

Music: General Music: Grade 6

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. Imagine: Generate musical ideas for various purposes and contexts. CR.1

6. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. CR.1.6

2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2

- a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. CR.2.6.A
- b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas. CR.2.6.B

3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3

- a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. CR.3.6.A
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. CR.3.6.B

4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

6. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. CR.4.6

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

6. Apply teacher-provided criteria for selecting music to perform for a specific PR.1.6

2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

- a. Explain how understanding the structure and the elements of music are used in music selected for performance. PR.2.6.A

- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. [PR.2.6.B](#)
 - c. Identify how cultural and historical context inform performances. [PR.2.6.C](#)
-

3. Interpret: Develop personal interpretations that consider creators' intent. [PR.3](#)

- 6. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. [PR.3.6](#)
-

4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [PR.4](#)

- 6. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. [PR.4.6](#)
-

5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [PR.5](#)

- a. Perform the music with technical accuracy to convey the creator's intent. [PR.5.6.A](#)
 - b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose. [PR.5.6.B](#)
-

**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. [RE.1](#)

- 6. Select or choose music to listen to and explain the connections to specific [RE.1.6](#)
-

2. Analyze: Analyze how the structure and context of varied musical works inform the response. [RE.2](#)

- a. Describe how the elements of music and expressive qualities relate to the structure of the pieces. [RE.2.6.A](#)
 - b. Identify the context of music from a variety of genres, cultures, and historical periods. [RE.2.6.B](#)
-

3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. [RE.3](#)

- 6. Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent. [RE.3.6](#)
-

4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. [RE.4](#)

- 6. Apply teacher-provided criteria to evaluate musical works or performances. [RE.4.6](#)