

South Carolina Visual and Performing Arts

General Music: Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Adopted 2017

Creating

1 I can arrange and compose music.

1. I can imitate a musical statement by sight and sound. **GM.CR.NL.1**
 1. I can match sound and pattern. **GM.CR.NL.1.1**
 2. I can imitate a given music rhythm or sound using symbols. **GM.CR.NL.1.2**
1. I can answer a musical question. **GM.CR.NM.1**
 1. I can identify simple forms. **GM.CR.NM.1.1**
 2. I can identify same and different patterns. **GM.CR.NM.1.2**
1. I can arrange a musical idea. **GM.CR.NH.1**
 1. I can use rhythm patterns, songs or words to create a musical idea. **GM.CR.NH.1.1**
 2. I can create a musical idea given specific instructions. **GM.CR.NH.1.2**
1. I can combine musical ideas to create phrases for voice, instruments, or body movement. **GM.CR.IL.1**
 1. I can explain the use of ostinato to arrange a melodic idea. **GM.CR.IL.1.1**
 2. I can construct arrangements of simple pieces for voices or instruments. **GM.CR.IL.1.2**
1. I can compose a rhythmic and melodic phrase. **GM.CR.IM.1**
 1. I can organize rhythmic and melodic patterns into a musical phrase. **GM.CR.IM.1.1**
 2. I can create a melodic phrase over a given rhythmic idea. **GM.CR.IM.1.2**
1. I can add harmony to compose or arrange phrases for a given mood. **GM.CR.IH.1**
 1. I can identify key signatures in melodic phrases. **GM.CR.IH.1.1**
 2. I can construct a rhythmic, melodic and harmonic idea for a given mood. **GM.CR.IH.1.2**
1. I can arrange, compose, and explain intent using melody, rhythm, and harmony. **GM.CR.AL.1**
 1. I can use the circle of fifths to explain transposition of a written musical work. **GM.CR.AL.1.1**
 2. I can use and explain compositional techniques to compose works in a music form. **GM.CR.AL.1.2**
1. I can collaborate with others to compose or arrange a variety of musical styles. **GM.CR.AM.1**
 1. I can revise a composition based on the feedback from others to improve composed works. **GM.CR.AM.1.1**
 2. I can work with others to compose an original composition. **GM.CR.AM.1.2**
1. I can compose music within expanded forms. **GM.CR.AH.1**
 1. I can create an original composition independently. **GM.CR.AH.1.1**

2. can create a new arrangement from a given composition. [GM.CR.AH.1.2](#)

2 I can improvise music.

2. I can imitate simple rhythm patterns within a given meter. [GM.CR.NL.2](#)
 1. I can identify same and different rhythms patterns. [GM.CR.NL.2.1](#)
 2. I can echo simple rhythm patterns. [GM.CR.NL.2.2](#)
2. I can imitate simple tonal patterns within a given key and tonality. [GM.CRN.M.2](#)
 1. I can identify same and different melodic patterns. [GM.CR.NM.2.1](#)
 2. I can echo simple tonal patterns. [GM.CR.NM.2.2](#)
2. I can improvise responses to given rhythmic patterns. [GM.CRN.H.2](#)
 1. I can improvise simple ostinati patterns within a given meter [GM.CR.NH.2.1](#)
 2. I can improvise rhythm patterns, songs or chants to create a musical idea. [GM.CR.NH.2.2](#)
2. I can improvise short melodic question and answer patterns. [GM.CR.I.L.2](#)
 1. I can improvise simple tonal patterns within a given key. [GM.CR.I.L.2.1](#)
 2. I can improvise rhythmic and melodic patterns to create a musical phrase. [GM.CR.I.L.2.2](#)
2. I can improvise a rhythm pattern to embellish a given a harmonic phrase. [GM.CR.IM.2](#)
 1. I can embellish a bass line with improvised rhythm from an instrument or music software. [GM.CR.IM.2.1](#)
 2. I can sing on a neutral syllable an improvised rhythm. [GM.CR.IM.2.2](#)
2. I can improvise a simple melodic phrase given a harmonic phrase. [GM.CR.I.H.2](#)
 1. I can identify chord changes. [GM.CR.IH.2.1](#)
 2. I can embellish a given melodic phrase that corresponds with simple chord changes. [GM.CR.IH.2.2](#)
2. I can perform a brief improvisation given a chord progression and meter. [GM.CR.AL.2](#)
 1. I can improvise harmonizing parts. [GM.CR.AL.2.1](#)
 2. I can improvise short melodies using accurate and consistent style, meter, and tonality. [GM.CR.AL.2.2](#)
2. I can perform an improvisation given a motive, chord progression, and meter. [GM.CRAM.2](#)
 1. I can perform an improvisation on a given motive. [GM.CR.AM.2.1](#)
 2. I can improvise extended passages using consistent style, meter, and tonality. [GM.CR.AM.2.2](#)
2. I can perform and refine an extended spontaneous improvisation independently [GM.CR.AH.2](#)
 1. I can improvise responding to aural cues. [GM.CR.AH.2.1](#)

