

GENERAL MUSIC POS (K-6)

3/17/2005 10:19 AM

PERFORM The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.1 Sing and play instruments.	GM1.1 Sing and play instruments.	GM2.1 Sing and play instruments.	GM3.1 Sing and play instruments.
GMK.1a Echo simple two pitch (sol-mi) patterns sung or played.	GM1.1a Echo short melodies sung or played.	GM2.1a Echo longer melodies sung or played.	GM3.1a Sing with increased accuracy and good tone quality within the range of an octave to include a major scale.
GMK.1b Develop a repertoire of songs appropriate to grade level.	GM1.1b Develop a repertoire of songs appropriate to grade level.	GM2.1b Develop a repertoire of songs appropriate to grade level to include multiple verses and refrains from a printed score.	GM3.1b Develop a repertoire of songs appropriate to grade level to include multiple verses and refrains from a printed score.
GMK.1c Sing songs that contain sol, mi pitches.	GM1.1c Sing accurately songs that contain sol, mi, and la pitches.	GM2.1c Sing accurately simple melodies within a range of a sixth.	GM3.1c Sing two-part rounds and recognize this as beginning harmony.
GMK.1d Begin age appropriate singing skills.	GM1.1d Develop age appropriate singing skills with increased accuracy in pitch and rhythm.	GM2.1d Develop age appropriate singing skills with increased accuracy in pitch and rhythm.	GM3.1d Develop age appropriate singing skills with increased accuracy in pitch and rhythm.
GMK.1e Play simple unpitched percussion instruments.	GM1.1e Play simple accompaniments on pitched and unpitched percussion instruments.	GM2.1e Play simple ostinati on pitched and unpitched percussion instruments.	GM3.1e Participate in instrumental accompaniments using pitched and unpitched percussion instruments (3 or more parts.)
GMK.1f (Introduced in Grade Two.)	GM1.1f (Introduced in Grade Two.)	GM2.1f Play simple melodic patterns on pitched percussion instruments.	GM3.1f Participate in simple instrumental ensembles.
GMK.1g (Introduced in Grade Three.)	GM1.1g (Introduced in Grade Three.)	GM2.1g (Introduced in Grade Three.)	GM3.1g Play and sight-sing simple songs, melodic, and rhythmic patterns on soprano recorder.
GMK.1h (Introduced in Grade Five.)	GM1.1h (Introduced in Grade Five.)	GM2.1h (Introduced in Grade Five.)	GM3.1h (Introduced in Grade Five.)

GENERAL MUSIC POS (K-6)

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PERFORM The student will:		
Grade Four	Grade Five	Grade Six
GM4.1 Sing and play instruments.	GM5.1 Sing and play instruments.	GM6.1 Sing and play instruments.
GM4.1a Sing expressively using appropriate dynamics, phrasing, and interpretations.	GM5.1a Sing expressively and accurately using more complex rhythms.	GM6.1a Sing expressively and accurately using complex rhythms.
GM4.1b Develop a repertoire of songs appropriate to grade level. (Include descant, partner song, and ostinato)	GM5.1b Develop a repertoire of songs appropriate to grade level.	GM6.1b Develop a repertoire of songs with instrumental accompaniment.
GM4.1c Sing two-part and three- part rounds and canons.	GM5.1c Sing songs involving two-part and three-part harmony, with proper diction and breath support.	GM6.1c Sing simple two-part music with voicing that move independently or contain simple harmonization.
GM4.1d Develop age appropriate singing skills.	GM5.1d Continue to develop age appropriate singing skills.	GM6.1d Sing with accuracy, using appropriate tone quality, diction, posture, and breath control throughout his/her singing range.
GM4.1e Perform instrumental accompaniments using pitched and unpitched percussion instruments (three or more parts with at least two ostinati.)	GM5.1e Perform longer instrumental compositions using pitched and unpitched percussion instruments (three or more parts with at least two ostinati.)	GM6.1e Perform longer instrumental compositions using pitched and unpitched percussion instruments (four or more parts with at least two ostinati.)
GM4.1f Perform simple instrumental accompaniments using I and V chords.	GM5.1f Recognize and perform I, IV, and V chord accompaniments.	GM6.1f Play I, IV, and V chord accompaniments with increased accuracy.
GM4.1g Play soprano recorder with increased accuracy and improved tone quality. (B, A, G, E, D low, C' high and D' high.)	GM5.1g Play soprano recorder with increased accuracy and improved tone quality. (C low to D' high, including F and F#)	GM6.1g Play soprano recorder with increased accuracy and improved tone quality (C low to E' high, including Bb) and/or begin alto recorder.
GM4.1h (Introduced in Grade Five.)	GM5.1h Play with increased accuracy using traditional notation.	GM6.1h Play two-part recorder compositions using traditional notation.

