

# Fine Arts: Music (6th Grade)

## Creating (CR) 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.1.1A
    - B Pitch (high/middle/low) 6.M.CR.1.1B
    - C Tempo (accelerando and ritardando) 6.M.CR.1.1C
    - D Dynamics (mezzo forte/mezzo piano) 6.M.CR.1.1D
    - E Melody (diatonic scale) 6.M.CR.1.1E
    - F Harmony (major/minor chords) 6.M.CR.1.1F
    - G Form (theme and variations) 6.M.CR.1.1G
    - H Tone Color (duet, trio, quartet) 6.M.CR.1.1H
  - 2 Improvise melodic and rhythmic answers with or without a system 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 Identify a system of syllables, numbers, or letters to demonstrate basic notation on a staff: Rhythmic (triplets) Melodic (bass clef, grand staff, and minor scale) 6.M.CR.1.4
  - 5 Experiment with variations in and demonstrate understanding of tempo, timbre or tone color, dynamics, and phrasing for expressive purposes. 6.M.CR.1.5
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## Performing (PR) PR

### **1 Present or demonstrate an existing 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
  - 3 Perform created ostinati using instruments or body percussion to accompany songs and rhythm activities. 6.M.PR.1.3
  - 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 with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range. 6.M.PR.1.6
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## Responding (RE) 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 to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. 6.M.RE.1.3
  - 4 Label basic elements of familiar and unfamiliar songs. 6.M.RE.1.4
  - 5 Compare and contrast different music styles and identify criteria for evaluating a musical composition or a music performance. 6.M.RE.1.5
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## Connecting (CN) 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