

Sixth Grade

Music



## Colorado Academic Standards Music

*"Music expresses that which cannot be said and on which it is impossible to be silent."* ~ Victor Hugo

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*"Music is the art of thinking with sounds."* ~ Jules Combarieu

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By implementing a structured and standards-based music education, students continue the generational conversation and become fluent in the language of music as a manner of artistic, intellectual, and cultural expression. The acts of performing, creating and responding to music provide a means for development and growth in the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.

Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. The interconnections in music bring together the understanding of contemporary and historical cultures as well as self-knowledge. Participation in music provides students with unique experiences and skills essential for success in the 21<sup>st</sup> century workforce.

Music produces creativity, innovation, and cornerstone life skills that will be the key to opening doors for a more diverse and competitive workforce. Students of music use critical thinking, self-assessment, reasoning, problem solving, and collaboration, and make connections in new and imaginative ways as they progress through their musical education. All of these skills prepare our students for higher education and the 21<sup>st</sup> century workforce. These standards outline the knowledge and skills needed by all Colorado citizens to participate productively in an increasingly creative economy and innovative society.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

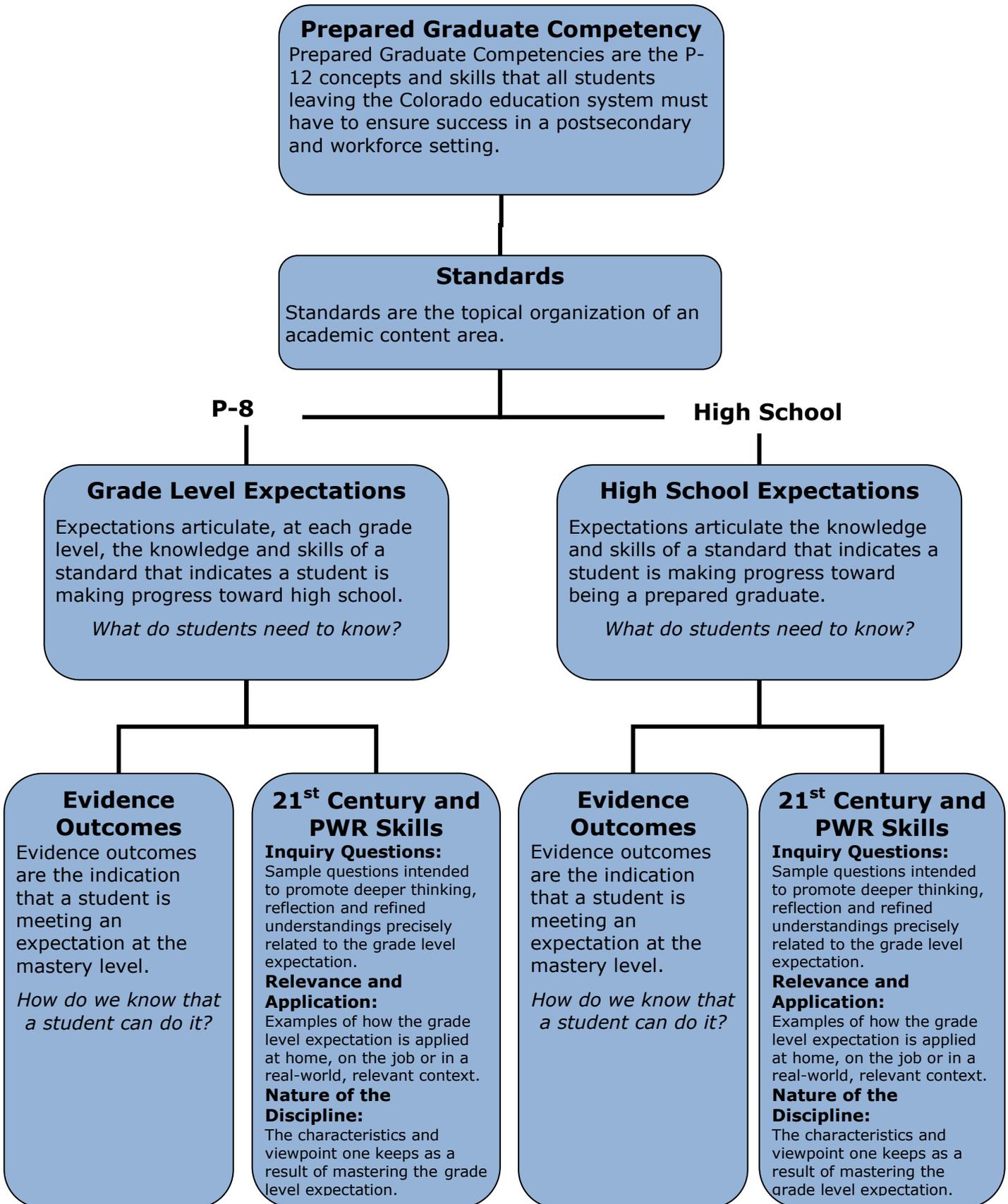
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Music