GENERAL MUSIC POS (K-6)

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PERFORM The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.2 Perform simple rhythmic patterns.	GM1.2 Perform simple rhythmic patterns.	GM2.2 Perform simple rhythmic patterns.	GM3.2 Notate and perform simple melodic and rhythmic patterns.
GMK.2a Echo patterns that include rests.	GM1.2a Echo four beat patterns.	GM2.2a Echo longer two-measure rhythmic patterns.	GM3.2a Echo longer two-measure rhythmic patterns.
GMK.2b Perform rhythms using body percussion and unpitched percussion instruments.	GM1.2b Perform rhythms using body percussion and unpitched percussion instruments.	GM2.2b Perform simple rhythmic patterns using traditional notation on pitched and unpitched percussion instruments.	GM3.2b Perform simple rhythmic patterns using traditional notation on pitched and unpitched percussion instruments.
GMK.3 Respond to music with movement.	GM1.3 Respond to music with movement.	GM2.3 Respond to music with movement.	GM3.3 Respond to music with movement.
GMK.3a Demonstrate an understanding of music using different levels, to include high and low.	GM1.3a Respond to directional words with appropriate movement.	GM2.3a Respond to directional words including circle right, circle left, move forward, move backward, and swing your partner.	GM3.3a Perform simple folk dances.
GMK.3b Use body movement to illustrate simple rhymes and poems.	GM1.3b Use body movement to illustrate simple rhymes and poems.	GM2.3b Dramatize songs, stories, and poems.	GM3.3b Dramatize songs, stories, and poems.
GMK.3c Walk, run, jump, hop, and march to music.	GM1.3c Walk, run, jump, hop, and march to music.	GM2.3c Use movement to demonstrate phrase changes.	GM3.3c Perform movement to demonstrate AB form.
GMK.3d Use locomotor and non-locomotor body movements.	GM1.3d Move to music in duple meter.	GM2.3d Move to music in duple and triple meter (using a variety of tempo and dynamic changes in music.)	GM3.3d Continue to move to music in duple and triple meter (using a variety of tempo and dynamic changes in music.)
GMK.3e Participate in action songs and singing games.	GM1.3e Participate in action songs and singing games.	GM2.3e Participate in action songs and singing games.	GM3.3e

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PERFORM The student will:		
Grade Four	Grade Five	Grade Six
GM4.2 Notate and perform more complex melodic and rhythmic patterns on pitched instruments.	GM5.2 Notate and perform more complex melodic and rhythmic patterns on pitched instruments.	GM6.2 Notate and perform more complex melodic and rhythmic patterns on pitched instruments.
GM4.2a Echo more complex two-measure rhythmic patterns.	GM5.2a Continue to echo more complex two-measure rhythmic patterns.	GM6.2a Continue to echo more complex two-measure rhythmic patterns.
GM4.2b Perform more complex rhythmic patterns using traditional notation on pitched and unpitched percussion instruments.	GM5.2b Continue to perform more complex rhythmic patterns using traditional notation on pitched and unpitched percussion instruments.	GM6.2b Continue to perform more complex rhythmic patterns using traditional notation on pitched and unpitched percussion instruments.
GM4.3 Respond to music with movement.	GM5.3 Respond to music with movement.	GM6.3 Respond to music with movement.
GM4.3a Perform line, circle, and partner folk dances.	GM5.3a Perform complex line, circle, and partner folk dances.	GM6.3a Continue to perform more complex line, circle, and partner folk dances.
GM4.3b Dramatize children's literature through music and movement.	GM5.3b Dramatize children's literature through music and movement.	GM6.3b Dramatize children's literature through music and movement.
GM4.3c Perform movement in ABA and canon form.	GM5.3c Perform movement in ABA and canon form.	GM6.3c Perform movement in ABA and canon form.
GM4.3d Move to music in duple and triple meter (demonstrating a variety of tempo and dynamic changes in music.)	GM5.3d Move to music that changes meter (demonstrating a variety of tempo and dynamic changes in music.)	GM6.3d Continue to move to music that changes meter (demonstrating a variety of tempo and dynamic changes in music.)
GM4.3e	GM5.3e	GM6.3e

