patterns in compound and complex meters, demonstrating a mastery level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
- d. Demonstrate without assistance, ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer).

#### **HSMB.RE.2 Respond to music and music performances.**

- a. Assess and justify musical elements (melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish and justify the factors which are used to evaluate the effectiveness of a performance.
- c. 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.

### **Connecting**

#### **HSMB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Analyze and justify similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. 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, culture).
- b. Describe and analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

*Beginning Instrumental Ensemble*

Levels I -IV

**Course Descriptions:**

**53.07410**

**Beginning Instrumental Ensemble I** - Students are selected by director's recommendation.

Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07420**

**Beginning Instrumental Ensemble II** - Students are selected by director's recommendation.

Enhances level-one skills and provides opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07430**

**Beginning Instrumental Ensemble III** - Students are selected by director's recommendation.

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07440**

**Beginning Instrumental Ensemble IV** - Students are selected by director's recommendation.

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

## **Music Georgia Standards of Excellence**

### **Creating**

#### **HSBIE.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).

### **Performing**

#### **HSBIE.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

#### **HSBIE.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, or appropriate percussion technique.
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, 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, intonation.
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

#### **HSBIE.PR.3 Read and identify elements of notated 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 and identify key signatures.
- c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

### **Responding**

#### **HSBIE.RE.1 Listen to, analyze, and describe music.**

## **Music Georgia Standards of Excellence**

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

### **HSBIE.RE.2 Respond to music and music performances of themselves and others.**

- 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 an ensemble performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate proper concert performance etiquette and proper audience etiquette.

## **Connecting**

### **HSBIE.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, society and culture.

*Intermediate Instrumental Ensemble*

Levels I-IV

**Course Descriptions:**

**53.07510**

**Intermediate Instrumental Ensemble I** - Students are selected by director's recommendation. Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07520**

**Intermediate Instrumental Ensemble II** - Students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07530**

**Intermediate Instrumental Ensemble III** - Students are selected by director's recommendation. Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07540**

**Intermediate Instrumental Ensemble IV** - Students are selected by director's recommendation. Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.



## Music Georgia Standards of Excellence

### Creating

#### **HSIE.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody, or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Compose rhythmic exercises and short melodies using traditional notations that incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

### Performing

#### **HSIE.PR.1 Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing and use of the air stream.

#### **HSIE.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, technical exercises).
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at level 1 and 2.

#### **HSIE.PR.3 Read and identify elements of notated music.**

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

## Music Georgia Standards of Excellence

### **Responding**

#### **HSIE.RE.1 Listen to, analyze, and describe music.**

- a. Relate to and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) the interpretation of music for listening and for performance.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).

#### **HSIE.RE.2 Respond to music and music performances.**

- a. Identify music literature and band performance of both superior and poor quality, and distinguish the factors which are used to classify them.
- b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

### **Connecting**

#### **HSIE.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Describe and discuss similarities and differences in the terminology of music and other subject areas (e.g. 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, culture).
- b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles.

*Advanced Instrumental Ensemble*

Levels I-IV

**Course Descriptions:**

**53.07610**

**Advanced Instrumental Ensemble I** - Students are selected by director's recommendation. Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07620**

**Advanced Instrumental Ensemble II** - Students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07630**

**Advanced Instrumental Ensemble III** - Students are selected by director's recommendation. Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**53.07640**

**Advanced Instrumental Ensemble IV** - Students are selected by director's recommendation. Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

## **Music Georgia Standards of Excellence**

### **Creating**

#### **HSAIE.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.
- d. Refine improvised or composed pieces using student-created criteria.

### **Performing**

#### **HSAIE.PR.1 Sing alone or with others.**

- 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.

#### **HSAIE.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music.
- b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
- e. Respond with appropriate dynamics, phrasing, and interpretation to the cues of the conductor.
- f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4.

## **Music Georgia Standards of Excellence**

### **HSAIE.PR.3 Read and identify elements of notated music.**

- a. Apply an understanding of the compound and complex counting systems to read 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 compositional elements (e.g. musical terms, key signatures, tonality, form) in the study of music.

## **Responding**

### **HSAIE.RE.1 Listen to, analyze, and describe music.**

- a. Read, write, or 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 their individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
- d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer).

### **HSAIE.RE.2 Respond to music and music performances.**

- a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) 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. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance.

## **Connecting**

### **HSAIE.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. 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, culture).

## **Music Georgia Standards of Excellence**

- b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

## Music Georgia Standards of Excellence

### Jazz

Beginning, Intermediate, and Advanced Levels I-IV

#### Course Descriptions:

##### 53.06410

**Beginning Jazz I** - Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form.

##### 53.06420

**Beginning Jazz II** - Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form.

##### 53.06430

**Beginning Jazz III** - Enhances level-two skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

##### 53.06440

**Beginning Jazz IV** - Enhances level-three skills and provides further opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

##### 53.06510

**Intermediate Jazz I** - Offers opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and

## Music Georgia Standards of Excellence

influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06520

**Intermediate Jazz II** - Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06530

**Intermediate Jazz III** - Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06540

**Intermediate Jazz IV** - Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06610

**Advanced Jazz I** - Advanced Jazz I students are selected by director's recommendation. Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition), and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.



## Music Georgia Standards of Excellence

### 53.06620

**Advanced Jazz II** - Advanced Jazz II students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition), and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06630

**Advanced Jazz III** - Advanced Jazz III students are selected by director's recommendation. Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition), and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### 53.06640

**Advanced Jazz IV** - Advanced Jazz IV students are selected by director's recommendation. Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition), and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

## Creating

### **HSAJB.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.
- d. Refine improvised or composed pieces using student-created criteria.

## **Music Georgia Standards of Excellence**

### **Performing**

#### **HSAJB.PR.1 Sing alone or with others.**

- 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.
- d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature.

#### **HSAJB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music.
- b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
- e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4.

#### **HSAJB.PR.3 Read and identify elements of notated music.**

- a. Apply an understanding of the compound and complex counting systems to read 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 compositional elements (e.g. musical terms, key signatures, tonality, and form) in the music being studied.

### **Responding**

## **Music Georgia Standards of Excellence**

### **HSAJB.RE.1 Listen to, analyze, and describe music.**

- a. Read, write, and/or 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 their individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
- d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer).

### **HSAJB.RE.2 Respond to music and music performances.**

- a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) 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. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance.

## **Connecting**

### **HSAJB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**

- a. Analyze similarities and differences in the terminology between music and other subject areas (e.g. 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, culture).
- b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods and styles at the highest level of music performance.

## Music Georgia Standards of Excellence

### Chorus

#### *Beginning Chorus*

Level I-IV

#### **Course Descriptions:**

##### **54.02110**

**Beginning Chorus I** - Provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.

##### **54.02120**

**Beginning Chorus II** - Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02130**

**Beginning Chorus III** - Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02170**

**Beginning Chorus IV** - Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### **HSBC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create movement for warm-ups and repertoire to distinguish various musical ideas.

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- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

### **HSBC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

## **Performing**

### **HSBC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **HSBC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- 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, in one or more vocal parts.

### **HSBC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

## **Music Georgia Standards of Excellence**

- a. Identify and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSBC.RE.2 Apply criteria to evaluate musical works.**

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.

### **HSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Intermediate Chorus

Level I-IV

#### Course Descriptions:

##### 54.02210

**Intermediate Chorus I** - Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Organizes objectives for self- paced progress. Stresses individual progress and group experiences.

##### 54.02220

**Intermediate Chorus II** - Enhances level-one skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02230

**Intermediate Chorus III** - Enhances level-two skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02270

**Intermediate Chorus IV** - Enhances level-three skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### HSIC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.

### **HSIC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Using teacher- or student-created criteria, refine improvised or composed pieces.

## **Performing**

### **HSIC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire.
- c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSIC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and articulate voiced and unvoiced consonants.
- c. Explore vocal continuity through passaggio and across vocal registers.
- d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.