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in music:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles
- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind
- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples
- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in making and defending musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

# Colorado Academic Standards Music

The Colorado Academic Standards in music are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

## 1. Expression of Music

The expression of music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

## 2. Creation of Music

The creation of music is the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

## 3. Theory of Music

The theory of music is the understanding of the distinctive language, conventions, mechanics, and structure of organized sound. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

## 4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

## Purpose of Performance and Generalist Pathways in High School

To meet the basic needs of all students and the advanced needs of those pursuing careers in music, the Standards Review Committee has developed a **generalist** and **performance** track.

The generalist track describes students who have limited interest in music performance or music-related vocations, or whose interest lies within other aspects of music-related vocations, such as sound engineering where their performance or music literacy skills do not require the highest level of musicianship or ability. Some students in the generalist pathway may not have pursued music performance in grades 5-8, and may have minimal performance skills and experience. Students are still expected to meet all of the graduate competencies, but at a less rigorous level.

The performance track is directed at students who intend to pursue postsecondary education or vocation in music that might lead to careers in music education, music performance, composition, production, music business, or other music-related areas. The expectations in the performance track meet all of the graduate competencies with a much higher degree of rigor, appropriate to the expectations of postsecondary music opportunities.

## Vocal and Instrumental Expectations

The expectations in these standards are for both vocal and instrumental music. There are specific standards for instrumental or vocal technique; otherwise all expectations can and should be applied to all musicians, instrumental and vocal.

# Music

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Sixth Grade</b>	
<b>1. Expression of Music</b>	<ol style="list-style-type: none"> <li>1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale</li> <li>2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading</li> <li>3. Demonstrate major and minor scales</li> </ol>
<b>2. Creation of Music</b>	<ol style="list-style-type: none"> <li>1. Create melodic and rhythmic patterns</li> <li>2. Improvise call-and-response patterns</li> </ol>
<b>3. Theory of Music</b>	<ol style="list-style-type: none"> <li>1. Identification of rhythmic and melodic patterns in musical examples</li> <li>2. Notation of level .5 using the appropriate clef for instrument and/or voice</li> <li>3. Analysis of a beginning level composition or performance using musical elements</li> </ol>
<b>4. Aesthetic Valuation of Music</b>	<ol style="list-style-type: none"> <li>1. Determination of strengths and weaknesses in musical performances according to specific criteria</li> <li>2. Description of music's role in the human experience, and ways music is used and enjoyed in society</li> </ol>

## 21<sup>st</sup> Century Skills and Readiness Competencies in Music

Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our fast-changing world. Today's music students need a repertoire of knowledge and skills that is more diverse, complex, and integrated than any previous generation. Music is inherently demonstrated in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – When students demonstrate musical knowing, they are able to integrate varying perspectives when expressing themselves in a variety of ways, creating new musical works and analyzing musical works. Producing a quality musical performance requires a synthesis of creative, expressive, and technical skill; self-adjustment; listening; and adjustment of tone, pitch, and volume to create a balanced and effective sound. Music constantly challenges students to use multiple processes and diverse perspectives when performing, analyzing, or making informed decisions.

