

MUSIC STANDARDS

GRADE 6

CREATING

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- 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.
- 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.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- 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.

PERFORMING

- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- Explain how understanding the structure and the elements of music are used in music selected for performance.
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- Identify how cultural and historical context inform performances.
- 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.
- 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.
- Perform the music with technical accuracy to convey the creator's intent.
- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

RESPONDING

- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- Identify the context of music from a variety of genres, cultures, and historical periods.
- 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.
- Apply teacher-provided criteria to evaluate musical works or performances.

CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.