## **Music Georgia Standards of Excellence**

### **HSIC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Explain and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSIC.RE.2 Apply criteria to evaluate musical works.**

- a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

### **HSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

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

## **Music Georgia Standards of Excellence**

- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss the relationship between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Advanced Chorus

Level I-IV

#### Course Descriptions:

##### 54.02310

**Advanced Chorus I** - Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

##### 54.02320

**Advanced Chorus II** - Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02330

**Advanced Chorus III** - Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02340

**Advanced Chorus IV** - Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### HSAC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

### **HSAC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

## **Performing**

### **HSAC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style.
- c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSAC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Develop vocal continuity through passaggio and across vocal registers.
- d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing.
- e. Describe and explain elements of vocal health, including proper use and physiological needs.
- f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance.

## **Music Georgia Standards of Excellence**

- g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.

### **HSAC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras.
- b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSAC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSAC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSAC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Discuss the collaborative nature of the choral art.

## **Music Georgia Standards of Excellence**

### **HSAC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze historical and cultural characteristics of a varied repertoire including world music.
- b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture and style of music presented in class.
- d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Mastery Chorus

Level I-IV

#### Course Descriptions:

##### 54.02350

**Mastery Mixed Chorus I** - This course provides opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music, and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.

##### 54.02360

**Mastery Mixed Chorus II** - Enhances level-one skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music, and music appreciation. Stresses self-paced progress and a variety of group experiences.

##### 54.02370

**Mastery Mixed Chorus III** - Enhances level-two skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music, and music appreciation. Stresses self-paced progress and a variety of group experiences.

##### 54.02380

**Mastery Mixed Chorus IV** - Enhances level-three skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music, and music appreciation. Stresses self-paced progress and a variety of group experiences.

## Music Georgia Standards of Excellence

### Creating

#### **HSMC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

#### **HSMC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

### Performing

#### **HSMC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges.
- c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

#### **HSMC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Exhibit vocal continuity through passaggio across vocal registers.



## **Music Georgia Standards of Excellence**

- d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range.
- e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs.
- f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges.

### **HSMC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras.
- b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSMC.RE.1 Perceive, analyze and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Analyze and justify student impressions of the emotions and thoughts that music conveys.
- d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSMC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

## **Music Georgia Standards of Excellence**

- b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Analyze the collaborative nature of the choral art.

### **HSMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music.
- b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze and justify historical period, composer, culture, and style of music presented in class.
- d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

*Beginning Men's Chorus*

Level I-IV

**Course Descriptions:**

**54.02710**

**Beginning Men's Chorus I** - Provides opportunities for young men to develop performance skills and knowledge in all-male chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**54.02720**

**Beginning Men's Chorus II** - Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**54.02730**

**Beginning Men's Chorus III** - Enhances level-two skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**54.02740**

**Beginning Men's Chorus IV** - Enhances level-three skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**Creating**

**HSBMC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create movement for warm-ups and repertoire to distinguish various musical ideas.

## **Music Georgia Standards of Excellence**

- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

### **HSBMC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

## **Performing**

### **HSBMC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **HSBMC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- 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, in one or more vocal parts.

### **HSBMC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSBMC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

## **Music Georgia Standards of Excellence**

- a. Identify and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSBMC.RE.2 Apply criteria to evaluate musical works.**

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSBMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.

### **HSBMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

*Intermediate Men's Chorus*

Level I-IV

**Course Descriptions:**

**54.02810**

**Intermediate Men's Chorus I** - Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

**54.02820**

**Intermediate Men's Chorus II** - Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**54.02830**

**Intermediate Men's Chorus III** - Enhances level-two skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**54.02840**

**Intermediate Men's Chorus IV** - Enhances level-three skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**Creating**

**HSIMC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.

### **HSIMC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Using teacher- or student-created criteria, refine improvised or composed pieces.

## **Performing**

### **HSIMC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire.
- c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSIMC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and articulate voiced and unvoiced consonants.
- c. Explore vocal continuity through passaggio and across vocal registers.
- d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.

## **Music Georgia Standards of Excellence**

### **HSIMC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSIMC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Explain and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSIMC.RE.2 Apply criteria to evaluate musical works.**

- a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSIMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

### **HSIMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

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



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- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss the relationship between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### *Advanced Men's Chorus*

Level I-IV

#### Course Descriptions:

##### **54.02910**

**Advanced Men's Chorus I** - Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02920**

**Advanced Men's Chorus II** - Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02930**

**Advanced Men's Chorus III** - Enhances level-two skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02940**

**Advanced Men's Chorus IV** - Enhances level-three skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Creating**

#### **HSAMC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

### **HSAMC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

## **Performing**

### **HSAMC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style.
- c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSAMC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Develop vocal continuity through passaggio and across vocal registers.
- d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing.
- e. Describe and explain elements of vocal health, including proper use and physiological needs.
- f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance.

## **Music Georgia Standards of Excellence**

- g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.

### **HSAMC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras.
- b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSAMC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSAMC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSAMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Discuss the collaborative nature of the choral art.

## **Music Georgia Standards of Excellence**

### **HSAMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze historical and cultural characteristics of a varied repertoire including world music.
- b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture and style of music presented in class.
- d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

*Mastery Men's Chorus*

Level I-IV

**Course Descriptions:**

**54.02950**

**Mastery Men's Chorus I** - This course provides opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.

**54.02960**

**Mastery Men's Chorus II** - Enhances level-one skills and provides further opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

**54.02970**

**Mastery Men's Chorus III** - Enhances level-two skills and provides further opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

**54.02980**

**Mastery Men's Chorus IV** - Enhances level-three skills and provides further opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

## Music Georgia Standards of Excellence

### Creating

#### **HSMMC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

#### **HSMMC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

### Performing

#### **HSMMC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges.
- c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

#### **HSMMC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Exhibit vocal continuity through passaggio across vocal registers.

## **Music Georgia Standards of Excellence**

- d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range.
- e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs.
- f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges.

### **HSMMC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras.
- b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSMMC.RE.1 Perceive, analyze and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Analyze and justify student impressions of the emotions and thoughts that music conveys.
- d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSMMC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSMMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



## **Music Georgia Standards of Excellence**

- b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Analyze the collaborative nature of the choral art.

### **HSMMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music.
- b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze and justify historical period, composer, culture, and style of music presented in class.
- d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### *Beginning Women's Chorus*

Level I-IV

#### Course Descriptions:

##### **54.02410**

**Beginning Women's Chorus I** - Provides opportunities for young women to develop performance skills and knowledge in all-female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02420**

**Beginning Women's Chorus II** - Enhances level-one skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02430**

**Beginning Women's Chorus III** - Enhances level-two skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### **54.02440**

**Beginning Women's Chorus IV** - Enhances level-three skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Creating**

#### **HSBWC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).

## **Music Georgia Standards of Excellence**

- c. Create movement for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

### **HSBWC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

## **Performing**

### **HSBWC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

### **HSBWC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- 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, in one or more vocal parts.

### **HSBWC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## Music Georgia Standards of Excellence

### **Responding**

#### **HSBWC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Identify and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

#### **HSBWC.RE.2 Apply criteria to evaluate musical works.**

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

### **Connecting**

#### **HSBWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.

#### **HSBWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### Intermediate Women's Chorus

Level I-IV

#### Course Descriptions:

##### 54.02510

**Intermediate Women's Chorus I** - Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

##### 54.02520

**Intermediate Women's Chorus II** - Enhances level-one skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02530

**Intermediate Women's Chorus III** - Enhances level-two skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02540

**Intermediate Women's Chorus IV** - Enhances level-three skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### HSIWC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.

### **HSIWC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Using teacher- or student-created criteria, refine improvised or composed pieces.

## **Performing**

### **HSIWC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire.
- c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSIWC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and articulate voiced and unvoiced consonants.
- c. Explore vocal continuity through passaggio and across vocal registers.
- d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.

### **HSIWC.PR.3 Convey meaning through the presentation of musical works.**

## **Music Georgia Standards of Excellence**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

### **Responding**

#### **HSIWC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Explain and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

#### **HSIWC.RE.2 Apply criteria to evaluate musical works.**

- a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

### **Connecting**

#### **HSIWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

#### **HSIWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Discuss historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.

## **Music Georgia Standards of Excellence**

- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss the relationship between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.