Information Literacy – Musical knowledge acquisition requires students to analyze scores, performances, genre, and style. Source discernment is vital in these endeavors because it allows students to interpret musical messages differently including points of view. When students research music using inquiry through critical listening, describing, and evaluating, they become educated consumers and aficionados.

Collaboration – Music education requires students to collaborate within a variety of instrumental and vocal ensembles. The synergy and discipline that musical ensembles foster create leadership skills and self-awareness. When students communicate the language of music to a variety of audiences through response to conductor's cues and interpretation, they demonstrate collective problem-solving skills that are readily transferred in all aspects of life.

Self-Direction – Students that participate in music develop self-discipline, persistence, and resilience. The ownership of their compositions and performances provides mastery of skills and a passionate work ethic to continually strive for excellence. Through improvisation and adaptability, students demonstrate initiative to use their interpersonal skills to influence others, identify and define authentic problems, and produce innovative and imaginative new compositions.

Invention – The diversity in musical style, form, and genre would not exist without the underlying promise of innovation and the possibilities of creating something new. Students integrate ideas to create original works through personal or group expression. They construct knowledge and challenge choices when arranging, orchestrating, improvising, and using technology to develop musical compositions.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Expression of Music Standard:**

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

## Content Area: Music

### Standard: 1. Expression of Music

#### Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

### Grade Level Expectation: Sixth Grade

#### Concepts and skills students master:

1. Perform music in unison and two parts accurately and expressively at the minimal level of 1 on the difficulty rating scale

#### Evidence Outcomes

##### Students can:

- a. Sing or play in unison and two parts (level 1) with correct body/instrument position (DOK 1-3)
- b. Respond to conductor's cues of tempo; dynamics; and 2/4, 3/4, and 4/4 time (DOK 1-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it important to play or sing with expression?
2. Why is it important to observe the conductor, sing/play, and listen at the same time?
3. How would music be different if there were no changes in expression?

##### Relevance and Application:

1. Performing in a variety of ensembles allows development of collaboration skills to accomplish a mutual goal.
2. Singing or playing with expressive elements is like adding voice to a literary work.
3. Singing or playing in unison emphasizes key components in the musical message like exclamation points, commas, and other literary components do for text.
4. Using music and its importance in expression of stories, cultural characteristics, and significant life milestones emphasize the commonalities and celebrate the differences between people.
5. Current technologies provide many options for experiencing, practicing, and performing in two-part harmony. (Electronic keyboards play with partner, use rhythm feature to play in meters, use audio or video devices to record practices and use self-evaluation.)

##### Nature of Music:

1. Ensembles reflect a musical community.

**Content Area: Music**

**Standard: 1. Expression of Music**

**Prepared Graduates:**

- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. Perform music accurately and expressively at the minimal level of 0.5 on the difficulty rating scale at the first reading

**Evidence Outcomes**

**Students can:**

- a. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications (DOK 1-2)
- b. Maintain consistent tone quality, intonation, balance, blend, and phrasing when sight reading (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does sight-reading aid in expressive performances?
- 2. What would be the most prominent difference to the listener if music did not possess consistent tone quality, intonation, balance, blend, and phrasing?

**Relevance and Application:**

- 1. The use of sight-reading skills builds a foundation for musical literacy just as decoding a story for the first time builds fluent readers.
- 2. Sight reading new music assesses a musician’s ability to apply foundational knowledge about musical symbols and tempo indications.
- 3. Use of varying tone in music transfers to use of voice in speech and theatre presentations.
- 4. Music software can be used to adjust tone quality, phrasing, and tempo to compare and contrast various styles.

**Nature of Music:**

- 1. Musicians use sight-reading fluency as indicators of musical leadership.

**Content Area: Music**

**Standard: 1. Expression of Music**

**Prepared Graduates:**

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

3. Demonstrate understanding of major and minor scales

**Evidence Outcomes**

**Students can:**

- a. Sing or play two major scales in keys appropriate for their instrument or voice (DOK 1-2)
- b. Sing or play one minor scale in keys appropriate for their instrument or voice (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is it important to play or sing scales?
- 2. How is music built upon patterns found in major and minor scales?
- 3. How did prolific composers in history adjust the use of scale structure to develop new genres and styles of music?

