

Music: Grade 6

Adopted 2015

Generate and conceptualize artistic ideas and work.

6a. Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. MU:CR1.1.6A

Organize and develop artistic ideas and work.

6a. 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. MU:CR2.1.6A

6b. 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. MU:CR2.1.6B

Refine and complete artistic work.

6a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. MU:CR3.1.6A

6b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. MU:CR3.1.6B

6a. 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. MU:CR3.2.6A

Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Pr4.3.6a 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.

Develop and refine artistic techniques and work for presentation.	MU:Pr5.1.6a 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.
Convey meaning through the presentation of artistic work.	<p data-bbox="462 273 1521 346">MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p data-bbox="462 378 1521 493">MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p>
Perceive and analyze artistic work.	<p data-bbox="462 546 1521 630">MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p data-bbox="462 661 1521 745">MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p data-bbox="462 777 1521 850">MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p>
Interpret intent and meaning in artistic work.	MU:Re8.1.6a 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 criteria to evaluate artistic work.	MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.
Synthesize and relate knowledge and personal experiences to make art.	MU:Cn10.1.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MU:Cn11.1.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.