

**BRIEN ENGEL  
GLASS HARP MUSIC**

**PO Box 33, Pine Lake, GA 30072**

**glassharp@mindspring.com**

**www.glassharp.org**

**Alignment of Glass Harp Performances with Georgia Music Standards  
Of Excellence for Grades 6-8 General Music, 6-8 Band I, 6-8 Orchestra I-- by chart  
and by each unit/applicable standard:**

Grade 6 General Music	Grade 7 General Music	Grade 8 General Music
MSGM6.CR.1 b	MSGM7.CR.2 a, b	MSGM8.CR.1 b
MSGM6.CR.2 a, c	MSGM7.PR.2 a, b, c	MSGM8.CR.2 a, b
MSGM6.PR.2 a, b, c	MSGM7.RE.1 a. b. e	MSGM8.PR.2 a, b
MSGM6.RE.1 a, b, c, d	MSGM7.RE.2 a, b, c, d	MSGM8.RE.1 a, b, c, e
MSGM6.RE.2 a, b, c, d	MSGM7.CN.1 b	MSGM8.RE.2 a, b, c, d
MSGM6.CR.2 b	MSGM7.RE.1 c	MSGM8.CN.1 a, b, c
MSGM6.CN.1 c	MSGM7.CN.1 c	MSGM8.CN.2 a, c, d
MSGM6.CN.2 a, b, d	MSGM7.CN.2 a, b, c, d	MSGM8.RE.1 d
MSGM6.RE.1 e	MSGM7.CR.2 c	MSGM8.CN.2 b
MSGM6.CN.1 b	MSGM7.RE.1 d	MSGM8.CR.1 a
		MSGM8.PR.2 c
		MSGM8.CN.2 b

<p>Grade 6 Band</p> <p>MSBB.CR.1 a  MSBB.PR.2 a, c, d  MSBB.RE.1 a, b  MSBB.CR.1 b  MSBB.PR.3 c  MSBB.RE.1 a, b  MSBB.RE.2 a, b, e  MSBB.CR.1 a, b, c  MSBB.CN.1 a, b, c, d</p>	<p>Grade 7 Band</p> <p>MSIB.CR.1 a, c  MSIB.PR.2 a, c, d  MSIB.RE.1 c  MSIB.RE.2 a, b, c, d  MSIB.CN.1 a  MSIB.CR.1 b  MSIB.RE.1 a, b, c  MSIB.CR.1 d  MSIB.CN.1 d</p>	<p>Grade 8 Band</p> <p>MSBB.PR.2 a, c, d  MSBB.PR.3 c  MSBB.RE.1 a, b  MSBB.RE.2 a, b, c, d  MSBB.CN.1 a, b  MSBB.CR.1 a  MSBB.CR.1 a, b, c  MSBB.CN.1 b, c, d</p>
<p>Grade 6 Orchestra</p> <p>MSBO.CR.1 a, b, c, d  MSBO.PR.1 a, c, e, g  MSBO.RE.1 a  MSBO.RE.2 a, b, c, d  MSBO.RE.1 b  MSBO.CN.1 a, b  MSBO.CN.2 a, b  MSBO.CR.1 b</p>	<p>Grade 7 Orchestra</p> <p>MSIO.CR.1 a, c  MSIO.PR.1 a, b, c, f, h  MSIO.RE.1 a, b  MSIO.RE.2 a, b, c, d  MSIO.CN.1 a, b  MSIO.CR.1 b</p>	<p>Grade 8 Orchestra</p> <p>MSAO.PR.1 a, b, c, f, h  MSAO.CN.1 a, b  MSAO.PR.1 e, j  MSAO.RE.1 c  MSAO.RE.2 a, b, c, d, e  MSAO.CR.1 a, b, c, d  MSAO.RE.1 a, b  MSAO.CN.2 a, b</p>

## Georgia Music Standards of Excellence Alignment – General Music Grades 6-8

### Grade 6

#### Unit 1

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

- b. Improvise simple rhythmic and melodic variations.

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

- a. Compose short pieces within specified guidelines.
- c. Use a variety of traditional and non-traditional sound sources and digital tools when composing and arranging.

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.

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, high/low, upward/downward, forte/piano/mezzo/pianissimo/fortissimo, 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.

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.

Unit 2

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

- b. Arrange simple pieces within specified guidelines (e.g., AB, ABA).

