

# General Music: Grade 6

Adopted 2015

## Creating

### 1. Generate and conceptualize artistic ideas and work

- a. Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).
  - b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.
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### 2. Organize and develop artistic ideas and work

- a. Demonstrate selected and developed ideas for improvisations, arrangements, or compositions with (e.g. defined beginning, middle, and ending).
  - b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).
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### 3. Refine and complete artistic work

- a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
  - b. Present the final version of personally or collectively created music to others and explain their creative process.
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## Performing

### 4. Select, Analyze and Interpret artistic work for performance

- a. Select music to perform using teacher-provided criteria.
  - b. Demonstrate understanding of the form in music selected for performance.
  - c. Read and perform using notation (e.g. syncopation).
  - d. Explain how interpretation is connected to expressive intent (e.g. Context)
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### 5. Develop and refine artistic techniques and work for presentation

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.
- b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

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**6. Convey meaning through the presentation of artistic work**

- a. Perform music with appropriate expression, technique, and interpretation.
  - b. Demonstrate performance and audience decorum appropriate for the occasion.
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**Responding**

**7. Perceive and analyze artistic work**

- a. Compare and contrast one's listening preferences with those of others.
  - b. Demonstrate and explain how musical concepts and contexts affect responses to music.
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**8. Interpret intent and meaning in artistic work**

- a. Demonstrate and describe expressive attributes and context and how they support creators'/performers' expressive intent.
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**9. Apply criteria to evaluate artistic work**

- a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.
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**Connecting**

**10. Synthesize and relate knowledge and personal experiences to make art.**

- a. Explain why particular pieces of music are important to one's family or cultural heritage.
  - b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.
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**11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

- a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. Identify and describe how context (e.g. social, cultural, and historical) can inform a performance.