**Relevance and Application:**

- 1. Music is built upon patterns found in the major and minor scales and can be compared to the base 10 system in mathematics.
- 2. Modalities of music are foundational to creating an emotional quality in music used in mass media and society.
- 3. Identifying modalities improves listening skills.

**Nature of Music:**

- 1. Musicians rely upon the flexible thinking needed to identify the many patterns music uses within the major and minor modes.

## 2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Creation of Music Standard:**

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Create melodic and rhythmic patterns

**Evidence Outcomes**

**Students can:**

- a. Notate a combination of simple melodic patterns with structured parameters using current technology with or without tonal accompaniment (DOK 1-3)
- b. Notate a combination of simple rhythmic patterns with structured parameters using current technology with or without tonal accompaniment (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a working knowledge of notation assist in composing original musical ideas?
2. How could the process of composition be described or explained?
3. How are patterns used in creating original musical works?

**Relevance and Application:**

1. Technology provides a more expanded resource by which performers may create and perform original compositions and preserve musical ideas.
2. Experiences in composing music provide insights into the career of a musician.
3. Simultaneously seeing, hearing, and using notation provides a more complete musical experience through critical thinking and synthesis.

**Nature of Music:**

1. Musical composition and notation of melodies, rhythms, and harmonies demonstrate one's understanding of the elements of music.

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. Improvise call-and-response patterns

**Evidence Outcomes**

**Students can:**

- a. Demonstrate preparatory improvisations using a two- to four-note call and response rhythmically (DOK 1-2)
- b. Demonstrate preparatory improvisations using a two- to four-note call and response melodically. (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What is the origin of call and response?
- 2. How does this historical practice relate to improvisation, both earlier and later in time?
- 3. How are the two components similar and different?

**Relevance and Application:**

- 1. Gaining an understanding of historical practices in call and response music provides insights into cultures of the past.
- 2. Evaluating and discussing historical recordings enables one to improve and refine improvisational skills.
- 3. Call and response is closely related to syntax and context in literature.
- 4. Call and response techniques are used in many real-world applications such as at athletic events to build crowd support, public speakers to emphasize a critical point, and storytellers to interact with their audience.

**Nature of Music:**

- 1. Musical improvisation provides for increased freedom of expression and exploration in multiple genres of music, encourages creativity, and improves self-confidence.

# 3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

## Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

## Content Area: Music

### Standard: 3. Theory of Music

#### Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

### Grade Level Expectation: Sixth Grade

#### Concepts and skills students master:

1. Identification of rhythmic and melodic patterns in musical examples

#### Evidence Outcomes

##### Students can:

- a. Identify and demonstrate rhythms within musical examples that incorporate eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter signatures (DOK 1-2)
- b. Demonstrate alteration of written rhythms within musical examples, using pp/ff, largo/allegro, legato/staccato and application of accents as found in a beginning level composition (DOK 1-2)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it important to sing/play correct rhythms?
2. How do meter changes shape a song?
3. Why create a rhythmic listening map?
4. Why are notation and sequencing software products important to composers?

##### Relevance and Application:

1. Rhythmic characteristics are distinguishable when comparing historical, American, and cultural music.
2. Rhythmic listening maps provide guidance in music as timelines in the study of history.
3. Mass media video and audio clips demonstrate the use of dynamics to market a product.

##### Nature of Music:

1. Rhythmic and melodic patterns are distinguishable characteristics of music.

**Content Area: Music**

**Standard: 3. Theory of Music**

**Prepared Graduates:**

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. Notation of level .5 compositions using appropriate clef for instrument and/or voice

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

- a. Identify and transcribe or demonstrate notes in alto, bass, or treble clefs in appropriate instrumental and vocal settings; can also include guitar tablature identification (DOK 1-2)
- b. Notate a major scale and its relative minor (DOK 1)

**Inquiry Questions:**

- 1. Why is it important to understand musical notation?
- 2. How does understanding musical modality improve your musical skills?