## Music Georgia Standards of Excellence

### Advanced Women's Chorus

Level I-IV

#### Course Descriptions:

##### 54.02610

**Advanced Women's Chorus I** - Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02620

**Advanced Women's Chorus II** - Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02630

**Advanced Women's Chorus III** - Enhances level-two skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 54.02640

**Advanced Women's Chorus IV** - Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### **HSAWC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.

## **Music Georgia Standards of Excellence**

- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

### **HSAWC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

## **Performing**

### **HSAWC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style.
- c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

### **HSAWC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Develop vocal continuity through passaggio and across vocal registers.
- d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing.
- e. Describe and explain elements of vocal health, including proper use and physiological needs.
- f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance.

## **Music Georgia Standards of Excellence**

- g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.

### **HSAWC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras.
- b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSAWC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSAWC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSAWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Discuss the collaborative nature of the choral art.

## **Music Georgia Standards of Excellence**

### **HSAWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze historical and cultural characteristics of a varied repertoire including world music.
- b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture and style of music presented in class.
- d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.

## Music Georgia Standards of Excellence

### *Mastery Women's Chorus*

Level I-IV

#### Course Descriptions:

##### **54.02650**

**Mastery Women's Chorus I** - This course provides opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.

##### **54.02660**

**Mastery Women's Chorus II** - Enhances level-one skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

##### **54.02670**

**Mastery Women's Chorus III** - Enhances level-two skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

##### **54.02680**

**Mastery Women's Chorus IV** - Enhances level-three skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.

## Music Georgia Standards of Excellence

### Creating

#### **HSMWC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

#### **HSMWC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

### Performing

#### **HSMWC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges.
- c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.

#### **HSMWC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Exhibit vocal continuity through passaggio across vocal registers.

## **Music Georgia Standards of Excellence**

- d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range.
- e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs.
- f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges.

### **HSMWC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras.
- b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **Responding**

### **HSMWC.RE.1 Perceive, analyze and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Analyze and justify student impressions of the emotions and thoughts that music conveys.
- d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

### **HSMWC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## **Connecting**

### **HSMWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

## **Music Georgia Standards of Excellence**

- b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Analyze the collaborative nature of the choral art.

### **HSMWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music.
- b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze and justify historical period, composer, culture, and style of music presented in class.
- d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.



# Music Georgia Standards of Excellence

## Guitar

### *Beginning Guitar*

Levels I-IV

#### **Course Descriptions:**

##### **53.08410**

**Beginning Guitar I** - This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar.

##### **53.08420**

**Beginning Guitar II** - This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar.

##### **53.08430**

**Beginning Guitar III** - This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar.

##### **53.08440**

**Beginning Guitar IV** - This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar.

## **Creating**

#### **HSBG.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, and harmony), for simple melodies and chordal accompaniments.
- b. Improvise simple melodies from a given range of pitches.
- c. Improvise simple harmonic accompaniments in a teacher provided key.

#### **HSBG.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.
- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

## **Music Georgia Standards of Excellence**

### **Performing**

**HSBG.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate basic guitar performance skills.
- b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

**HSBG.PR.2 Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest).**

**HSBG.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E).
- b. Perform notes in first position.
- c. Perform simple melodies.
- d. Perform stylistic characteristics of a varied repertoire.

**HSBG.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation)Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- c. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.

### **Responding**

**HSBG.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

**HSBG.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.

## **Music Georgia Standards of Excellence**

- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

### **Connecting**

#### **HSBG.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

#### **HSBG.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Intermediate Guitar

Levels I-IV

### Course Descriptions:

#### **50.08510**

**Intermediate Guitar I** - Enhancing previous course, this class is designed to be an intermediate guitar course in which students perform, respond, create, and connect to music through the guitar.

#### **50.08520**

**Intermediate Guitar II** - Enhancing previous course, this class is designed to be an intermediate guitar course in which students perform, respond, create, and connect to music through the guitar.

#### **50.08530**

**Intermediate Guitar III** - Enhancing previous course, this class is designed to be an intermediate guitar course in which students perform, respond, create, and connect to music through the guitar.

#### **50.08540**

**Intermediate Guitar IV** - Enhancing previous course, this class is designed to be an intermediate guitar course in which students perform, respond, create, and connect to music through the guitar.

## Creating

### **HSIG.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.
- b. Improvise simple melodies using various scales (e.g. major, minor, pentatonic) and styles.
- c. Improvise harmonic accompaniments in the keys of G, A, D, C, and E.

### **HSIG.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Create simple guitar “riffs”, melodies, and strumming patterns in 4/4 time.

## **Music Georgia Standards of Excellence**

- c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

### **Performing**

#### **HSIG.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate foundational guitar performance skills.
- b. Incorporate aural skills to match pitch and sing simple phrases.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

#### **HSIG.PR.2 Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest).**

#### **HSIGP.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform stylistic characteristics of a varied repertoire.
- b. Perform using free stroke, rest stroke, and/or plectrum.
- c. Perform notes in various positions, including accidentals.
- d. Perform basic chord progressions in G, A, D, C, and E (suggested keys).
- e. Perform twelve-bar blues in various keys.
- f. Perform “5 chords” (power chords) in various positions.
- g. Perform rhythms including eighth and dotted values.
- h. Perform basic rhythm guitar in various positions (suggested keys of G, A, D, C, and E).

#### **HSIG.PR.4 Read and notate music.**

- a. Demonstrate foundational reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.
- e. Read twelve-bar blues in various keys.
- f. Read “5 chords” (power chords) in various positions.
- g. Demonstrate reading ability using free stroke, rest stroke, and plectrum.

## Music Georgia Standards of Excellence

### **Responding**

#### **HSIG.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

#### **HSIG.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

### **Connecting**

#### **HSIG.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

#### **HSIG.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Advanced Guitar

Levels I-IV

#### Course Descriptions:

##### 50.08610

**Advanced Guitar I** - This class is designed to be an advanced guitar course in which students perform, respond, create, and connect to music through the guitar.

##### 50.08620

**Advanced Guitar II** - Enhancing previous course, this class is designed to be an advanced guitar course in which students perform, respond, create, and connect to music through the guitar.

##### 50.08630

**Advanced Guitar III** - Enhancing previous course, this class is designed to be an advanced guitar course in which students perform, respond, create, and connect to music through the guitar.

##### 50.08640

**Advanced Guitar IV** - Enhancing previous course, this class is designed to be an advanced guitar course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **HSAG.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity.
- b. Improvise harmonic accompaniments in the keys of G, A, D, C, and E.
- c. Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae).

#### **HSAG.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs).
- c. Apply criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.

## **Music Georgia Standards of Excellence**

### **Performing**

**HSAG.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate advanced guitar performance skills.
- b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

**HSAG.PR.2 Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest).**

**HSAG.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform stylistic characteristics of a varied repertoire.
- b. Perform using free stroke, rest stroke, and/or plectrum.
- c. Perform notes in various positions, including accidentals.
- d. Perform basic chord progressions in various major and minor keys.
- e. Perform twelve-bar blues in various keys.
- f. Perform closed position chords (e.g. “5 chords”, barre chords).
- g. Perform that include syncopation and sixteenth values.
- h. Perform basic rhythm guitar in various major and minor keys.
- i. Demonstrate the ability to tune the guitar.

**HSAG.PR.4 Read and notate music.**

- a. Demonstrate advanced reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E).
- d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings.
- e. Read twelve-bar blues in various keys.
- f. Read “5 chords” (power chords) in various positions.
- g. Demonstrate reading ability using free stroke, rest stroke, pima, and plectrum.



## Music Georgia Standards of Excellence

### **Responding**

#### **HSAG.RE.1 Listen to, analyze, and describe music.**

- a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA).

#### **HSAG.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

### **Connecting**

#### **HSAG.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

#### **HSAG.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Mastery Guitar

**50.08650**

**Course Description:** Enhancing previous course, this class is designed to be a mastery level guitar course in which students perform, respond, create, and connect to music through the guitar.

### Creating

#### **HSMG.CR.1 Improvise melodies, variations, and accompaniments.**

- a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity.
- b. Improvise melodies in various modes and styles.
- c. Improvise harmonic accompaniment in various modes.
- d. Improvise in various scales and modes over an established harmonic progression in a variety of styles (e.g. blues, folk, rock, country, reggae).