2. I can demonstrate and refine musicality during improvisational solos. **GM.CR.AH.2.2**

Performing

3 I can sing alone and with others.

3. I can use my voice in many ways. **GM.P.NL.3**
 1. I can sing songs in my range. **GM.P.NL.3.1**
 2. I can use my voice to imitate other sounds. **GM.P.NL.3.2**
 2. I can play pitched and unpitched instruments. **GM.P.NL.4.2**
 3. I can follow the teacher when I use classroom instruments. **GM.P.NL.4.3**
3. I can use my singing voice. **GM.P.NM.3**
 1. I can match pitch when I sing. **GM.P.NM.3.1**
 2. I can sing with my head voice and chest voice. **GM.P.NM.3.2**
 2. I can play melodic patterns using steps and skips. **GM.P.NM.4.2**
 3. I can ask and answer musical questions using instruments. **GM.P.NM.4.3**
3. I can sing, chant, and move to demonstrate a steady beat. **GM.P.NH.3**
 1. I can sing or move using a steady beat. **GM.P.NH.3.1**
 2. I can use good posture and breath support when I sing. **GM.P.NH.3.2**
 2. I can play pentatonic scales on instruments. **GM.P.NH.4.2**
3. I can sing a variety of simple part songs. **GM.P.IL.3**
 1. I can sing 2-part songs. **GM.P.IL.3.1**
 2. I can sing with appropriate diction and articulation. **GM.P.IL.3.2**
3. I can sing with expression and technical accuracy. **GM.P.IM.3**
 1. I can sing with proper intonation alone and in different ensembles. **GM.P.IM.3.1**
 2. I can apply dynamics and expression when I sing. **GM.P.IM.3.2**
3. I can sing a variety of songs with expression and technical accuracy. **GM.P.IH.3**
 1. I can sing phrasing while responding to a director's cues. **GM.P.IH.3.1**
 2. I can sight read in multiple tonalities and rhythms. **GM.P.IH.3.2**
3. I can sing expressively and apply technical and stylistic criteria in a variety of songs alone and in various ensembles. **GM.P.AL.3**
 1. I can sing in a group with balance. **GM.P.AL.3.1**
 2. I can blend with others in an ensemble. **GM.P.AL.3.2**
3. I can collaborate with others make technical and stylistic decisions. **GM.P.AM.3**
 1. I can sing in ensembles. **GM.P.AM.3.1**
 2. I can rehearse with an ensemble to improve my work. **GM.P.AM.3.2**
3. I can make technical and stylistic choices about my performance as a singer alone and in various ensembles. **GM.P.AH.3**
 1. I can use a variety of technical and stylistic choices in my performance. **GM.P.AH.3.1**
 2. I can apply a variety of musical choices for performance. **GM.P.AH.3.2**

4 I can play instruments alone and with others.

4. I can make sounds with classroom instruments and other sound sources. [GM.P.NL.4](#)
 1. I can use my body to make sounds. [GM.P.NL.4.1](#)
4. I can imitate short rhythmic patterns. [GM.P.NM.4](#)
 1. I can echo an ostinato rhythm pattern. [GM.P.NM.4.1](#)
4. I can play and read rhythmic, melodic, and chord patterns. [GM.P.NH.4](#)
 1. I can use music notation to play instruments. [GM.P.NH.4.1](#)
 3. I can identify rhythmic notation. [GM.P.NH.4.3](#)
4. I can play accompaniments and simple songs on classroom instruments. [GM.P.IL.4](#)
 1. I can play accompaniments and songs in major and minor tonalities. [GM.P.IL.4.1](#)
 2. I can play using proper technique and posture. [GM.P.IL.4.2](#)
 3. I can play in treble and bass clefs. [GM.P.IL.4.3](#)
4. I can play and read complimentary, contrasting instrumental parts accurately, and independent-ly. [GM.P.IM.4](#)
 1. I can play my part independent-ly in an ensemble. [GM.P.IM.4.1](#)
 2. I can play my instrument with technical accuracy. [GM.P.IM.4.2](#)
 3. I can read from notation, songs I play. [GM.P.IM.4.3](#)
4. I can play and read my part with an ensemble using accurate technique and posture. [GM.P.IH.4](#)
 1. I can rehearse for improvement in an ensemble. [GM.P.IH.4.1](#)
 2. I can use proper technique to express music. [GM.P.IH.4.2](#)
 3. I can play my part independently while others play. [GM.P.IH.4.3](#)
4. I can play an instrument expressively and apply technical and stylistic techniques in variety of music alone and in various ensembles. [GM.P.AL.4](#)
 1. I can play in various musical styles on instruments. [GM.P.AL.4.1](#)
 2. I can balance my sound with others in an ensemble. [GM.P.AL.4.2](#)
 3. I can sight read a musical part [GM.P.AL.4.3](#)
4. I can collaborate with others to apply technical and stylistic techniques in a variety of music alone and in various ensembles. [GM.P.AM.4](#)
 1. I can collaborate with others to improve my ensemble. [GM.P.AM.4.1](#)
 2. I can control pitch and tone quality with proper dynamics. [GM.P.AM.4.2](#)
4. I can make technical and stylistic choices about my performance as an instrument-a list alone and in various ensembles. [GM.P.AH.4](#)
 1. I can control my instrument across expanded dynamic ranges using stylistic nuances and expressive inflections. [GM.P.AH.4.1](#)

