

**Alignment of Glass Harp Performances with Georgia Music Standards Of Excellence -- K-5 General Music: by chart and by each unit/applicable standard**

**General Music K-5**

<p>Kindergarten</p> <p>ESGMK.CR.1 c ESGMK.CR.2 a, b ESGMK.CR3 ESGMK.PR.1 b ESGMK.PR.2 a, b ESGMK.RE.1 a, b ESGMK.RE.2 a, b ESGMK.CN.1 a, b ESGMK.CN.2 a, b, c ESGMK.CR.1 b ESGMK.RE.1</p>	<p>Grade 1</p> <p>ESGM1.CR.2 b ESGM1.CR3 a ESGM1.PR.2 a, b ESGM1.RE.1 a, b ESGM1.RE.2 a, b, c ESGM1.CN.1 a, b ESGM1.CN.2 a, b, c ESGM1.RE.1 a</p>	<p>Grade 2</p> <p>ESGM2.CR.1 a ESGM2.CR.2 b, c ESGM2.PR.2 a, b ESGM2.RE.1 b ESGM2.RE.2 a, b, c ESGM2.CN.1 a, b ESGM2.CN.2 a, b, c ESGM2.CR.2 c ESGM2.PR.2 c ESGM2.RE.1 a, b, c</p>
<p>Grade 3</p> <p>ESGM3.CR.1 a ESGM3.CR.2 b, c ESGM3.PR.2 a, b ESGM3.RE.2 a, b, c, d ESGM3.CN.1 a, b ESGM3.CN.2 a, b, c ESGM3.CR.2 c ESGM3.PR.2 c ESGM3.RE.1 a, b, c ESGM3.CR.2 d</p>	<p>Grade 4</p> <p>ESGM4.CR.1 a ESGM4.CR.2 b, c ESGM4.PR.2 a, b, c, d, e ESGM4.RE.2 a, b, c, d ESGM4.CN.1 a, b ESGM4.CN.2 a, b, c ESGM4.CR.2 c ESGM4.RE.1 b, e, f ESGM4.RE.1 a, c, d</p>	<p>Grade 5</p> <p>ESGM5.CR.1 a ESGM5.CR.2 b, c ESGM5.PR.2 a, b, d ESGM5.RE.1 b ESGM5.RE.2 c ESGM5.CN.1 a, b, c ESGM5.CN.2 a ESGM5.PR.2 b ESGM5.CN.2 b ESGM5.PR.2 c, d ESGM5.RE.2 a, b, d ESGM5.RE.1 a, d, e ESGM5.CN.2 c</p>

## **Kindergarten**

### **Unit 1**

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

- 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).**

**ESGMK.CR3** **Share creative work.**

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

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

- b. Echo simple singing and speech patterns.**

**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.**

**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).**

**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.**

**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.**

Unit 2

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

- b. Improvise soundscapes (e.g. weather, animals, other sound effects).**

Unit 4

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

- c. Identify basic classroom instruments by sight and sound.**

## **Grade 1**

### **Unit 1**

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

- b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).**

**ESGM1.CR3 Share creative work.**

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

**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.**

**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).**

**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 preferences for specific musical works using appropriate vocabulary.**

**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.**

**Unit 4**

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

- a. Identify classroom and folk instruments by sight and sound.**

**Grade 2**

**Unit 1**

**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, and classroom instruments).**

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

- 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.**

**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.**

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

- 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).**

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

Unit 4

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

- c. Arrange rhythmic patterns to create simple forms and instrumentation.

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

- c. Perform simple melodic patterns using instruments with appropriate technique.

**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.

## **Grade 3**

### **Unit 1**

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

- a. Improvise simple rhythmic patterns using a variety of sound sources.**

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

- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes).**
- c. Arrange rhythmic patterns to create simple forms and instrumentation.**

**ESGM3.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.**

**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.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.**

**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.**

Unit 2

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

- c. Compose melodic patterns**

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

- c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique.**

**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.**

Unit 4

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

- d. Arrange rhythmic patterns to create simple forms and instrumentation.**



## **Grade 4**

### **Unit 1**

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

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.**

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

- 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. Arrange rhythmic patterns to create simple forms and instrumentation.**

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

#### **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.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.

**ESGM4.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.

Unit 2

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

- c. Compose melodic patterns.

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

- 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).
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- f. Aurally identify tonal center.

Unit 4

**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).
- 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.

## **Grade 5**

### **Unit 1**

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

- a. Improvise melodies and accompaniments.

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

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

**ESGM5.PR.2** Perform a varied repertoire of music, 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.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.

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

- b. Describe music using appropriate vocabulary (ff/pp, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (skip, repeat, leap), timbre adjectives (dark/bright), and texture (unison/harmony).

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

- c. Refine music performances by applying personal, peer, and teacher feedback.

**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.**

Unit 2

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

- b. Perform simple major/minor melodic patterns with appropriate technique.**

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

- b. Discuss how sounds and music are used in daily lives.**

Unit 3

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

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

**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.**
- d. Explain personal preferences for specific musical works using appropriate vocabulary.**

## Unit 4

### **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).**
- d. Aurally distinguish between various ensembles.**
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.**

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

- c. Describe and demonstrate performance etiquette and appropriate audience behavior.**