#### **HSMG.CR.2 Compose and arrange music within specified guidelines.**

- a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording).
- b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs).
- c. Explain and justify student-generated criteria to assess personal or peer composition and/or improvisation.
- d. Share personal composition and/or improvisation.
- e. Create and maintain notated/audio/video portfolio of student compositions.

### Performing

#### **HSMG.PR.1 Perform on guitar through a varied repertoire of music, alone and/or with others.**

- a. Demonstrate advanced guitar performance skills.
- b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty.
- c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement.
- d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique.

## **Music Georgia Standards of Excellence**

**HSMG.PR.2 Select and perform a varied repertoire of musical works using student-created criteria (e.g. skill level, artistic merit, personal interest).**

**HSMG.PR.3 Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.**

- a. Perform stylistic characteristics of a varied repertoire.
- b. Perform using free stroke, rest stroke, and/or plectrum.
- c. Perform notes and scales in various positions, including accidentals.
- d. Perform chord progressions in various major and minor keys.
- e. Perform twelve-bar blues in various keys.
- f. Perform closed position chords (e.g. “5 chords”, barre chords, inversions).
- g. Perform rhythms that include syncopation, triplets, and sixteenth values.
- h. Perform complex rhythms on guitar in various applications.
- i. Perform articulations and ornamentations appropriate to style and genre.
- j. Demonstrate the ability to tune the guitar.
- k. Create and maintain digital portfolio of individual and ensemble performances.
- l. Create and maintain a collegiate resume.

**HSMG.PR.4 Read and notate music.**

- a. Demonstrate advanced reading skills.
- b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation).
- c. Read and notate rhythms, including syncopation and sixteenth values.
- d. Read and notate rhythms on guitar in various major and minor keys.
- e. Read, notate, and perform notes, including accidentals, in various positions, and rhythms on guitar in various major and minor keys.
- f. Identify and demonstrate dynamics, tempo, articulation, and expression markings.
- g. Read twelve-bar blues in various keys.
- h. Read “5 chords” (power chords) in various positions.
- i. Demonstrate reading chords (e.g. “5 chords”, barre chords) and scales in various positions.
- j. Demonstrate reading ability using free stroke, rest stroke, plectrum and plectrum.
- k. Demonstrate the ability to perform minor maintenance (e.g. string change).

## **Responding**

**HSMG.RE.1 Listen to, analyze, and describe music.**

## **Music Georgia Standards of Excellence**

- a. Analyze and justify how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA, twelve bar blues, rounded binary, rondo).

### **HSMG.RE.2 Evaluate music and music performances.**

- a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer.
- b. Individually assess solo and ensemble performances using student-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations).

## **Connecting**

### **HSMG.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences.

### **HSMG.CN.2 Understand music in relation to history and culture.**

- a. Explore musical ideas and works with varied contexts to deepen understanding.
- b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- c. Explore various career paths in music.
- d. Explore performances and genres of influential guitarists and musicians.

## Music Georgia Standards of Excellence

### Music Appreciation

Levels I – IV

#### Course Descriptions:

##### **53.01400**

**Music Appreciation I** - Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.

##### **53.01500**

**Music Appreciation II** - Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.

##### **53.01600**

**Music Appreciation III** - Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.

##### **53.01700**

**Music Appreciation IV** - Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values, and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music.

### Creating

#### **HSMA.CR.1 Read and Notate music.**

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

#### **HSMA.CR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise a melody or variation to a live or recorded accompaniment.

## **Music Georgia Standards of Excellence**

- b. Create melodic and rhythmic phrases from a variety of available sound sources (traditional/nontraditional instruments).
- c. Create rhythmic and harmonic ostinatos for accompanying other melodies.

### **HSMA.CR.3 Compose and arrange music within specified guidelines.**

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange pieces for voices and/or instruments.
- d. Use traditional and non-traditional sound sources and electronic media to compose or arrange songs.

### **HSMA.CR.4 Evaluate and refine musical ideas.**

- a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive).
- b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed.

## **Performing**

### **HSMA.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor, cultural diversity).
- b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form).
- c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation, differences of approach among cultures).
- d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).

### **HSMA.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor, cultural diversity).

## **Music Georgia Standards of Excellence**

- b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form).
- c. Rehearse instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation, differences of approach among cultures).
- d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).

### **Responding**

#### **HSMA.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe simple and complex forms of music, and relate them to the style, mood and context of the piece being studied.
- b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied.
- c. Analyze the uses and effectiveness of technical and expressive elements of music in terms of their impact on the listener.

#### **HSMA.RE.2 Evaluate music and music performances.**

- a. Using student-created criteria, evaluate a music performance.
- b. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

### **Connecting**

#### **HSMA.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.**

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

#### **HSMA.CN.2 Understand music in relation to history and culture.**

- a. Identify and explain a particular music example's historical and cultural significance.
- b. Compare and discuss the roles of musicians throughout history.

## **Music Georgia Standards of Excellence**

- c. Discuss and justify music's functions in the cultures of various ethnic, social, and religious groups.



*Fundamentals of the Music Industry*

Levels I – II

**Course Descriptions:**

**53.09700**

**Fundamentals of the Music Industry I** - This course combines education in music, music technology, and ethical business and industry practices with career preparation.

**53.09800**

**Fundamentals of the Music Industry II** - This course enhances level one skills and provides opportunities for the advancement in the combination of education in music, music technology, and ethical business and industry practices with career preparation.

**Creating**

**HSFMI.CR.1 Generate musical ideas for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

**HSFMI.CR.2 Select and develop musical ideas for defined purposes and contexts.**

- a. Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

**HSFMI.CR.3 Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.**

- a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

**HSFMI.CR.4 Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.**

- a. Share a portfolio of musical creations representing varied styles and genres that demonstrate an advanced level of musical and technological craftsmanship, and the use of digital and analog tools, resources, and systems in developing and organizing musical ideas.

## **Music Georgia Standards of Excellence**

### **HSFMI.CR.5 Select varied musical works to present based on interest, knowledge, technical skill, and context.**

- a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

### **HSFMI.CR.6 Generate and develop appropriate music business resources.**

- a. Share a portfolio of music business resources that demonstrate an understanding of copyright law, entertainment law, music marketing, music management, entrepreneurship, and production and distribution.

## **Performing**

### **HSFMI.PR.1 Select varied musical works to present based on interest, knowledge, technical skill, and context.**

- a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

### **HSFMI.PR.2 Analyze the structure and context of varied musical works and their implications for performance.**

- a. Examine, evaluate, and critique how context, theoretical, and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

### **HSFMI.PR.3 Develop personal interpretations that consider creator intent.**

- a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

### **HSFMI.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

- a. Apply appropriate criteria and feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

## **Music Georgia Standards of Excellence**

### **HSFMI.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**

- a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
- b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

## **Responding**

### **HSFMI.RE.1 Choose music appropriate for a specific purpose or situation.**

- a. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

### **HSFMI.RE.2 Analyze how the structure and context of varied musical works inform the response.**

- a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

### **HSFMI.RE.3 Support interpretations of musical works that reflect the expressive intent of the creators/performers.**

- a. Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

### **HSFMI.RE.4 Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**

- a. Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

## **Connecting**

### **HSFMI.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

## **Music Georgia Standards of Excellence**

### **HSFMI.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
- b. Demonstrate understanding of relationships between music, history, and culture.
- c. Demonstrate understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication.
- d. Demonstrate understanding of copyright law, entertainment law, music marketing, music management, entrepreneurship, and production and distribution.

### **HSFMI.CN.3 Explore careers in music technology.**

- a. Demonstrate an understanding of professional standards as they apply to the music industry.
- b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology.

### **HSFMI.CN.4 Relate ethical publication to the use of technological systems, media, information, and software as it relates to the music industry.**

### **HSFMI.CN.5 Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions.**

*Music Technology*

Levels I-II

**Course Descriptions:**

**53.02210**

**Beginning Music Technology I** - Students learn how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.

**53.02220**

**Intermediate Music Technology II** - Students learn and further expand how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.

**Creating**

**HSMTC1.CR.1 Generate musical ideas for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) using digital tools and resources.