2. I can adjust my intonation relative to chord tones. [GM.P.AH.4.2](#)

5 I can read and notate music.

5. I can read rhythm patterns. [GM.P.NL.5](#)
 1. I can read rhythm patterns with my voice, body, and instruments. [GM.P.NL.5.1](#)
 2. I can read basic rhythms. [GM.P.NL.5.2](#)
 5. I can read simple rhythmic and melodic notation. [GM.P.NM.5](#)
 1. I can name notes in treble clef. [GM.P.NM.5.1](#)
 2. I can read simple quarter, eighth, half, whole notes and rests. [GM.P.NM.5.2](#)
 5. I can read, write simple rhythmic and melodic standard notation. [GM.P.NH.5](#)
 1. I can read standard notation. [GM.P.NH.5.1](#)
 2. I can read meter in 4/4, 3/4, and 2/4. [GM.P.NH.5.2](#)
 5. I can explain note names and basic rhythms. [GM.P.IL.5](#)
 1. I can read all notes in treble and bass clefs [GM.P.IL.5.1](#)
 2. I can read basic rhythms including dotted rhythms. [GM.P.IL.5.2](#)
 5. I can interpret musical symbols within multiple meters, clefs, and expressive symbols. [GM.P.IM.5](#)
 1. I can read alto/tenor clef. [GM.P.IM.5.1](#)
 2. I can identify compound, complex, and syncopated rhythms. [GM.P.IM.5.2](#)
 5. I can read and notate short musical works in a variety of clefs and meters. [GM.P.IH.5](#)
 1. I can read and use key signatures. [GM.P.IH.5.1](#)
 2. I can read and use meter signatures. [GM.P.IH.5.2](#)
 5. I can sight read a variety of music at Grade 2 with technical accuracy. [GM.P.AL.5](#)
 1. I can sight read musical works in simple meters and tonalities with technical accuracy. [GM.P.AL.5.1](#)
 2. I can respond to a director while sight-reading. [GM.P.AL.5.2](#)
 5. I can sight read a variety of music at Grade 3 with technical accuracy. [GM.P.AM.5](#)
 1. I can sight read musical works in a variety of keys and clefs. [GM.P.AM.5.1](#)
 2. I can apply tempo and dynamic markings to my sight-reading. [GM.P.AM.5.2](#)
 5. I can sight read a variety of music at Grade 4 with technical accuracy. [GM.P.AH.5](#)
 1. I can sight read musical works in a variety of keys, clefs, meters. [GM.P.AH.5.1](#)
 2. I can apply expressive music markings to my sight-reading. [GM.P.AH.5.2](#)
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Responding

