

# Music: Sixth Grade

## Creating (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.1.1.A**
    - B Pitch (high/middle/low) **6.M.CR.1.1.B**
    - C Tempo **6.M.CR.1.1.C**
    - D Dynamics **6.M.CR.1.1.D**
    - E Melody (diatonic scale) **6.M.CR.1.1.E**
    - F Harmony (major/minor chords) **6.M.CR.1.1.F**
    - G Form (theme and variations) **6.M.CR.1.1.G**
    - H Tone Color (duet, trio, quartet) **6.M.CR.1.1.H**
  - 2 Improvise melodic and rhythmic answers with or without a system of 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 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: **6.M.CR.1.4**
    - A Rhythmic (triplets) **6.M.CR.1.4.A**
    - B Melodic (bass clef, grand staff, and minor scale) **6.M.CR.1.4.B**
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## Performing (PR)

- 1 Present or demonstrate an existing musical 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 or play an instrument in an appropriate range with acceptable tone quality. [6.M.PR.1.6](#)
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## Responding (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 with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. [6.M.RE.1.3](#)
    - 4 Compare and contrast different music styles and identify criteria for evaluating a musical composition or a music performance. [6.M.RE.1.4](#)
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## Connecting (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
- 6 Identify ways in which music evokes sensory, emotional, personal, and intellectual responses, including ways in which music can be persuasive. 6.M.CN.1.6