**HSMTC1.CR.2 Select and develop musical ideas for defined purposes and contexts.**

- a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

**HSMTC1.CR.3 Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.**

- a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design).

**HSMTC1.CR.4 Share creative musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that conveys intent, demonstrates craftsmanship, and exhibits originality.**

- a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship and the use of digital and analog tools and resources in developing and organizing musical ideas.

## **Music Georgia Standards of Excellence**

### **Performing**

**HSMTC1.PR.1 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context.**

- a. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music, and the performer's technical skill using digital tools and resources.

**HSMTC1.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance.**

- a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

**HSMTC1.PR.3 Develop personal interpretations that consider the intent of the creator and/or performer.**

- a. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared and improvised performances and performers' ability to connect with audiences.

**HSMTC1.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

- a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**HSMTC1.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**

- a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

### **Responding**

**HSMTC1.RE.1 Choose appropriate music for a specific purpose or situation.**

## **Music Georgia Standards of Excellence**

- a. Select and critique contrasting musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design), defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

**HSMTC1.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.**

- a. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

**HSMTC1.RE.3 Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers.**

- a. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

**HSMTC1.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.**

- a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

### **Connecting**

**HSMTC1.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

**HSMTC1.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
- b. Demonstrate understanding of relationships between music, history, and culture.
- c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication.

**HSMTC1.CN.3 Explore careers in music technology.**

## **Music Georgia Standards of Excellence**

- a. Demonstrate an understanding of professional standards as they apply to the music industry.
- b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology.

**HSMTTC1.CN.4 Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions.**



## *Music Technology*

Levels III-IV

### Course Descriptions:

#### **53.02230**

**Advanced Music Technology III** - Students gain further knowledge of how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry. Additionally, students learn the ethical use of technological systems, media information, and software as it relates to music technology, intellectual property, publication, and industry standards.

#### **53.02280**

**Mastery Music Technology IV** - Enhances previous course. Students become career or college ready to use digital tools to professional industry standards in order to create, present, respond, and connect to music as an art form and/or industry.

### **Creating**

**HSMTTC2.CR.1 Generate musical ideas (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) for various purposes and contexts.**

- a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

**HSMTTC2.CR.2 Select and develop musical ideas (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) for defined purposes and contexts.**

- a. Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

**HSMTTC2.CR.3 Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria.**

- a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

**HSMTTC2.CR.4 Share creative musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that convey intent,**

## **Music Georgia Standards of Excellence**

**demonstrate craftsmanship, and exhibit originality.**

- a. Share a portfolio of musical creations representing varied styles and genres that demonstrate an advanced level of musical and technological craftsmanship, and the use of digital and analog tools, resources, and systems in developing and organizing musical ideas.

**HSMTC2.CR.5 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill, and context.**

- a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

### **Performing**

**HSMTC2.PR.1 Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill, and context.**

- a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

**HSMTC2.PR.2 Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance.**

- a. Examine, evaluate, and critique how context, theoretical, and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

**HSMTC2.PR.3 Develop personal interpretations that consider creator intent.**

- a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

**HSMTC2.PR.4 Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

## **Music Georgia Standards of Excellence**

- a. Apply appropriate criteria and feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

### **HSMTC2.PR.5 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**

- a. Integrating digital and analog tools and resources.
- b. Demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.
- c. Demonstrate an ability to connect with audience members before, during, and after prepared and improvised performances.

## **Responding**

### **HSMTC2.RE.1 Choose music appropriate for a specific purpose or situation.**

- a. Select, describe, and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

### **HSMTC2.RE.2 Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response.**

- a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, inform interest in and response to the music.

### **HSMTC2.RE.3 Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers.**

- a. Examine and cite multiple research sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

### **HSMTC2.RE.4 Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria.**

- a. Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

## Music Georgia Standards of Excellence

### Connecting

#### **HSMTC2.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

#### **HSMTC2.CN.2 Relate musical ideas to varied contexts and daily life to deepen understanding.**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
- b. Demonstrate understanding of relationships between music, history, and culture.
- c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication.

#### **HSMTC2.CN.3 Explore careers in music technology.**

- a. Demonstrate an understanding of professional standards as they apply to the music industry.
- b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology.

#### **HSMTC2.CN.4 Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions.**

## Music Theory and Composition

### *Beginning Music Theory and Composition*

#### **53.02100**

**Course Description:** Introduces the fundamentals of organized sound, emphasizing rules of Western music composition and offering opportunities to create original works. Students will develop the ability to describe, understand, and recognize aspects of tonal music, and skills in sight-singing, dictation/aural, written aspects, composition, and analytical areas. Students will be exposed to a variety of exercises designed to develop these skills including listening, performance, writing, creating, and analyzing music. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods may also be studied. Explores use of technology for composition.

### **Creating**

#### **HSBMT.CR.1 Read and Notate music.**

- a. Identify, describe and notate rhythmic terms (e.g. time signature/meter <simple, compound, duple, triple> measure <bar line, double bar line>).
- b. Identify and notate rhythm, including sixteenth-notes and rests in simple meter.
- c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines.
- d. Identify major and minor key signatures.
- e. Identify major/minor, and perfect intervals.
- f. Identify major, minor and chromatic scales through a variety of methods (e.g key signatures, accidentals, step-relationships).
- g. Identify chords (e.g. major and minor triads).
- h. Aurally identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads).
- i. Introduce cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic).
- j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity.

#### **HSBMT.CR.2 Improvise rhythms and melodies.**

- a. Improvise short rhythmic ideas of up to 2 bars.

## **Music Georgia Standards of Excellence**

- b. Improvise up to 2 bars of short melodic ideas which incorporate scalar and chordal motives.

### **HSBMT.CR.3 Compose and arrange music within specified guidelines.**

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange simple pieces for voices or instruments.

## **Performing**

### **HSBMT.PR.1 Sing alone and with others.**

- a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave).

### **HSBMT.PR.2 Perform on instruments, alone and with others.**

- a. Identify notes on the keyboard by letter name.
- b. Relate pitches on a keyboard to notation on the staff in F and G clefs.
- c. Play diatonic melodies on the keyboard.

## **Responding**

### **HSBMT.RE.1 Listen to, analyze, and describe music.**

- a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations).
- b. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied.
- c. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied.
- d. Describe the uses of technical and expressive elements of music in terms of their effect on the listener.

### **HSBMT.RE.2 Evaluate music and music performances.**

- a. Describe a short musical composition presented aurally, without the assistance of a score.
- b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms.
- c. Using teacher-created criteria, evaluate a music performance.

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- d. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

### **Connecting**

#### **HSBMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.**

- a. Demonstrate an understanding of how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.
- b. Explain or demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles.

#### **HSBMT.CN.2 Understand music in relation to history and culture.**

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

## Intermediate Music Theory and Composition

### 53.02200

**Course Description:** Continued focus the fundamentals of organized sound, emphasizing rules of Western music composition and offering opportunities to create original works. Students will develop the ability to describe, understand, and recognize aspects of tonal music, and skills in sight-singing, dictation/aural, written aspects, composition, and analytical areas. Students will be exposed to a variety of exercises designed to develop these skills including listening, performance, writing, creating, and analyzing music. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods may also be studied. Explores use of technology for composition.

### Creating

#### **HSIMT.CR.1 Read and Notate music.**

- a. Identify, describe and notate rhythmic terms (e.g. time signature/meter <simple, compound, duple, triple> measure <bar line, double bar line>).
- b. Identify and notate rhythm including sixteenth- and dotted-quarter notes and rests in simple and compound meter.
- c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines.
- d. Identify major and minor key signatures.
- e. Identify major/minor, and perfect intervals.
- f. Identify major, minor (natural, traditional and jazz melodic, harmonic) and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships).
- g. Identify chords (e.g. major, minor, diminished, augmented triads).
- h. Identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads) visually and aurally.
- i. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half cadence).
- j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity.
- k. Identify and describe meter and tempo modification.
- l. Recognize the use of Roman Numeral Analysis in a score.

#### **HSIMT.CR.2 Improvise rhythms and melodies.**

- a. Improvise short rhythmic ideas of up to 4 bars.



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- b. Improvise up to 4 bars of short melodic ideas which incorporate scalar and chordal motives.