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PERFORM The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.4 Demonstrate steady beat.	GM1.4 Demonstrate steady beat.	GM2.4 Demonstrate steady beat.	GM3.4 Demonstrate steady beat.
GMK.4a Explore steady beat while performing simple songs*.	GM1.4a Maintain the steady beat while performing simple songs* and chants*.	GM2.4a Maintain the steady beat while performing songs and chants*.	GM3.4a Maintain the steady beat while performing more complex songs* and chants*.
GMK.4b Explore the steady beat using body percussion.	GM1.4b Demonstrate the steady beat playing a simple bordun.	GM2.4b Demonstrate the steady beat playing a simple bordun.	GM3.4b Demonstrate the steady beat playing B, A, and/or G on soprano recorder.

* Refer to Glossary

GENERAL MUSIC POS (K-6)

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PERFORM The student will:		
Grade Four	Grade Five	Grade Six
GM4.4 Demonstrate the steady beat in a variety of musical settings.	GM5.4 Demonstrate the steady beat in a variety of musical settings.	GM6.4 Demonstrate the steady beat in a variety of musical settings.
GM4.4a	GM5.4a	GM6.4a
GM4.4b	GM5.4b	GM6.4b

GENERAL MUSIC POS (K-6)

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CREATE The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.5 Employ creativity in a variety of music experiences.	GM1.5 Employ creativity in a variety of music experiences.	GM2.5 Employ creativity in a variety of music experiences.	GM3.5 Employ creativity in a variety of music experiences.
GMK.5a Create sound effects and movement to accompany songs, poems, and stories.	GM1.5a Create sound effects and movement to accompany songs, poems, and stories.	GM2.5a Create and perform interpretive movement.	GM3.5a Create and perform interpretive movement.
GMK.5b Create simple melodies to familiar nursery rhymes or chants using sol-mi pitches.	GM1.5b Create simple melodies to familiar nursery rhymes or chants using sol, mi, la pitches.	GM2.5b Create longer melodies using sol, mi, la pitches.	GM3.5b Create melodies using sol, mi, la, re, and do pitches.
GMK.5c (Introduced in Grade One.)	GM1.5c Create vocal responses to questions sung by the teacher.	GM2.5c Continue to create vocal responses to questions sung by the teacher.	GM3.5c Create responses to changes in dynamics and tempi vocally, instrumentally, and with movement.
GMK.5d (Introduced in Grade Two.)	GM1.5d (Introduced in Grade Two.)	GM2.5d Create and perform interpretive movement.	GM3.5d Improvise vocally and instrumentally using text, rhythmic phrases, and "question/answer".
GMK.5e (Introduced in Grade Two.)	GM1.5e (Introduced in Grade Two.)	GM2.5e Create lyrics to familiar melodies.	GM3.5e Create lyrics to familiar melodies.

GENERAL MUSIC POS (K-6)

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CREATE The student will:		
Grade Four	Grade Five	Grade Six
GM4.5 Employ creativity in a variety of music experiences.	GM5.5 Employ creativity in a variety of music experiences.	GM6.5 Employ creativity in a variety of music experiences.
GM4.5a Create and perform interpretive movement and simple dances.	GM5.5a Create and perform interpretive movement and dances in ABA and canon form.	GM6.5a Create complex dances using a variety of forms and styles.
GM4.5b Create melodies using the pentatonic scale.	GM5.5b Create a variation based on a simple theme.	GM6.5b Compose melodies and rhythmic patterns using 3/4 and 4/4 meters.
GM4.5c Create simple accompaniments and ostinati to music using the voice, pitched, and unpitched instruments.	GM5.5c Create simple accompaniments and ostinati to music using the voice, pitched, and unpitched instruments.	GM6.5c Improvise short melodies over a given rhythmic accompaniment.
GM4.5d Improvise vocally and instrumentally using more complex text, rhythmic phrases, and “question/answer”.	GM5.5d Improvise vocally and instrumentally using more complex text, rhythmic phrases, and “question/answer”.	GM6.5d Improvise simple rhythmic accompaniments.
GM4.5e Explore and begin to create non-traditional notation.	GM5.5e Explore and create non-traditional notation.	GM6.5e Explore and create non-traditional notation.

