6th Grade Standards

1. Students will perform on instruments, alone and with others, a varied repertoire of music.
	1. Perform on at least on instrument accurately and independently with proper instrumental technique.
	2. Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature.
	3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed
	4. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
	5. Perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements.
2. Students will communicate their thoughts and ideas through the creation of music.
	1. Improvise simple harmonic accompaniments.
	2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
3. Students will compose and arrange music within specified guidelines.
	1. Compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance.
	2. Compose or arrange simple pieces for voices or instruments using a variety of sound sources.
4. Students will read and notate music.
	1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
	2. Read at sight simple melodies in treble and/or bass clefs.
	3. Read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
	4. Use standard notation to record their musical ideas and the musical ideas of others.
	5. Sight-read music which contains changes of tempo, key and meter.
5. Students will listen to, analyze, and describe music.
	1. Describe music events in a given aural example, using appropriate terminology.
	2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
	3. Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
6. Students will evaluate music and music performances.
	1. Develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
	2. Evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
7. Students will understand relationships between music, the other arts, and disciplines outside the arts
	1. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.
	2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
8. Students will understand music in relation to history and culture.
	1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups.
	2. Classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary.
	3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.