### **HSIMT.CR.3 Compose and arrange music within specified guidelines.**

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange simple pieces for voices or instruments.
- d. Compose and perform melodic lines which incorporate scalar and chordal motives (e.g. single melodic line accompanied by Roman numeral chord indications, traditional four-part <SATB> vocal texture, lead sheet notation) up to 4 bars.

## **Performing**

### **HSIMT.PR.1 Sing alone and with others.**

- a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave).

### **HSIMT.PR.2 Perform on instruments, alone and with others.**

- a. Identify notes and intervals on the keyboard by letter name.
- b. Relate pitches on a keyboard to notation on the staff in F and G clefs.
- c. Play diatonic melodies on the keyboard.

## **Responding**

### **HSIMT.RE.1 Listen to, analyze, and describe music.**

- a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations, minuet, trio/scherzo).
- b. Identify and describe forms of music, and relate them to the style, mood and context of the piece being studied.
- c. Identify and describe monophonic, polyphonic, and homophonic textures.
- d. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied.
- e. Describe and discuss the uses of technical and expressive elements of music in terms of their effect on the listener.

## **Music Georgia Standards of Excellence**

### **HSIMT.RE.2 Evaluate music and music performances.**

- a. Describe a short musical composition presented aurally, without the assistance of a score.
- b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms.
- c. Using teacher- or student-created criteria, evaluate a music performance.
- d. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

## **Connecting**

### **HSIMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.**

- a. Explain how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.
- b. Explain and demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles.

### **HSIMT.CN.2 Understand music in relation to history and culture.**

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

## *Advanced Music Theory and Composition*

### **53.02270**

**Course Description:** Continued focus the fundamentals of organized sound, emphasizing rules of Western music composition and offering opportunities to create original works. Students will develop the ability to describe, understand, and recognize aspects of tonal music, and skills in sight-singing, dictation/aural, written aspects, composition, and analytical areas. Students will be exposed to a variety of exercises designed to develop these skills including listening, performance, writing, creating, and analyzing music. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods may also be studied. Explores use of technology for composition.

### **Creating**

#### **HSAMT.CR.1 Read and Notate music.**

- a. Recognize rhythmic patterns (beats and subdivisions), in simple, compound, and complex/asymmetrical meters.
- b. Notate rhythm in accordance with standard notation practices in simple, compound, and complex meters.
- c. Identify rhythmic motives from written and aural examples in simple and compound meters.
- d. Notate rhythmic patterns from dictated examples in simple and compound meters.
- e. Identify and distinguish common terminologies of form, style, and musical expression.
- f. Identify and notate melody and pitch in four clefs.
- g. Identify and notate all major and minor key signatures.
- h. Notate diatonic and non-diatonic melodies from a dictated source in simple and compound meters.
- i. Identify and notate, visually and aurally, all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending.
- j. Identify and notate scales visually and aurally (e.g. major, minor, church modes, whole-tone, chromatic, and pentatonic).
- k. Identify and notate chords, visually and aurally (e.g. major, minor, augmented, diminished triads, seventh chords, and their inversions in open and closed spacing).
- l. Notate outer voices (soprano and bass) and Roman numerals from dictated traditional, primarily diatonic harmonic progressions.
- m. Identify diatonic and non-diatonic chords and inversions (e.g. two-staff, four part score using Roman numeral analysis, figured bass, jazz lead sheet).

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- n. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half, and deceptive).
- o. Demonstrate through written exercises a working knowledge of the rules governing three- and four- part writing as practiced during the common style period.
- p. Identify elements of a musical score (e.g. 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).
- q. Recognize the practice of transposing a melodic line to appropriate keys and clefs for any various instrument or groups of instruments.

### **HSAMT.CR.2 Introduction of improvised rhythms and melodies.**

- a. Improvise short rhythmic ideas of up to 8 bars.
- b. Improvise short melodic ideas which incorporate scalar and chordal motives up to 8 bars.

### **HSAMT.CR.3 Compose and arrange music within specified guidelines.**

- a. Compose melodies in major and minor keys using compositional techniques (e.g. antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones which move according to the principles of voice-leading from the Common Practice Period).
- b. Construct appropriate harmonization for composed and/or given melodies, in both major and minor keys, according to the principles of harmonization from the Common Practice Period.
- c. Compose a complete musical composition using compositional techniques studied in class.
- d. Arrange simple pieces for voices or instruments.

## **Performing**

### **HSAMT.PR.1 Sing a varied repertoire of music, alone and with others.**

- a. Demonstrate the ability to sing intervals at sight up to a 9<sup>th</sup> in simple and compound meter.
- b. Correctly sing scales (e.g. major, natural minor, jazz and traditional melodic minor, harmonic minor).
- c. Sight-sing notated diatonic melodies, in major and minor keys, in simple and compound meters.

### **HSAMT.PR.2 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to play notated pitches, chords, scales, and melodic/rhythmic passages of no more than eight measures on the piano keyboard using F and G clefs.

## **Music Georgia Standards of Excellence**

- b. Demonstrate the ability to play notated music on a second instrument using F, G or movable C clef.

### **Responding**

#### **HSAMT.RE.1 Listen to, analyze, and describe music.**

- a. Visually and aurally identify monophonic, homophonic, and polyphonic textures in a score and in an audible performance.
- b. Analyze monophonic, homophonic, and polyphonic musical forms from aural and written examples (e.g. simple binary, simple ternary, theme and variation, rondo, and sonata allegro).
- c. Identify mode, meter, instrumentation, phrase and period structure and cadences in given aural and written examples from the standard literature.

#### **HSAMT.RE.2 Evaluate music and music performances.**

- a. Listen to, evaluate, and analyze elements of theory and form in a given musical composition.
- b. Using student-created criteria, evaluate a music performance.
- c. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

### **Connecting**

#### **HSAMT.CN.1 Understand relationships between music and other fine arts in interdisciplinary contexts.**

- a. Explain and explore how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines.
- b. Demonstrate through a study of written examples a solid understanding of how music composition and analysis is based upon mathematic and scientific principles.

#### **HSAMT.CN.2 Understand music in relation to history and culture.**

- a. Describe and analyze the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) (e.g. harmony, style, form) and the correlation between music of those periods and the other fine arts of the respective era.
- b. Describe and justify how major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of that era.

## Orchestra

### *Prelude to Orchestra*

#### **53.056000**

**Course Description:** This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

### **Creating**

#### **HSPO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

### **Performing**

#### **HSPO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, and F.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

#### **HSPO.PR.2 Read and Notate music.**

- a. Identify notes in the staff and on ledger lines of respective clef.

## **Music Georgia Standards of Excellence**

- b. Read and notate notes within the following key signatures: D, G, C A and F.
- 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.

### **Responding**

#### **HSPO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed).

#### **HSPO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using teacher's criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.

### **Connecting**

#### **HSPO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

#### **HSPO.CN.2 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### *Beginning Orchestra*

Levels I-IV

#### **Course Descriptions:**

##### **53.05610**

**Beginning Orchestra I** - Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and ensemble experiences.

##### **53.05620**

**Beginning Orchestra II** - Enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.

##### **53.05630**

**Beginning Orchestra III** - Enhances level-two skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.

##### **53.05640**

**Beginning Orchestra IV** - Enhances level-three skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.

### **Creating**

#### **HSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.



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- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

### **Performing**

#### **HSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of II and/or III on a scale of I to VI.
- e. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- f. Demonstrate basic vibrato.
- g. Exhibit the ability to accurately tune respective instrument.
- h. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello-III and IV position, Bass  $\frac{1}{2}$ -IV position).
- i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- j. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, and Bb, Eb and the minor keys of e, a, d.
- k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

#### **HSBO.PR.2 Read and Notate 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 e, a, and d.
- c. Read and notate rhythms (e.g. 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, alla breve and mixed meter.
- d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
- e. Accurately and expressively sight-read music with a difficulty level of I on a scale of I to VI.

## **Music Georgia Standards of Excellence**

### **Responding**

#### **HSBO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed).
- c. Identify simple musical forms.
- d. Listen to and/or watch professional ensembles and discuss critical expressive elements of their performances.