6 I can analyze music.

6. I can identify contrasts in music. **GM.R.NL.6**
 1. I can identify dynamics and steady beat. **GM.R.NL.6.1**
 2. I can identify same and different sound sources. **GM.R.NL.6.2**
 3. I can name same and different sections. **GM.R.NL.6.3**
6. I can identify the elements of music. **GM.R.NM.6**
 1. I can identify changes in dynamics, tempo and rhythm. **GM.R.NM.6.1**
 2. I can name voice types and instrument families. **GM.R.NM.6.2**
 3. I can identify examples of some basic musical forms. **GM.R.NM.6.3**
6. I can describe how the music elements are used. **GM.R.NH.6**
 1. I can use appropriate vocabulary to describe pitch, tempo, and dynamics. **GM.R.NH.6.1**
 2. I can identify by sight and sound voice types and classroom instruments. **GM.R.NH.6.2**
 3. I can identify examples of complex musical forms. **GM.R.NH.6.3**
6. I can explain how the elements of music are used in a variety of genres, cultures, and time periods. **GM.R.IL.6**
 1. I can listen, identify and explain pitch, tempo, and dynamics to describe music of different styles. **GM.R.IL.6.1**
 2. I can listen to and identify orchestral, band, and electronic instruments by sight and sound. **GM.R.IL.6.2**
 3. I can examine musical forms to describe a musical style. **GM.R.IL.6.3**
6. I can examine how the elements of music are used in a variety of genres, cultures, and time periods. **GM.R.IM.6**
 1. I can examine the elements of pitch, tempo, and dynamics in a variety of musical styles presented aurally and visually. **GM.R.IM.6.1**
 2. I can examine the contribution of timbre in a variety of musical instruments/voices to musical style and mood. **GM.R.IM.6.2**
 3. I can identify musical forms presented aurally and visually. **GM.R.IM.6.3**
6. I can find evidence of how music is informed by the structure, elements in a variety of genres, cultures, and time periods. **GM.R.IH.6**
 1. I can listen, identify, and explain the elements of pitch, tempo, dynamics, and style used in different cultures and time periods. **GM.R.IH.6.1**
 2. I can examine the use of timbre and texture in music from a variety of different genres. **GM.R.IH.6.2**
 3. I can examine the use of musical forms presented in a varied repertoire of music. **GM.R.IH.6.3**
6. I can examine the use of compositional techniques within multiple musical works. **GM.R.AL.6**

1. I can describe and use meter, tonality, intervals, chords, and harmonic progressions when analyzing written and aural compositions. [GM.R.AL.6.1](#)
 2. I can examine and discuss culturally authentic practices found in musical works. [GM.R.AL.6.2](#)
 3. I can analyze and describe how the use of expressive devices and form are used in culturally and historically diverse genres. [GM.R.AL.6.3](#)
6. I can collaborate with others to justify the use of compositional techniques within musical works. [GM.R.AM.6](#)
 1. I can collaborate with others to determine intent of changes in meter, tonality and harmony that contribute to musical style. [GM.R.AM.6.1](#)
 2. I can identify compositional techniques used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener. [GM.R.AM.6.2](#)
 3. I can examine the use of musical form and expressive devices in a variety of 20th & 21st Century compositions. [GM.R.AM.6.3](#)
6. I can analyze compositional techniques, to explain a composer's intent. [GM.R.AH.6](#)
 1. I can determine the intent of changes in meter, tonality and harmony in a variety of musical compositions to create tension and emotional response. [GM.R.AH.6.1](#)
 2. I can examine timbre and the use of voices, instruments, and other sound sources in a variety of musical styles, cultures, and genres. [GM.R.AH.6.2](#)
 3. I can examine the use of musical form when analyzing aural examples of a varied repertoire of music and inform my personal music preferences. [GM.R.AH.6.3](#)

7 I can evaluate music.

- 7. I can use my words to talk about music. **GM.R.NL.7**
 - 1. I can listen and respond to music. **GM.R.NL.7.1**
 - 7. I can demonstrate how to be an audience member in different musical settings. **GM.R.NM.7**
 - 1. I can model and describe audience behavior in different settings. **GM.R.NM.7.1**
 - 7. I can use musical vocabulary to describe personal preference choices. **GM.R.NH.7**
 - 1. I can talk and write about music using musical vocabulary. **GM.R.NH.7.1**
 - 7. I can use musical vocabulary to critique a performance. **GM.R.IL.7**
 - 1. I can describe the quality of a musical performance. **GM.R.IL.7.1**
 - 7. I can evaluate the quality of musical performances and/or compositions of others using assessment tools. **GM.R.IM.7**
 - 1. I can apply assessment tools to evaluate tone quality, intonation, articulation, rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance. **GM.R.IM.7.1**
 - 7. I can evaluate the quality of personal performances and/or compositions using assessment tools. **GM.R.IH.7**
 - 1. I can apply assessment tools to evaluate tone quality, intonation, articulation, rhythmic accuracy, musicality, posture, and stage presence to my personal performance. **GM.R.IH.7.1**
 - 7. I can collaborate to develop strategies for improvement of group performances. **GM.R.AL.7**
 - 1. I can compare a group performance to a benchmark to refine the performance. **GM.R.AL.7.1**
 - 7. I can make critical evaluations of performance, compositions, arrangements, and improvisations. **GM.R.AM.7**
 - 1. I can listen or view a variety of performances and offer suggestions for improvement. **GM.R.AM.7.1**
 - 7. I can justify personal performance decisions. **GM.R.AH.7**
 - 1. I can use multiple media sources to critique my personal performances. **GM.R.AH.7.1**
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Connecting