GENERAL MUSIC POS (K-6)

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INVESTIGATE The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.6 Recognize and demonstrate expressive qualities of music.	GM1.6 Recognize and demonstrate expressive qualities of music.	GM2.6 Recognize and demonstrate expressive qualities of music.	GM3.6 Recognize and demonstrate expressive qualities of music.
GMK.6a Recognize that music can be loud or soft, fast or slow, high or low.	GM1.6a Recognize, using graphic notation*, that music can be loud or soft, fast or slow, high or low.	GM2.6a Recognize, using graphic notation*, that music can be loud or soft, fast or slow, high or low.	GM3.6a Demonstrate an understanding of basic music symbols and dynamic markings.
GMK.6b Identify short melodic patterns as the same or different.	GM1.6b Identify melodic patterns as moving upward, downward, or remaining the same.	GM2.6b Demonstrate changes in dynamics and tempi, vocally, instrumentally, and with movement.	GM3.6b Demonstrate changes in dynamics and tempi, vocally, instrumentally, and with movement.
GMK.6c (Introduced in Grade Five.)	GM1.6c (Introduced in Grade Five.)	GM2.6c (Introduced in Grade Five.)	GM3.6c (Introduced in Grade Five.)
GMK.6d Recognize and identify the difference between men's, women's, and children's singing and speaking voice.	GM1.6d Identify men's, women's, and children's voices accompanied and unaccompanied.	GM2.6d Recognize the difference between vocal and instrumental music.	GM3.6d Recognize the difference between a solo and group vocal and/or instrumental performance.
GMK.6e (Introduced in Grade Five.)	GM1.6e (Introduced in Grade Five.)	GM2.6e (Introduced in Grade Five.)	GM3.6e (Introduced in Grade Five.)
GMK.7 (Introduced in Grade Two.)	GM1.7 (Introduced in Grade Two.)	GM2.7 Sight-sing simple phrases using sol and mi.	GM3.7 Sight-sing simple melodic phrases using sol, mi, and la.
GMK.8 (Introduced in Grade Two.)	GM1.8 (Introduced in Grade Two.)	GM2.8 Notate melodic and rhythmic patterns.	GM3.8 Notate melodic and rhythmic patterns using traditional notation.
GMK.8a (Introduced in Grade Two.)	GM1.8a (Introduced in Grade Two.)	GM2.8a Identify the staff and treble clef.	GM3.8a Read and name the notes on the treble staff.

*Refer to Glossary

GENERAL MUSIC POS (K-6)

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INVESTIGATE The student will:		
Grade Four	Grade Five	Grade Six
GM4.6 Recognize and demonstrate expressive qualities of music.	GM5.6 Recognize and demonstrate expressive qualities of music.	GM6.6 Recognize and demonstrate expressive qualities of music.
GM4.6a Begin to interpret traditional music symbols and dynamic markings.	GM5.6a Interpret traditional music symbols and dynamic markings within a composition.	GM6.6a Continue to interpret traditional music symbols and terms within a composition.
GM4.6b Identify music written in major and minor tonalities.	GM5.6b Understand and discriminate the concept of harmony.	GM6.6b Discriminate between unison and harmony.
GM4.6c (Introduced in Grade Five.)	GM5.6c Begin to identify and perform music of diverse styles, periods, and cultures.	GM6.6c Listen to and analyze music of diverse styles, periods, and cultures.
GM4.6d Recognize and compare the vocal style of spirituals to early jazz.	GM5.6d Recognize and compare the vocal style of Gregorian chant to madrigals.	GM6.6d Recognize soprano, alto, tenor, and bass orally and visually.
GM4.6e (Introduced in Grade Five.)	GM5.6e Develop criteria for evaluating the quality of vocal music performances.	GM6.6e Evaluate the quality of their own and other's performances, compositions, and improvisation.
GM4.7 Continue to sight-sing melodic phrases to include the pentatonic scale.* (do, re, mi, sol, la)	GM5.7 Expand sight-singing skills to include intervals and more complex rhythmic patterns (two measures.) Further sight-singing skills continue in beginning chorus (do to do.)	GM6.7 Expand sight-singing skills to include intervals and more complex rhythmic patterns (three measures.) Further sight-singing skills continue in beginning chorus (do to do.)
GM4.8 Notate melodic and rhythmic patterns using traditional notation.	GM5.8 Notate melodic and rhythmic patterns using traditional notation.	GM6.8 Notate melodic and rhythmic patterns using traditional notation.
GM4.8a Read and perform short melodic patterns written on the treble staff.	GM5.8a Read and perform short melodic patterns written on the treble staff.	GM6.8a Sight-read simple melodic patterns written on the treble staff.