#### **HSBO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Using self-reflection and peer feedback, critique recorded examples of music performed by the ensemble and other ensembles and make suggestions for improvement.
- e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

### **Connecting**

#### **HSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

#### **HSBO.CN.2 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### Intermediate Orchestra

Levels I-IV

#### Course Descriptions:

##### 53.05710

**Intermediate Orchestra I** - Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

##### 53.05720

**Intermediate Orchestra II** - Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 53.05730

**Intermediate Orchestra III** - Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 53.05740

**Intermediate Orchestra IV** - Enhances level-three skills and provides further opportunities for intermediate level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### **HSIO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.

## Music Georgia Standards of Excellence

- c. Share improvised, composed, or arranged pieces.
- d. Using teacher or student-created criteria, refine improvised or composed pieces.

### **Performing**

#### **HSIO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of III and/or IV on a scale of I to VI.
- e. 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.
- f. Demonstrate basic vibrato.
- g. Exhibit the ability to accurately tune respective instrument.
- h. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position).
- i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- j. Utilize correct finger patterns in performing scales and repertoire in the major and minor keys up to 3 sharps and 3 flats.
- k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

#### **HSIO.PR.2 Read and Notate music.**

- a. Identify notes on the staff and on ledger lines of respective clef.
- b. Read and notate rhythms, notes, time signatures, clefs and key in the music being performed, including 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,  $\frac{3}{4}$ , 2/4, 6/8, alla breve, and mixed meter.
- c. Recognize and perform dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature.
- d. Accurately and expressively sight-read music with a difficulty level of II on a scale of I to VI.

## **Music Georgia Standards of Excellence**

### **Responding**

#### **HSIO.RE.1 Listen to, analyze, and describe music.**

- a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify melodic and harmonic material and phrase endings in given ~~aural~~ examples (e.g. aural, written, performed).
- c. Identify simple musical forms.
- d. Listen to and/or watch professional ensembles, and discuss and describe critical expressive elements of their performances.

#### **HSIO.RE.2 Evaluate music and music performances.**

- a. Distinguish between correct and incorrect notes and intonation, demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using a teacher- or student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Discuss and describe recorded examples of music performed by the ensemble and other ensembles and develop strategies for improvement.
- e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

### **Connecting**

#### **HSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Discuss and describe the benefits of musical study as part of a well-rounded education.
- b. Discuss and describe how other subjects relate to music.

#### **HSIO.CN.2 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of music learned in class.
- b. Discuss and describe how the music performed in class relates to the culture and society in which we live.

## Music Georgia Standards of Excellence

### Advanced Orchestra

Levels I-IV

#### Course Descriptions:

##### 53.05810

**Advanced Orchestra I** - Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

##### 53.05820

**Advanced Orchestra II** - Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 53.05830

**Advanced Orchestra III** - Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

##### 53.05840

**Advanced Orchestra IV** - Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Creating

#### **HSAO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.

## **Music Georgia Standards of Excellence**

- c. Share improvised, composed, or arranged pieces.
- d. Refine improvised or composed pieces using student-created criteria.

### **Performing**

#### **HSAO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing melodies.
- c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of IV and/or V on a scale of I to VI.
- e. Apply the use of vibrato in appropriate orchestra literature.
- f. Exhibit the ability to accurately tune respective instrument.
- g. Demonstrate the ability to play in  $\frac{1}{2}$  through V positions and use those positions when performing selected music.
- h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys up to 4 sharps and 4 flats.
- j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

#### **HSAO.PR.2 Read and Notate music.**

- a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed including 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,  $\frac{3}{4}$ , 2/4, 6/8, alla breve, and mixed meter.
- b. Analyze the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature.
- c. Use the circle of fifths to identify and perform keys appropriate to the music being performed.
- d. Accurately and expressively sight-read music with a difficulty level of III on a scale of I to VI.

### **Responding**

#### **HSAO.RE.1 Listen to, analyze, and describe music.**

## **Music Georgia Standards of Excellence**

- a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed).
- c. Discuss the form and phrase structure of music being performed.

### **HSAO.RE.2 Evaluate music and music performances.**

- a. Critique recorded examples of music performed by the ensemble and other ensembles and assess strategies for improvement.
- b. Analyze a given musical work in terms of its aesthetic qualities and assess the musical means it uses to evoke feelings and emotions.
- c. Listen to and/or watch professional ensembles and assess critical expressive elements.
- d. Evaluate and discuss ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

## **Connecting**

### **HSAO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Assess the benefits of musical study as part of a well-rounded education.
- b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music).
- c. Analyze the ways in which other subjects relate to music.

### **HSAO.CN.2 Understand music in relation to history and culture.**

- a. Classify a musical selection by time period and analyze the reasoning behind the classification.
- b. Analyze the ways in which the music performed in class relates to the culture and society of its time and other times.



## *Mastery Orchestra*

Levels I-IV

### **Course Descriptions:**

#### **53.05910**

**Mastery Orchestra I** - This course is for the most advanced string instrument students. Emphasis is placed on the standard orchestra repertoire, advanced techniques, independence and confidence in performance situations, and thorough understanding of the theoretical and historical basis for the music performed.

#### **53.05920**

**Mastery Orchestra II** - This course is for the most advanced string instrument students. Continued emphasis is placed on the standard orchestra repertoire, advanced techniques, independence and confidence in performance situations, and thorough understanding of the theoretical and historical basis for the music performed.

#### **53.05930**

**Mastery Orchestra III** - This course is for the most advanced string instrument students. Continued emphasis is placed on the standard orchestra repertoire, advanced techniques, independence and confidence in performance situations, and thorough understanding of the theoretical and historical basis for the music performed.

#### **53.05940**

**Mastery Orchestra IV** - This course continues to focus on the most advanced string instrument students who want to study and perform the string chamber ensemble repertoire. Students learn the unique skills of small ensemble performance.

## **Creating**

### **HSMO.CR.1 Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Refine improvised or composed pieces using student-created criteria.

## Music Georgia Standards of Excellence

### **Performing**

#### **HSMO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing melodies.
- c. Analyze and justify characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of V and/or VI on a scale of I to VI.
- e. Use an artistically advanced vibrato in appropriate orchestra literature.
- f. Exhibit the ability to accurately tune respective instrument.
- g. Demonstrate the ability to play in  $\frac{1}{2}$  through VII positions and use those positions in determining the best fingerings to use in music being performed.
- h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or 5 flats and any other keys used in music being performed.
- j. Analyze and justify individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

#### **HSMO.PR.2 Read and Notate music.**

- a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed.
- b. Analyze and justify the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature.
- c. Use the circle of fifths to identify and perform keys appropriate to the music being performed.
- d. Accurately and expressively sight-read music with a difficulty level of IV on a scale of I to VI.

### **Responding**

#### **HSMO.RE.1 Listen to, analyze, and describe music.**

- a. Assess and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed).
- c. Discuss the form and phrase structure of music being performed.

## **Music Georgia Standards of Excellence**

### **HSMO.RE.2 Evaluate music and music performances.**

- a. Critique recorded examples of music performed by the ensemble and other ensembles and assess and justify strategies for improvement.
- b. Analyze a given musical work in terms of its aesthetic qualities and assess and justify the musical means it uses to evoke feelings and emotions.
- c. Listen to and/or watch professional ensembles and analyze and justify critical expressive choices.
- d. Assess and justify choices heard in ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

## **Connecting**

### **HSMO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**

- a. Assess and justify the benefits of musical study as part of a well-rounded education.
- b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music).
- c. Analyze the ways in which other subjects relate to music.

### **HSMO.CN.2 Understand music in relation to history and culture.**

- a. Classify a musical selection by time period and analyze and justify the reasoning behind the classification.
- b. Analyze and justify the ways in which the music performed in class relates to the culture and society of its time and other times.

# Music Georgia Standards of Excellence

## Piano

### *Beginning Piano*

Levels I-IV

#### **Course Descriptions:**

##### **53.09410**

**Beginning Piano Techniques I** - Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

##### **53.09420**

**Beginning Piano Techniques II** - Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

##### **53.09430**

**Beginning Piano Techniques III** - Enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

##### **53.09440**

**Beginning Piano Techniques IV** - Enhances level-three skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

## **Creating**

#### **HSBP.CR.1 Notate music.**

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements.

