

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