8 I can examine music from a variety of stylistic and historical periods and cultures.

8. I can recognize and perform musical selections from my own culture and some time periods. **GM.C.NL.8**
 1. I can recognize that all cultures and time periods use music. **GM.C.NL.8.1**
8. I can identify and perform musical selections from a culture other than mine and a historical time period. **GM.C.NM.8**
 1. I can find similar elements of music within a culture/time period. **GM.C.NM.8.1**
8. I can identify and perform musical selections from multiple cultures and/or historical time periods. **GM.C.NH.8**
 1. I can find similar elements of music in different cultures/time periods. **GM.C.NH.8.1**
8. I can examine relationships among musical selections from multiple cultures and/or historical time periods. **GM.C.IL.8**
 1. I can identify similarities and differences in music from multiple cultures and time periods. **GM.C.IL.8.1**
8. I can research the role of music within a specific culture or historical time period and present what I discovered. **GM.C.IM.8**
 1. I can use music vocabulary terms such as form, tempo, dynamics, etc. to describe musical works from similar cultures and time periods. **GM.C.IM.8.1**
8. I can perform and modify a musical work using characteristics from a culture or time period. **GM.C.IH.8**
 1. I can change a musical work using the elements of music from a culture or time period. **GM.C.IH.8.1**
8. I can analyze a diverse repertoire of music from a cultural or historical time period. **GM.C.AL.8**
 1. I can explain specific cultural and historical traditions and infuse these ideas into my music. **GM.C.AL.8.1**
8. I can examine contemporary musical works to determine the influence of historical and cultural traditions. **GM.C.AM.8**
 1. I can select musical elements in contemporary music that reflect cultural and historical influences. **GM.C.AM.8.1**
8. I can examine, create, and perform music based on historical and cultural contributions. **GM.C.AH.8**
 1. I can use historical and cultural contributions to justify my musical choices. **GM.C.AH.8.1**

9 I can relate music to other arts disciplines, other subjects, and career paths.

9. I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings. **GM.C.NL.9**
 1. I can identify the relationship between music and another subject in my school. **GM.C.NL.9.1**
 2. I can identify topics in music that interest me. **GM.C.NL.9.2**
9. I can recognize general music concepts among arts disciplines, other content areas and related careers. **GM.C.NM.9**
 1. I can make connections between music and another subject in my school. **GM.C.NM.9.1**
 2. I can identify life skills necessary for a music career. **GM.C.NM.9.2**
9. I can apply general music concepts to arts disciplines, other content areas and related careers including South Carolina. **GM.C.NH.9**
 1. I can demonstrate and describe the relationship between music and a concept from another subject in my school. **GM.C.NH.9.1**
 2. I can identify specific careers in music. **GM.C.NH.9.2**
9. I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music. **GM.C.IL.9**
 1. I can apply music concepts to other arts disciplines and content areas. **GM.C.IL.9.1**
 2. I can demonstrate and describe the skills needed for careers in music. **GM.C.IL.9.2**
9. I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music. **GM.C.IM.9**
 1. I can examine the relationship between music and specific content from another arts discipline and content area. **GM.C.IM.9.1**
 2. I can examine the educational requirements needed for a variety of careers in music. **GM.C.IM.9.2**
9. I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers. **GM.C.IH.9**
 1. I can apply concepts from other arts disciplines and content areas to my music. **GM.C.IH.9.1**
 2. I can compare similarities and differences in a variety of music careers and roles of musicians in those careers. **GM.C.IH.9.2**
9. I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career. **GM.C.AL.9**
 1. I can explain ideas from other arts disciplines and content areas through music. **GM.C.AL.9.1**

2. I can identify and describe traditional and emerging careers in music. **GM.C.AL.9.2**
9. I can explain how economic conditions, cultural values and location influence music and the need for music related careers. **GM.C.AM.9**
 1. I can explain how my artistic choices are influenced by cultural and social values. **GM.C.AM.9.1**
 2. I can discuss the impact of economic issues as they affect the impact on music careers. **GM.C.AM.9.2**
9. I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician. **GM.C.AH.9**
 1. I can analyze complex ideals that influence my artistic perspective and creative work. **GM.C.AH.9.1**
 2. I can analyze my personal career choices in the arts or non-arts disciplines. **GM.C.AH.9.2**