Arizona Arts

General Music: Grade 6

Adopted 2015

Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).
   b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.

2. **Organize and develop artistic ideas and work**
   a. Demonstrate selected and developed ideas for improvisations, arrangements, or compositions with (e.g. defined beginning, middle, and ending).
   b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).

3. **Refine and complete artistic work**
   a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
   b. Present the final version of personally or collectively created music to others and explain their creative process.

Performing

4. **Select, Analyze and Interpret artistic work for performance**
   a. Select music to perform using teacher-provided criteria.
   b. Demonstrate understanding of the form in music selected for performance.
   c. Read and perform using notation (e.g. syncopation).
   d. Explain how interpretation is connected to expressive intent (e.g. Context)

5. **Develop and refine artistic techniques and work for presentation**
   a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.
   b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

6. **Convey meaning through the presentation of artistic work**
   a. Perform music with appropriate expression, technique, and interpretation.

Skip to main content

b. Demonstrate performance and audience decorum appropriate for the occasion.

Responding

7. **Perceive and analyze artistic work**
   a. Compare and contrast one's listening preferences with those of others.
   b. Demonstrate and explain how musical concepts and contexts affect responses to music.

8. **Interpret intent and meaning in artistic work**
   a. Demonstrate and describe expressive attributes and context and how they support creators'/performers' expressive intent.

9. **Apply criteria to evaluate artistic work**
   a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art.**
    a. Explain why particular pieces of music are important to one's family or cultural heritage.
    b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.

11. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**
    a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
    b. Identify and describe how context (e.g. social, cultural, and historical) can inform a performance.