* It is recommended that teachers continue to use solfege terminology when sight-singing based on the foundations that have been established in the primary grades.

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INVESTIGATE The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.8b (Introduced in Grade Two.)	GM1.8b (Introduced in Grade Two.)	GM2.8b Identify melodic patterns as moving upward, downward, or remaining the same.	GM3.8b Identify the melodic contour of music phrases.
GMK.8c (Introduced in Grade Two.)	GM1.8c (Introduced in Grade Two.)	GM2.8c Introduce the seven letters of the musical alphabet.	GM3.8c Review the seven letters of the musical alphabet.
GMK.8d (Introduced in Grade Two.)	GM1.8d (Introduced in Grade Two.)	GM2.8d Using notation, create simple rhythmic patterns including half notes, half rests, quarter notes, quarter rests, and eighth notes.	GM3.8d Identify more complex rhythmic patterns using whole notes, half notes, quarter notes, eighth notes with corresponding rests. (except the eighth rest)
GMK.8e (Introduced in Grade Three.)	GM1.8e (Introduced in Grade Three.)	GM2.8e (Introduced in Grade Three.)	GM3.8e Identify accented beats in duple and triple meter.
GMK.8f (Introduced in Grade Three.)	GM1.8f (Introduced in Grade Three.)	GM1.8f (Introduced in Grade Three.)	GM3.8f Write simple music notation, to include whole notes and whole rests.
GMK.9 Explore orchestral families and selected instruments.	GM1.9 Explore orchestral families and selected instruments.	GM2.9 Identify the four orchestral families and selected folk instruments.	GM3.9 Identify selected band and orchestral instruments.
GMK.10 (Introduced in Grade Two.)	GM1.10 Recognize form in music.	GM2.10 Recognize form in music.	GM3.10 Recognize form in music.
GMK.10a (Introduced in Grade Two.)	GM1.10a (Introduced in Grade Two.)	GM2.10a Identify AB form including introduction and coda.	GM3.10a Identify and demonstrate an understanding of AB, ABA, and rondo form including introduction and coda.

GENERAL MUSIC POS (K-6)

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INVESTIGATE The student will:		
Grade Four	Grade Five	Grade Six
GM4.8b Identify melodic movement by steps, skips, and repeated tones aurally and visually.	GM5.8b Identify melodic movement by steps, skips, and repeated tones aurally and visually.	GM6.8b Identify melodic movement by steps, skips, and repeated tones aurally and visually.
GM4.8c Introduce the major scale on pitched instruments.	GM5.8c Introduce the minor scale on pitched instruments.	GM6.8c Read and perform a simple scale.
GM4.8d Read, notate, and perform more complex rhythmic patterns to include the dotted half note.	GM5.8d Read, notate, and perform more complex rhythmic patterns to include the dotted quarter, eighth note, and eighth rest.	GM6.8d Read, notate, and perform more complex rhythmic patterns to include syncopation.
GM4.8e Recognize and perform music written in 2/4, 3/4, and 4/4 meters.	GM5.8e Recognize and perform music written in 2/4, 3/4, 4/4, and 6/8 meters.	GM6.8e Recognize and perform music written in 2/4, 3/4, 4/4, and 6/8 meters.
GM4.8f Identify the function of the top and bottom numbers of the meter signature.	GM5.8f Identify the function of the top and bottom numbers of the meter signature.	GM6.8f Begin to identify notes on the bass clef.
GM4.9 Identify band and orchestral instruments.	GM5.9 Continue to identify band and orchestral instruments.	GM6.9 Review band and orchestral instruments.
GM4.10 Recognize form in music.	GM5.10 Recognize form in music.	GM6.10 Recognize form in music.
GM4.10a Continue to identify AB, ABA, and rondo form including introduction and coda.	GM5.10a Identify and respond to musical compositions containing theme and variations.	GM6.10a Identify and perform a repertoire of music that contains a variety of musical forms.

