

2021-2022-Sixth Grade-General Music-All Quarters

Big Ideas/Key Concepts:

Students will evaluate and understand the structure and context of music to inform a response and to improve the quality of their own creative work.

Enduring Understandings:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate elements of music.

Essential Question:

How do musicians improve the quality of their creative work? How does understanding the structure and context of music inform a response?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>6.GM.P1.A Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p>6.GM.P1.B Explain how understanding the structure and the elements of music are used in music selected for performance.</p>	<p style="text-align: center;">PERFORM</p> <p>I can use teacher-provided criteria to select music to perform.</p> <p>I can explain why music was selected to perform for a specific purpose and/or context.</p>

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<p>6.GM.P1.C Perform a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>6.GM.P2.A 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.</p> <p>6.GM.P3.A Perform music with technical accuracy to convey the creator's intent.</p> <p>6.GM.P3.B Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p style="text-align: center;">CREATE</p> <p>6.GM.Cr1.A Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent</p> <p>6.GM.Cr2.A Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA from that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>6.GM.Cr2.B 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.</p> <p>6.GM.Cr3.A Self-evaluate one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.</p> <p>6.GM.Cr3.B Describe the rationale for making revisions to music, based on evaluation criteria and feedback from a teacher.</p>	<p>I can explain how structure and elements of music are used in the music selected for a performance.</p> <p>I can perform a piece of music with expressive qualities.</p> <p>I can identify and apply teacher-provided criteria to rehearse a piece.</p> <p>I can identify and apply teacher-provided criteria to refine a piece.</p> <p>I can identify and apply teacher-provided criteria to determine when a piece is ready to perform.</p> <p>I can convey the creator's intent through technically accurate performance.</p> <p>I can demonstrate appropriate performance etiquette.</p> <p>I can demonstrate appropriate audience etiquette.</p> <p style="text-align: center;">CREATE</p> <p>I can create simple rhythmic phrases.</p> <p>I can create simple melodic phrases.</p>

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<p>6.GM.Cr3.C Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p style="text-align: center;">RESPOND</p> <p>6.GM.R1.A Select or choose music to listen to, and explain the connections to specific interests or experiences for a specific purpose.</p> <p>6.GM.R1.B Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>6.GM.R1.C Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>6.GM.R2.A 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.</p> <p>6.GM.R3.A Apply teacher-provided criteria to evaluate musical works or performances.</p> <p style="text-align: center;">CONNECT</p> <p>6.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>6.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can create simple harmonic phrases.</p> <p>I can express meaning through musical composition.</p> <p>I can select and organize musical ideas for arrangements and compositions.</p> <p>I can create an arrangement or composition that clearly shows a beginning, middle, and ending.</p> <p>I can document musical ideas through recordings or traditional notation. I can apply teacher-provided criteria to evaluate my work.</p> <p>I can defend my reasons for editing musical ideas, based upon teacher feedback.</p> <p>I can present an original composition or arrangement.</p> <p style="text-align: center;">RESPOND</p> <p>I can select music based on my personal preferences.</p> <p>I can explain the connections between music and my own experiences.</p>

Standards	Student Friendly "I Can" Statements
	<p>I can relate the elements of music to the structure of a piece.</p> <p>I can identify music from a variety of genres, cultures and historical periods.</p> <p>I can interpret how a musical creator expresses an idea through music.</p> <p>I can interpret how a performer expresses an idea through music.</p> <p>I can evaluate musical works or performances based upon teacher-provided criteria.</p> <p style="text-align: center;">CONNECT</p> <p>I can connect my interests, knowledge, and skills with my musical creation and performance.</p> <p>I can explain how interests, knowledge, and skills affect my response to music differently.</p> <p>I can make meaningful connections between and other arts.</p> <p>I can make meaningful connections between music and other disciplines.</p>

Standards	Student Friendly "I Can" Statements
	I can explain how music is part of daily life (personally and in varied contexts).