

At the end of Sixth Grade, students can...



Music

Sixth Grade



COLORADO
Department of Education

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The Colorado Academic Standards in Music are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Music Education Learning Expectations for Sixth Grade

Expression of Music (Perform/Present)

Perform accurately and expressively by responding to cues from a conductor or leader; perform music with notes from the major and/or minor scales in unison or two parts.

Creation of Music (Create)

Explore ways to write music using current technology that focus on rhythmic and melodic material that may include accompaniment (melody that is sung or played with piano accompaniment); demonstrate improvisation (inventing new ways to perform a piece) by responding to musical patterns provided by the teacher or by peers.

Theory of Music (Know/Comprehend)

Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding of meter (time signature), clef (itches) for their voice or instrument, expressive elements (loud/soft, fast/slow, connected notes/separated notes), and chord analysis.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Demonstrate the ability to determine criteria, including specific musical terminology, which would be used to identify music from a variety of genres and cultures; explain reasoning for their personal musical preferences, including how images, feelings, and emotions are expressed in particular musical pieces.

Throughout the Sixth Grade, you may find students successfully applying the elements of the creative process by...

- Singing in large choirs or small vocal ensembles within a specific voice type (2 or 3 part voicing – soprano, alto, tenor, bass); playing various instruments (stringed/orchestral, brass or woodwind/band, percussion, guitar, piano) while exploring different musical styles (patriotic, classical, jazz); following a leader or conductor.
- Writing a short musical phrase, focusing on melody and rhythms using available technology; practicing improvisation by responding to simple musical patterns given by the instructor or by peers.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing musical notation appropriate to their voice or instrument; executing a variety of meters (time signatures), major and minor tonalities, appropriate dynamics (loud/soft), tempo markings (fast/slow), and articulations (connected/detached); analyzing and identifying chords found in the music being performed.
- Analyzing/evaluating their own musical performances based on a set of self-developed criteria incorporating specific music terminology; connecting music to their own emotions or to images; identifying musical genres based particular musical elements.