Unit 3

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

- 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.
- d. Demonstrate performance etiquette (e.g., stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

## Unit 4

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

- 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.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Recognize the interrelated principles between music and other subject areas.

## Grade 7

### Unit 1

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).

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.

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.
- 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.

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

- b. Discuss the interrelated principles between music and other subject areas.

## Unit 2

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

- c. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.

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

- 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.

### Unit 3

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

- c. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging.

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

- d. Aurally identify tonal center.

## **Grade 8**

### Unit 1

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

- b. Improvise melodic embellishments and simple rhythmic and melodic variations.

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. Use a variety of traditional and nontraditional sound sources and digital tools when composing and arranging music.

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.

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.
- 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.



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.
- 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.

## Unit 2

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

- d. Aurally identify tonal center.

MSGM8.CN.2 Connect music to history and culture.

- b. Classify exemplary musical works by genre and style and recognize their identifying characteristics.

## Unit 3

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

- a. Improvise simple harmonic accompaniments.

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

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

## Unit 4

MSGM8.CN.2 Connect music to history and culture.

- b. Compare music of several world cultures, identifying the function and role of the music, their musicians and their respective performance conditions.

## Georgia Music Standards of Excellence Alignment – Band Grades 6-8

### Grade 6

#### Unit 1

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

- a. Improvise or compose rhythmic patterns

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

- a. Analyze characteristic tone quality utilizing playing technique
- c. Recognize ensemble skills through performance of musical literature
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.

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

- a. Identify and describe compositional elements
- b. Compare and contrast musical works based on genre and culture.

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

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

#### Unit 2

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

- b. Improvise or compose a melody and/or variation of a melody

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

- c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

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

- a. Identify and describe compositional elements
- 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
- b. Evaluate the quality and effectiveness of performances
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

### Unit 3

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

- a. Improvise or compose rhythmic patterns
- b. Improvise or compose a melody and/or variation of a melody
- c. Refine improvised or composed pieces using teacher-created criteria.

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.

## **Grade 7**

### Unit 1

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

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

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).
- 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.

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

- 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 interpretation 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.

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.

## Unit 2

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

- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).

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.
- 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.

## Unit 4

MSIB.CR.1

- d. Refine improvised or composed pieces using student or teacher-created criteria.

MSIB.CN.1

- d. Discuss the relationship between music and musicians, society, and culture.

## **Grade 8**

### Unit 1

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).
- 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.

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

- c. Demonstrate a steady beat, rhythms and meters through a systematic counting procedure.

MSBB.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.

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, 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.

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. Identify genres, styles, and composers within specific time periods.

## Unit 2

MSBB.CR.1 Improvise, compose, and arrange music written within specific guidelines.

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

## Unit 4

MSBB.CR.1 Improvise, compose, and arrange music written within specific guidelines.

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

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

- 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.

## **Georgia Music Standards of Excellence Alignment – Orchestra Grades 6-8**

### **Grade 6**

#### Unit 1

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. Used teacher – created criteria to refine improvised or composed pieces.

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.
- c. Discuss and demonstrate characteristic tone production on a string instrument in relation to bow
- e. Produce a characteristic sound using legato, staccato, slurs, detach slur, accent, and pizzicato.
- g. Demonstrate awareness of individual and group roles within the assemble relating to balance, blend, dynamics, freezing, and tempo.

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.



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-base criteria to assess the quality of performance and tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

## Unit 2

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

- b. Identify the difference between melody and accompaniment in given examples (e.g., aural, written, performed).

MSBO.CN.1 Demonstrate an understanding of the relationships between music, theater 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.

## Unit 3

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.

## Unit 4

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

- b. Identify the difference between melody and accompaniment in given examples (e.g., aural, written, performed).

## Grade 7

### Unit 1

MSIO.CR.1 Improvise, compose, or arrange music within specific guidelines.

- a. Improvise, compose, or arrange rhythmic patterns (e.g., clapping, singing, or playing an instrument)
- c. Share improvised, composed, or arranged pieces

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.
- f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

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).

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.

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.

#### Unit 4

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

- b. Improvise, compose, or arrange a melody or a variation of a melody.

### **Grade 8**

#### Unit 1

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.
- f. Exhibit the ability to accurately tune respective instrument.
- h. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.

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.

## Unit 2

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

- e. Demonstrate basic vibrato.
- j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

MSAO.RE.1 Listen to, analyze, and describe music.

- c. Identify simple musical forms

MSAO.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-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.

## Unit 4

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

MSAO.RE.1 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).

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.