General Music
Grade 6

The middle grades mark the beginning of the transition from childhood to adulthood. It is a time of rapid physical growth and emotional change. Relationships with peers become more important as students become less dependent on parents. Intellectually, they begin to think more abstractly, and their thoughts and actions are often characterized by contradictions. Students in middle grades may have short attention spans, but they are able to focus on a topic of interest for an extended period. They exhibit high energy levels and an air of confidence, but also need a secure working and learning environment that facilitates acceptance by peers. The concepts and skills addressed in sixth grade will allow students to refine musical skills gained in grades K-5 and prepare for further study. Using feedback and criteria set by the teacher, students will engage in meaningful and purposeful music-making within the four Artistic Processes. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, harmony, and expression. These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

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

2. 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.

Plan and Make

3. 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.

4. Evaluate their own work, applying teacher-provided criteria, such as application of selected elements of music and use of sound sources.

Evaluate and Refine

5. Describe the rationale for making revisions to music based on evaluation criteria and feedback from their teacher.

Present

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.

PERFORMING

Select

7. Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each selection was chosen.

Analyze

8. Explain how the structure and the elements of music are used in music selected for performance.

9. Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

10. Identify how cultural and historical contexts inform performances.

Interpret

11. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities convey intent.

Rehearse, Evaluate, and Refine

12. Identify and apply teacher-provided criteria to rehearse and refine music, and to determine when a piece is ready to perform.

Present

13. Perform music with technical accuracy to convey the creator's intent.

14. Demonstrate performance decorum and audience etiquette appropriate for context, venue, genre, style, and purpose.

RESPONDING

Select

15. Select music to listen to and explain the connections to interests or experiences for a specific purpose.

Analyze

16. Describe how the elements of music and expressive qualities relate to the structure of musical pieces.

17. Identify the context of music from a variety of genres, cultures, and historical periods.

Interpret

18. 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.

Evaluate

19. Apply teacher-provided criteria to evaluate musical works or performances.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.