

DUSD Piano Piano 3 /4

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.HS1a	a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	Students will listen to presented work to develop 8-12 measures of harmony or solo within a presented work for performance or rehearsal that reinforce or support the original melodic content. b. Students will identify the elements within a presented work and use those elements to create new melodies or structured harmonies for performance or rehearsal. c. Students will record their improvised or structured harmonies to reflect their learning.
MU.CR.2.PE.HS1a	a. Select and develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	
MU.CR.2.PE.HS1b	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).	
MU.CR.3.PE.HS1a	a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	
MU.CR.3.PE.HS1b	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.HS1a	a. Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	<p><b>Learning Outcomes:</b> Students will rehearse and perform Show Choir literature using musical elements of voicing, contrasting styles, movement and choreography, and meaning for audiences and adjudication. <b>Success Criteria:</b> 1. Students will be assigned voicings to rehearse in sections and groups. 2. Students will gather and present appropriate footwear and rehearsal wear for dancing. 3. Students will learn basic dance steps and combinations for movement. 4. Students will move and sing at the same time. 5. Students will identify mood and character of presented materials. 6. Students will create active performances with facial expressions, body movement, vocal technique, and costuming as an ensemble and possibly solo. 7. Students will identify specific evidence of mood and meaning within presented literature to evaluate effective communication to peers and audience. 8. Students will strengthen and sing with appropriate, trained vocal technique. <b>Learning Outcomes:</b> Students will evaluate peers and personal performances within rehearsal and stage performances. <b>Success Criteria:</b> 1. Students will use musical vocabulary and concepts to discuss proficiency or areas of needed growth. 2. Students will watch recorded performances to identify movement errors and determine proficiency. 3. Students will listen to audio recordings of rehearsals and performances to evaluate proficiency. 4. Students will watch examples of other show choirs to compare and contrast within the capability of themselves and those who performed.</p>
MU.PR.4.PE.HS1b	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	
MU.PR.5.PE.HS1a	a. Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances.	
MU.PR.5.PE.HS1b	b. Use feedback from ensemble peers and other sources to refine performances.	
MU.PR.6.PE.HS1a	a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
MU.PR.6.PE.HS1b	b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
MU.PR.6.PE.HS1c	c. Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.	

<b>Responding</b>		
	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.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)

MU.RE.7.PE.HS1a	a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music	<b>Learning Outcomes:</b> Students will identify musical elements of key, rhythm, style, and genre that supports expression and conveyance of meaning. <b>Success Criteria:</b> 1. Students will compare Text/Lyric with Key, Rhythm, and Style to determine theme and mood. 2. Students will identify elements of choreography that convey textural meaning. 3. Student will identify melodic contour and harmonic structures that support meaning. 4. Student will develop repetitive musical elements of meaning found within presented material. <b>Learning Outcomes:</b> Students will use adjudication rubrics to evaluate rehearsal/performance. <b>Success Criteria</b> 1. Students will identify labels presented within the rubric. 2. Students will present examples from the music to support the rubric. 3. Students will present examples from performance/s/ that support the rubric. 4. Students will compare their scores with peers. 5. Students will use the rubric to personally score themselves and others. <b>Learning Outcome:</b> Students will examine literature with research to develop a Show Choir set. <b>Success Criteria</b> 1. Students will determine voicing and ability of group. 2. Students will identify and present literature that support their selected theme. 3. Students will provide choreography elements that reflect the capability of group and communicate meaning. 4. Students will research and locate costuming with costs and acquisition data. 5. Students will create a rehearsal grid for presented set. 6. Students will provide total costs for set.
MU.RE.7.PE.HS1b	b. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	
MU.RE.8.PE.HS1a	a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	
MU.RE.9.PE.HS1a	a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	

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.HS1a	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>Learning Outcome:</b> Students will identify personal preference and experiences which influence musical performance. <b>Success Criteria:</b> 1. Students will complete a personal preferences inventory. 2. Students will compare results with others and create groupings. 3. Students will identify elements found in current literature to support their likes/dislikes. 4. Students will provide strategies to support meaning and audience response. 5.
MU.CN.10.PE.HS1b	b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	
MU.CN.11.PE.HS1a	a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.HS1b	b. Explain and analyze how music is affected by one's knowledge outside the arts	
DA.CN.10.4a	a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.	
DA.CN.10.4b	b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.	

**DA.CN.11.4a**

**Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.**