## **Music Georgia Standards of Excellence**

- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Notate a simple musical composition.

### **HSBP.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

## **Performing**

### **HSBP.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales, and technical exercises that increase playing agility and strength, including cadences.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).
- d. Use context cues to sight-read music literature at an appropriate level.

### **HSBP.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, playing an instrument.
- b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

### **HSBP.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform.
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **HSBP.RE.1 Evaluate music and music performances.**

- a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics).
- b. Demonstrate practice strategies to refine a performance using teacher-based criteria.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds judge music and music performances.

## Music Georgia Standards of Excellence

### **Connecting**

#### **HSBP.CN.1 Read about, listen to, analyze, and describe music.**

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

#### **HSBP.CN.2 Understand music in relation to history and culture.**

- a. Describe the characteristics of music from different cultures.
- b. Identify genres, styles, and composers within specific historical and cultural contexts.
- c. Identify repertoire that represents various periods, composers, cultures, styles, and genres.
- d. Explain the history of the piano.

*Intermediate Piano*

Levels I-IV

**Course Descriptions:**

**53.09510**

**Intermediate Piano Techniques I** - Offers opportunities for intermediate-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

**53.09520**

**Intermediate Piano Techniques II** - Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09530 Intermediate Piano Techniques III** - Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09540**

**Intermediate Piano Techniques IV** - Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**Creating**

**HSIP.CR.1 Notate music.**

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Notate a simple music composition.

**HSIP.CR.2 Compose and arrange music within specified guidelines.**

## **Music Georgia Standards of Excellence**

- a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics.
- b. Set a short poetic phrase and/or text to music.

### **Performing**

#### **HSIP.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences.
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).
- d. Use context cues to sight-read music literature at an appropriate level.

#### **HSIP.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, playing an instrument.
- b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
- c. Demonstrate a rhythmic ostinato to be performed with a melody.

#### **HSIP.PR.3 Analyze selection of repertoire.**

- a. Describe how pianists decide which pieces to learn and perform (e.g. personal interest, music reading skills, technical skills mastered and to be addressed).
- b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

### **Responding**

#### **HSIP.RE.1 Evaluate music and music performances.**

- a. Teacher will provide criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics).
- b. Identify criteria by which to address practice strategies to refine a performance.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances.



## Music Georgia Standards of Excellence

### **Connecting**

#### **HSIP.CN.1 Read about, listen to, analyze, and describe music.**

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

#### **HSIP.CN.2 Understand music in relation to history and culture.**

- a. Describe the characteristics of music from different cultures (e.g. social, cultural, historical).
- b. Identify genres, styles, and composers within specific social, historical and cultural contexts.
- c. Identify repertoire that represents various periods, composers, cultures, styles, and genres (e.g. social, cultural, historical).
- d. Explain the history of the piano.

*Advanced Piano*

Levels I-IV

**Course Descriptions:**

**53.09610**

**Advanced Piano Techniques I** - Offers opportunities for Advanced-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

**53.09620**

**Advanced Piano Techniques II** - Enhances level-one skills and provides Advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09630**

**Advanced Piano Techniques III** - Enhances level-two skills and provides Advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09640**

**Advanced Piano Techniques IV** - Enhances level-three skills and provides Advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09660**

**Advanced Piano Techniques V** - Enhances level-four skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

**53.09670**

**Advanced Piano Techniques VI** - Enhances level-five skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

# Music Georgia Standards of Excellence

## Creating

### **HSAP.CR.1 Notate music.**

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Notate an original music composition in a simple form (e.g. theme and variation, 12-bar blues, patterned accompaniment).

### **HSAP.CR.2 Compose and arrange music within specified guidelines.**

- a. Construct rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics.
- b. Compose melodic, rhythmic, and harmonic ideas for compositions in simple form (e.g. theme and variation, 12-bar blues, patterned accompaniment).
- c. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form.

## Performing

### **HSAP.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major and minor arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences (I-(ii)-IV-V(7)-I).
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).
- d. Use context cues to sight-read music literature at an appropriate level.

### **HSAP.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic patterns by clapping, singing, playing an instrument.
- b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues).
- c. Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)-IV-V(7)-I).

## **Music Georgia Standards of Excellence**

### **HSAP.PR.3 Analyze selection of repertoire.**

- a. Select pieces to learn and perform and explain choices (e.g. personal interest, music reading skills, technical skills mastered and to be addressed).
- b. Explain characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **HSAP.RE.1 Evaluate music and music performances.**

- a. Develop and apply criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics).
- b. Identify criteria by which to address practice strategies to refine a performance.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances.

## **Connecting**

### **HSAP.CN.1 Read about, listen to, analyze, and describe music.**

- a. Read about appropriate music based on skill level.
- b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- d. Explain reasons for choosing particular music to listen to and analyze.
- e. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates.

### **HSAP.CN.2 Understand relationships between music, the other arts, disciplines outside the arts, history, and culture.**

- a. Describe how music relates to fine arts and other disciplines.
- b. Describe the characteristics of music from different cultures.
- c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

### **HSAP.CN.3 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of performance literature.

## **Music Georgia Standards of Excellence**

- b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical).
- c. Explain the history of the piano.
- d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed.

## Music Georgia Standards of Excellence

### Mastery Piano

#### 53.09680

**Course Description:** Understanding piano through a varied repertoire of music, be able to read, perform, improvise melodies, variations, and accompaniments., compose and arrange music within specified guidelines, Understand relationships between music, the other arts, and disciplines outside the arts. at higher levels. Also should be able to critically listen to, analyze, and describe music, along with Evaluate music and music performances.

### Creating

#### **HSMP.CR.1 Notate music.**

- a. Utilize a counting system and pitch learning procedure to read music appropriate to ability.
- b. Identify, describe and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression and direction (including repeat signs, da capo) into individual and ensemble performances.
- c. Notate rhythms and melodies utilizing a dictation method.
- d. Notate an original music composition in a complex form (e.g. rounded binary, rondo).

#### **HSMP.CR.2 Compose and arrange music within specified guidelines.**

- a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics and varied styles.
- b. Compose melodic, rhythmic, and harmonic ideas for compositions in complex form (e.g. rounded binary, rondo).
- c. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.

### Performing

#### **HSMP.PR.1 Perform a varied repertoire of music.**

- a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion.
- b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major and minor arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences (I-(ii)-IV-V(7)-I).
- c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy).

## **Music Georgia Standards of Excellence**

- d. Use context cues to sight-read music literature at an appropriate level.

### **HSMP.PR.2 Improvise melodies, variations, and accompaniments.**

- a. Improvise a melody to a specified eight-measure harmonic progression in the keys of C, a, G, e, F, d utilizing various musical styles and techniques.
- b. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- c. Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)-IV-V(7)-I).

### **HSMP.PR.3 Analyze selection of repertoire.**

- a. Select pieces to learn and perform. Explain and justify choices (e.g. personal interest, music reading skills, technical skills mastered and to be addressed).
- b. Explain characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition).

## **Responding**

### **HSMP.RE.1 Evaluate music and music performances.**

- a. Develop and apply criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics).
- b. Apply and justify criteria by which to select practice strategies to refine a performance.
- c. Recognize and demonstrate context-appropriate performer and audience etiquette.
- d. Explain and justify how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances.

## **Connecting**

### **HSMP.CN.1 Read about, listen to, analyze, and describe music.**

- a. Read about appropriate music based on skill level.
- b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Describe and analyze a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- d. Develop and justify reasons for choosing particular music to listen to and analyze.
- e. Utilize writing skills to analyze the elements of music, and the emotions and thoughts that music communicates.

### **HSPM.CN.2 Understand relationships between music, the other arts, disciplines outside**

## **Music Georgia Standards of Excellence**

### **the arts, history, and culture.**

- a. Describe in depth and provide examples of the ways in which music relates to fine arts and other disciplines.
- b. Describe and analyze the characteristics of music from different cultures.
- c. Identify and discuss distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.

### **HSPM.CN.3 Understand music in relation to history and culture.**

- a. Identify and compare performance styles of performance literature.
- b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical).
- c. Explain in depth the history of the piano.
- d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed.