

**6<sup>TH</sup> GRADE MUSIC CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF MUSIC**

- \_\_\_\_\_ Translate common Italian tempo(s) (e.g., andante, presto), dynamic (e.g., piano, forte), and articulation(s) (e.g., staccato, legato) markings into English.
- \_\_\_\_\_ Distinguish between the beat and the rhythm(s) of a given musical example  
Identify the meter in a musical example.
- \_\_\_\_\_ Distinguish major and minor tonalities in aural musical examples.
- \_\_\_\_\_ Label the intervals in a written melody.
- \_\_\_\_\_ Identify the texture (e.g., polyphonic, homophonic, monophonic) in a given aural example.
- \_\_\_\_\_ Analyze the form of a simple musical composition.
- \_\_\_\_\_ Compare and contrast the use of expressive qualities in two performances of the same musical example.

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

**PROCESSES, TOOLS, AND TECHNOLOGIES**

- \_\_\_\_\_ Describe basic sound production theory (electronic & acoustic).
- \_\_\_\_\_ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing).
- \_\_\_\_\_ Use standard notation to record simple musical ideas.
- \_\_\_\_\_ Sing or play melodies accurately and expressively from a written score in at least one clef.
- \_\_\_\_\_ Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.

- \_\_\_\_\_ Sight-read simple melodies and rhythms.
- \_\_\_\_\_ Describe the role of composers.
- \_\_\_\_\_ Describe the roles of conductors in a performance.
- \_\_\_\_\_ Describe the roles of singers or instrumentalists in a performance.

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**CREATION AND PERFORMANCE**

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- \_\_\_\_\_ Sing or play music that has a difficulty level of 2 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction.
- \_\_\_\_\_ Improvise original melodies over given chord progressions.
- \_\_\_\_\_ Compose/arrange music within specific guidelines.

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**HISTORY, SOCIETY AND THE ARTS**

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- \_\_\_\_\_ Demonstrate good audience behavior and evaluate the behavior of self and others.
- \_\_\_\_\_ Describe how audience behavior changes a product or performance.
- \_\_\_\_\_ Compare and contrast how the arts function in two different types of ceremonies (e.g., parades, weddings, graduations, sporting events).
- \_\_\_\_\_ Give examples in which various arts are used to persuade and promote ideas.
- \_\_\_\_\_ List technology used in the arts (e.g., cameras, synthesizers, computers, printing press).
- \_\_\_\_\_ Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings).
- \_\_\_\_\_ Investigate how the arts reflect different cultures, times, and places.
- \_\_\_\_\_ Compare how different art forms express aspects of the same culture, time, or place.
- \_\_\_\_\_ Compare and contrast the contribution of individual artists on movements, trends, or periods.