

DUSD Choir 5th/6th Grade Choir

Creating		
	Anchor Standard #1- Generate and conceptualize artistic ideas and work	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
	Anchor Standard #2- Organize and Develop artistic ideas and work	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
	Anchor Standard #3- Refine and complete artistic work	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.PE.5a	a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	Students will define and demonstrate concepts of rhythm and meter using standard notation addressed in middle school choir.
MU.CR.2.PE.5a	a. Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Students will identify and demonstrate musical symbols while maintaining correct intonation and demonstrate consistent use of phrasing.
MU.CR.2.PE.5b	b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	Students will learn and interpret musical symbols of dynamics and tempo by defining and demonstrating dynamic markings of pp, p, mp, mf, f, ff, cresc. and dim.; and identify and demonstrate tempos of allegro, andante, and adagio, accel., rit. and fermatas, as well as musical direction symbols da capo, dal segno, fine, and coda.
MU.CR.3.PE.5a	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Students will read and notate music, by: - identifying, defining, and using standard notation for pitch, rhythm, meter, dynamics and other elements of music; and - echoing, reading, and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.
MU.CR.3.PE.5b	b. Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.	

Performing/ Presenting/ Producing		
	Anchor Standard #4- Analyze, interpret, and select artistic work for presentation.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
	Anchor Standard #5- Develop and refine artistic work for presentation.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

	Anchor Standard #6- Convey meaning through the presentation of artistic work.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.PR.4.PE.5a	a. Select repertoire to study/perform based on interest, music reading and performing/technical abilities.	<p>Students will sing choral literature of appropriate quality and difficulty for this age group as identified by national and state organizations by:</p> <ul style="list-style-type: none"> - singing a wide variety of repertoire from different cultures, styles, and time periods; - identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied; and - singing in at least one language other than English.
MU.PR.4.PE.5b	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	<p>Students will sing music written in unison and two-part harmony by:</p> <ul style="list-style-type: none"> - singing an assigned vocal part in a small group; - blending with other singers on the same vocal part; - maintaining a steady beat, with auditory assistance, while singing individually and with others; - performing independent parts while others sing contrasting parts; - tuning with teacher assistance; and - tracking part in a choral score. <p>Students will demonstrate vocal techniques and choral skills, by:</p> <ul style="list-style-type: none"> - using proper posture for choral singing; - using breathing techniques that support vocal production; - developing the technique to sing with a free, clear tone; - identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing; - developing vocal independence, agility, and range by singing developmentally appropriate vocal exercises; - using correct intonation with and without instrumental accompaniment; and - using proper diction (i.e., pure vowel sounds, diphthongs, consonants, with emphasis on beginning and ending consonants).
MU.PR.5.PE.5a	a. Use self-reflection to identify technical challenges in a varied repertoire of music.	<p>Students begin to identify and demonstrate Ensemble Singing skills, including:</p> <ul style="list-style-type: none"> - developing awareness for intonation by discriminating between in-tune and out-of-tune singing; - responding to conducting for changing meters; and - developing their ability to follow their parts off a vocal score; and - using proper diction (i.e., pure vowel sounds, diphthongs, consonants, with emphasis on beginning and ending consonants).
MU.PR.5.PE.5b	b. Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.	<p>Students will develop sight-singing skills by:</p> <ul style="list-style-type: none"> - sight-singing melodic passages using diatonic intervals up to a 5th and maintaining a steady beat; - speaking rhythms, including syncopation and dotted rhythms using a recognized methodology (such as solfege or numbers); - differentiating by sight call-and-response songs, canons, and partner songs; <p>Students will develop aural skills including:</p> <ul style="list-style-type: none"> - identifying diatonic intervals (M2, M3, P4, P5, and octave) - distinguishing major and minor tonalities;
MU.PR.6.PE.5a	a. Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.	<p>Students will develop aural skills including:</p> <ul style="list-style-type: none"> - identifying diatonic intervals (M2, M3, P4, P5, and octave) - distinguishing major and minor tonalities;

MU.PR.6.PE.5b	b. Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.	<ul style="list-style-type: none"> - distinguishing major and minor tonalities; - singing major scales using a methodology (such as solfege or numbers) or neutral syllable; - identifying similar and contrasting musical phrases and sections; and - differentiating melodic and harmonic patterns including descants and ostinatos. <p>Students will demonstrate correct concert behavior as a performer and an audience member.</p>
MU.PR.6.PE.5c	c. Demonstrate an awareness of the context of the music through prepared performances.	<p>Students will sing expressively by:</p> <ul style="list-style-type: none"> - interpreting tempo markings (allegro, andante, adagio); - performing, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests; - interpreting dynamic markings (p, mp, mf, f, crescendo, diminuendo); - demonstrating expressive phrasing techniques; - responding to basic conducting patterns and interpretive gestures; and - using facial and physical expressions that reflect the mood and style of the music.

Responding

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
	Anchor Standard #7- Perceive and analyze artistic work.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
	Anchor Standard #8- Interpret intent and meaning in artistic work.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
	Anchor Standard #9- Apply criteria to evaluate artistic work.	Enduring Understanding: The personal evaluation of musical work(s) and performance (s) is informed by analysis, interpretation, and established criteria.
MU.RE.7.PE.5a	a. Identify reasons for selecting music based on characteristics found in the music	<p>Students will investigate aesthetic concepts related to music by:</p> <ul style="list-style-type: none"> - proposing a definition of music and supporting that definition; - identifying reasons for preferences among works of music, using music terminology; - describing the how the elements of music (e.g., dynamics, articulation, and tempo) can change the style and experience of the music; and - identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
MU.RE.7.PE.5b	b. Identify how the use of repetition, similarities, and contrasts inform the response to music.	
MU.RE.8.PE.5a	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	<p>Students will demonstrate collaboration and concert etiquette as a performer by:</p> <ul style="list-style-type: none"> - participating in a variety of performances; and - cooperating and collaborating as a singer during rehearsal.
MU.RE.9.PE.5a	a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	

Connecting

	Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.PE.5a	a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	Students will identify effects of society and culture on music by: - identifying ways in which culture influences choral music and vocal music styles; - identifying the relationship of choral music to the other fine arts and other fields of knowledge; and - defining relationships of content and processes of other art forms to the choral singing process; and - examining career options in music.
MU.CN.10.PE.5b	b. Identify reasons for selecting music based on connection to interest, and purpose or context.	
MU.CN.11.PE.5a	a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.5b	b. Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language arts).	