

# 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

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- 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

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- 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

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- 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

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## 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

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**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

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**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

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**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

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**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

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

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**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

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**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

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**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

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**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