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INVESTIGATE The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.10b (Introduced in Grade One.)	GM1.10b Identify like and unlike phrases.	GM2.10b Identify the beginning and ending of phrases.	GM3.10b Identify beginning and ending phrases of various styles of music.
GMK.11 Identify Sousa as a composer and recognize his march, <i>The Stars and Stripes Forever</i> .	GM1.11 Identify Tchaikovsky as a composer and explore, <i>The Nutcracker Suite</i> .	GM2.11 Identify Haydn as a composer and explore his, <i>Surprise Symphony No.94, Second Movement</i> .	GM3.11 Identify Bach as a composer and explore his, <i>Tocatta and Fugue in G minor</i> .
GMK.11a (Introduced in Grade Four.)	GM1.11a (Introduced in Grade Four.)	GM2.11a (Introduced in Grade Four.)	GM3.11a (Introduced in Grade Four.)
GMK.12 (Introduced in Grade One.)	GM1.12 Use basic terminology to express his/her personal interpretation of music selections.	GM2.12 Use basic terminology to express his/her personal interpretation of music selections.	GM3.12 Use basic terminology to express his/her personal interpretation of music selections.
GMK.13 (Introduced in Grade Four.)	GM1.13 (Introduced in Grade Four.)	GM2.13 (Introduced in Grade Four.)	GM3.13 (Introduced in Grade Four.)

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INVESTIGATE The student will:		
Grade Four	Grade Five	Grade Six
GM4.10b Identify and perform phrasing using pitched instruments.	GM5.10b Identify and sing the contour of a musical phrase.	GM6.10b Identify and sing the contour of a musical phrase.
GM4.11 Identify Beethoven as a composer and study his <i>Symphony No.9 in D minor Op. 125, Fourth Movement.</i>	GM5.11 Identify Mozart as a composer and study his opera, <i>The Magic Flute.</i>	GM6.11 Identify Copland as a composer and study his <i>Appalachian Spring.</i>
GM4.11a Review composers. (Sousa, Tchaikovsky, Haydn, and Bach.)	GM5.11a Review composers. (Sousa, Tchaikovsky, Haydn, Bach, and Beethoven.)	GM6.11a Review composers. (Sousa, Tchaikovsky, Haydn, Bach, Beethoven, and Mozart.)
GM4.12 Use music terminology to compare and contrast various styles of music.	GM5.12 Use music terminology to compare and contrast various styles of music.	GM6.12 Use music terminology to compare and contrast various styles of music.
GM4.13 Explore music notation and/or composition software using computer related technology.	GM5.13 Explore music notation and/or composition software using computer related technology.	GM6.13 Explore music notation and/or composition software using computer related technology.

GENERAL MUSIC POS (K-6)

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CONNECT The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.14 Demonstrate an understanding of the relationship between music and other disciplines.	GM1.14 Demonstrate an understanding of the relationship between music and other disciplines.	GM2.14 Demonstrate an understanding of the relationship between music and other disciplines.	GM3.14 Demonstrate an understanding of the relationship between music and other disciplines.
GMK.14a (Introduced in Grade One.)	GM1.14a Explore the relationship between music and math.	GM2.14a Explore the relationship between music and math.	GM3.14a Explore the relationship between music and math.
GMK.14b (Introduced in Grade One.)	GM1.14b Respond to music through art or dance.	GM2.14b Respond to music through art or dance.	GM3.14b Respond to music through art or dance.
GMK.14c Explore the relationship between music and social studies.	GM1.14c Explore the relationship between music and social studies.	GM2.14c Explore the relationship between music and social studies.	GM3.14c Explore the relationship between music and social studies.
GMK.14d Identify classroom instruments orally and visually.	GM1.14d Understand that the size of the instrument effects the pitch and that instruments vibrate to create sound.	GM2.14d Explore how vocal inflections change the meaning of a story, poem, or song.	GM3.14d Explore how vocal inflections change the meaning of a story, poem, or song.
GMK.14e (Introduced in Grade One.)	GM1.14e Follow words from left to right and top to bottom and relate the same skill to reading simple rhythms.	GM2.14e Follow words from left to right and top to bottom and relate the same skill to reading simple songs.*	GM3.14e Dramatize children's literature through music and movement.
GMK.15 Sing songs and play games related to famous Americans, historical events, and major holidays.	GM1.15 Sing songs and play games related to famous Americans, historical events, and major holidays.	GM2.15 Sing songs and play games related to famous Americans, historical events, and major holidays.	GM3.15 Sing songs and play games related to famous Americans, historical events, and major holidays.
GMK.15a Recognize patriotic music, to include <i>The Star Spangled Banner</i> .	GM1.15a Learn patriotic music, to include <i>The Star Spangled Banner</i> .	GM2.15a Sing patriotic music.	GM3.15a Sing patriotic music.

