

## Eads Elementary School Music Standards Sixth Grade

### MUSIC STANDARD #1

Students sing or play on instruments a varied repertoire of music, alone or with others.

| Ref.  | Expectations  | P | PP | IP | US |
|-------|---|---|----|----|----|
| 6-1a. | Play an individual part against a contrasting part  |   |    |    |    |
| 6-1b. | Read, notate, and perform rhythmic patterns, adding sixteenth-eighth note combinations and sixteenth rests to the notes already learned |   |    |    |    |
| 6-1c. | Identify and respond to all directional words and symbols, including tempo  |   |    |    |    |
| 6-1d. | Discuss the role of the conductor   |   |    |    |    |

### MUSIC STANDARD #2

Students will read and notate music.

| Ref.  | Expectations  | P | PP | IP | US |
|-------|---|---|----|----|----|
| 6-2a. | Read, notate, and perform rhythmic patterns, adding sixteenth-eighth note combinations and sixteenth rests to the notes already learned |   |    |    |    |

### MUSIC STANDARD #3

Students will create music.

| Ref.  | Expectations  | P | PP | IP | US |
|-------|---|---|----|----|----|
| 6-3a. | Create an original composition within a given framework |   |    |    |    |

### MUSIC STANDARD #4

Students will listen to, analyze, evaluate, and describe music.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 6-4a. | Identify and respond to all directional words and symbols, including tempo |   |    |    |    |
| 6-4b. | Discuss the role of the conductor  |   |    |    |    |
| 6-4c. | Differentiate between a steady beat and a syncopated beat                  |   |    |    |    |
| 6-4d. | Develop criteria for evaluating the quality of performances                |   |    |    |    |
| 6-4e. | Analyze and contrast the use of form in music from varied world cultures   |   |    |    |    |

### MUSIC STANDARD #5

Students will relate music to various historical and cultural traditions.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 6-5a. | Analyze and contrast the use of form in music from varied world cultures |   |    |    |    |
| 6-5b. | Demonstrate appropriate audience behavior                                |   |    |    |    |