Oklahoma Fine Arts

Music: Sixth Grade

Creating (CR)

1 **Generate musical ideas through reading, notating, and/or interpreting music.** M.CR.1

1 Define and use correct terminology to identify and discuss the elements of music, including: 6.M.CR.1.1

A Beat/Meter (mixed meter) 6.M.CR.1.1.A

B Pitch (high/middle/low) 6.M.CR.1.1.B

C Tempo 6.M.CR.1.1.C

D Dynamics 6.M.CR.1.1.D

E Melody (diatonic scale) 6.M.CR.1.1.E

F Harmony (major/minor chords) 6.M.CR.1.1.F

G Form (theme and variations) 6.M.CR.1.1.G

H Tone Color (duet, trio, quartet) 6.M.CR.1.1.H

2 Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. 6.M.CR.1.2

3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups. 6.M.CR.1.3

4 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: 6.M.CR.1.4

A Rhythmic (triplets) 6.M.CR.1.4.A

B Melodic (bass clef, grand staff, and minor scale) 6.M.CR.1.4.B

Performing (PR)

1 **Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.** M.PR.1

1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). 6.M.PR.1.1

2 Demonstrate the ability to match pitch and read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs). 6.M.PR.1.2

Perform created ostinati using instruments or body percussion to accompany songs and rhythm activities. 6.M.PR.1.3

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4 Perform and create simple melodies and accompaniments in solo or group ensembles through singing and playing traditional or non-traditional instruments, demonstrating knowledge of tonal and rhythmic elements. 6.M.PR.1.4

5 Sing two- or three-part rounds, partner songs, and ostinatos. 6.M.PR.1.5

6 Sing or play an instrument in an appropriate range with acceptable tone quality. 6.M.PR.1.6

Responding (RE)

1 **Respond to music while demonstrating respect for others' music preferences and music performances.** M.RE.1

1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. 6.M.RE.1.1

2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others. 6.M.RE.1.2

3 Respond with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. 6.M.RE.1.3

4 Compare and contrast different music styles and identify criteria for evaluating a musical composition or a music performance. 6.M.RE.1.4

Connecting (CN)

1 **Recognize the development of music from a social, cultural, and historical context.** M.CN.1

1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. 6.M.CN.1.1

2 Recognize, describe, and listen to music from a variety of styles, periods, and cultures. 6.M.CN.1.2

3 Identify and differentiate the use of musical elements and instruments from other parts of the world, and compare them to the use of musical elements in American music. 6.M.CN.1.3

4 Explore and research the various roles and careers musicians have in various musical settings and cultures. 6.M.CN.1.4

5 Explore and research uses of music in everyday life (e.g., film, television, background music, commercials, and video games). 6.M.CN.1.5

6 Identify ways in which music evokes sensory, emotional, personal, and intellectual responses, including ways in which music can be persuasive. 6.M.CN.1.6