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CONNECT The student will:		
Grade Four	Grade Five	Grade Six
GM4.14 Demonstrate an understanding of the relationship between music and other disciplines.	GM5.14 Demonstrate an understanding of the relationship between music and other disciplines.	GM6.14 Demonstrate an understanding of the relationship between music and other disciplines.
GM4.14a Recognize the relationship between music and math.	GM5.14a Connect the relationship between music and math.	GM6.14a Continue to connect the relationship between music and math.
GM4.14b Respond to music through art and dance.	GM5.14b Demonstrate an understanding of the artistic components of opera. (singing, acting, dancing, set design, and lighting.)	GM6.14b Demonstrate an understanding of the artistic components of musical theater. (singing, acting, dancing, set design, and lighting.)
GM4.14c Recognize the relationship between music and social studies.	GM5.14c Connect grade appropriate songs and dances to social studies.	GM6.14c Continue to connect grade appropriate songs and dances to social studies.
GM4.14d Explore basic knowledge of correct vocal production, anatomy, and physiology of the voice.	GM5.14d Continue to explore basic knowledge of correct vocal production, anatomy, and physiology of the voice.	GM6.14d Explore careers in music.
GM4.14e Explore how poetry can be set to music.	GM5.14e Explore how literature can be set to music.	GM6.14e Recognize the various uses of music in daily experiences.
GM4.15 Sing songs and play games related to famous Americans, historical events, and major holidays.	GM5.15 Sing songs and play games related to famous Americans, historical events, and major holidays.	GM6.15 Sing songs and play games related to famous Americans, historical events, and major holidays.
GM4.15a Sing patriotic music.	GM5.15a Sing patriotic music.	GM6.15a Sing patriotic music.

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CONNECT The student will:			
Kindergarten	Grade One	Grade Two	Grade Three
GMK.16 Experience music from a variety of cultures.	GM1.16 Experience music from a variety of cultures through songs, dances, and games.	GM2.16 Explore songs, dances, and games from various cultures.	GM3.16 Explore folk songs, folk instruments, and folk tales from various cultures.
GMK.17 Practice appropriate concert behavior as an actively involved listener.	GM1.17 Practice appropriate concert behavior as an actively involved listener.	GM2.17 Practice appropriate concert behavior as an actively involved listener.	GM3.17 Practice appropriate concert behavior as an actively involved listener.
GMK.18 Contribute in a positive manner to the group effort of making music.	GM1.18 Contribute in a positive manner to the group effort of making music.	GM2.18 Contribute in a positive manner to the group effort of making music.	GM3.18 Contribute in a positive manner to the group effort of making music.
GMK.19 (Introduced in Grade Four.)	GM1.19 (Introduced in Grade Four.)	GM2.19 (Introduced in Grade Four.)	GM3.19 (Introduced in Grade Four.)

GENERAL MUSIC POS (K-6)

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CONNECT The student will:		
Grade Four	Grade Five	Grade Six
GM4.16 Explore music from various cultures.	GM5.16 Explore music and instruments from various cultures.	GM6.16 Explore music and instruments from various cultures.
GM4.17 Practice appropriate concert behavior as an actively involved listener.	GM5.17 Practice appropriate concert behavior as an actively involved listener.	GM6.17 Practice appropriate concert behavior as an actively involved listener.
GM4.18 Contribute in a positive manner to the group effort of making music.	GM5.18 Contribute in a positive manner to the group effort of making music.	GM6.18 Contribute in a positive manner to the group effort of making music.
GM4.19 Have the opportunity to attend the Fairfax Symphony.	GM5.19 Have the opportunity to attend a National Symphony Orchestra concert.	GM6.19 Have the opportunity to audition and participate in the Sixth Grade All-County Choral Festival.