**Relevance and Application:**

- 1. Understanding the elements of music will increase a musician’s ability to participate in and perform original compositions.
- 2. Using available music technology can increase one’s musical fluency and understanding.
- 3. Knowing how other disciplines use form increases a musician’s understanding of how form is used in music.
- 4. Identifying the relationship of major scales and their relative minor scales gives insights to the mathematical correlation used in scale construction.

**Nature of Music:**

- 1. Major and minor scales serve as building blocks of music and are used in a variety of ways and settings.

**Content Area: Music**

**Standard: 3. Theory of Music**

<p><b>Prepared Graduates:</b></p> <ul style="list-style-type: none"><li>➤ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form</li><li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li></ul>
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**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
3. Analysis of a beginning level composition or performance using musical elements

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Describe, using a minimum of two markings (dynamic and tempo) when analyzing a musical example (DOK 1-2)</li><li>b. Analyze articulation, dynamics and tempo during performances (DOK 1-3)</li><li>c. Using current classroom repertoire, identify I, IV, V chords (DOK 1-2)</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why is it important to know musical symbols and terms?</li><li>2. How do musical symbols help one analyze a performance or develop as a musician?</li><li>3. Why is it important to know how musical symbols and terms are used?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Making informed choices in music reflects personal involvement in the process, which strengthens self-direction and personal decision making.</li><li>2. The skills needed in identification of musical symbols parallel the skills used in identification of literary symbols, historical symbols, and symbols/logos used in society.</li></ul>
	<p><b>Nature of Music:</b></p> <ul style="list-style-type: none"><li>1. Understanding musical elements creates a more informed listener.</li></ul>

## 4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:**

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

## Content Area: Music

### Standard: 4. Aesthetic Valuation of Music

#### Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

### Grade Level Expectation: Sixth Grade

#### Concepts and skills students master:

1. Determination of strengths and weaknesses in musical performances according to specific criteria

#### Evidence Outcomes

##### Students can:

- a. Identify criteria used in evaluating various kinds of musical performances (DOK 1-2)
- b. Employ basic specific music terminology related to elements of performance and evaluation to discuss a music performance (DOK 1-4)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What criteria are important in evaluating a performance?
2. How are these criteria applied to the listening experience?
3. How does the quality of a live performance differ from that of a recording?
4. Has the use of technology improved the quality of musical performance?
5. How has recorded music affected people's expectations of quality?

##### Relevance and Application:

1. Advancements in technology have changed the availability and accessibility of music.
2. Current trends in musical styles and the role of technology in each offer opportunities to explore their connections.
3. A personal set of criteria for evaluating the quality of musical performances in the music that someone listens to helps to objectify preferences, a skill that is transferable to other disciplines and life pursuits.
4. Recording technology has altered the public perception of quality.

##### Nature of Music:

1. Musical performances, whether live or recorded, may be qualitatively evaluated according to established criteria.

**Content Area: Music**

**Standard: 4. Aesthetic Valuation of Music**

**Prepared Graduates:**

- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. Description of music’s role in the human experience and ways music is used and enjoyed in society

**Evidence Outcomes**

**Students can:**

- a. Relate and discuss how various aesthetic qualities communicate images, feelings, or emotions in specific musical works (DOK 1-4)
- b. Discuss potential influence of music on emotions and behavior (DOK 1-3)
- c. Categorize a listening library of music literature and repertoire that represents various styles and cultures from a span of musical eras (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What are ways music is used in the rituals of society?
- 2. In what situations is enjoyment a secondary purpose?
- 3. Can music convey a positive or negative message?
- 4. Can music be a positive or negative influence on human behavior?

**Relevance and Application:**

- 1. An informal survey of personal listening preferences defines listening habits.
- 2. The impact of movie soundtracks is evident through emotional connections made through the music.
- 3. The popularity of music is apparent through the investigation of various websites for most popular or most downloaded pieces of music.
- 4. Commercials and other interests use the effects of music on people to sell products or convey messages.
- 5. The Internet offers opportunities to investigate instances of behavior affected by music.

**Nature of Music:**

- 1. Articulating choices for personal repertoire from informed musical criteria promotes more informed consumers.
- 2. Music forms links in people’s memories to the situations in which it was originally perceived or associated.

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