

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.HS2a	a. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.	<p>Learning Outcome: Students will explore style, genre, and movement in presented literature and create original solo, harmonies, or movement depicting the literature genre, culture, and themes. Success Criteria: 1. Students will identify and give examples of genre and style in presented literature. 2. Students will present musical ideas reflected in presented music within small groups. 3. Students will create 4-8 measure examples of movement, song, or text that represents the given literature. 4. Students will evaluate personal performance with a rubric. 5. Students will give feedback to other performances using music vocabulary. Learning Outcome: Students will research and present differing genres and styles of music for performance. Success Criteria: 1. Students will identify genres and styles presented in literature studied. 2. Students will research and present elements of style and genre. 3. Students will identify capability of Students in their groups/section. 4. Students will create a visual, audio, and physical product reflecting their research. 5. Students will work with Students to create a physical representation of their research to perform. 6. Students will evaluate and give feedback.</p>
MU.CR.2.PE.HS2a	a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	
MU.CR.2.PE.HS2b	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.HS2a	a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	
MU.CR.3.PE.HS2b	b. Share personally-developed melodies, rhythmic passages, and arrangements individually or as an ensemble that address identified purposes.	

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.HS2a	a. Apply previously established criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	<p>Learning Outcomes: Students will rehearse, adjust, refine, and present literature for performance. Success criteria: 1. Students will actively participate within the rehearsal process. 2. Students will reflect and share rehearsal process with peers and director to develop endurance and best practices. 3. Students will complete brief reflection identifying best process. 4. Students will use performance rubrics for themselves and other choirs to evaluate and create effective rehearsal and performance strategies. Learning Outcomes: Students will utilize direct and reflect inquiry to determine strengths and weaknesses both personal and community to achieve goals. Success Criteria: 1. Students will be divided into groups/sections to develop strength of part singing. 2. Students will rehearse in group and privately to demonstrate vocal technique. 3. Students will evaluate themselves and their peers to identify specific vocal technique. 4. Students will complete a performance rubric. 5. Students will compare and contrast evaluation tools to develop best practices for rehearsal. Learning Outcome: Students will perform in public for an audience and reflect upon the performance in a rubric and discussion. 1. Student will rehearse literature to be performed. 2. Students will identify and discuss successful performances from themselves and others. 3. Students will exemplify proper vocal technique. 4. Students will determine the meaning of the literature presented. 5. Students will give examples of audience response during performance. 6. Students will complete and reflection rubric and compare results with the group.</p>
MU.PR.4.PE.HS2b	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform	
MU.PR.4.PE.HS2c	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performer's technical skill to connect with the audience.	
MU.PR.5.PE.HS2a	a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	
MU.PR.5.PE.HS2b	b. Use feedback from ensemble peers and other sources to refine performances and develop effective rehearsal strategies.	
MU.PR.6.PE.HS2a	a. Demonstrate mastery of the technical demands of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	
MU.PR.6.PE.HS2b	b. Demonstrate an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	
MU.PR.6.PE.HS2c	c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.	

Responding		
	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.HS2a	a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music	<p>Learning Outcomes: Students will identify style, genre, and meaning presented in literature studied for clues toward effective performance. Success Criteria: 1. Students will actively participate with rehearsal using proper vocal technique. 2. Students will give feedback. 3. Students will draw conclusions of meaning and presentation. 4. Students will actively share their journey within the rehearsal process. 5. Students will seek to support group success with feedback, sectional</p>

MU.RE.7.PE.HS2b	b. Explain how the analysis of structures and contexts inform the response to music.	<p>process. 5. Students will seek to support group success with feedback, sectional communication, personal practice. 6. Students will evaluate usage of literature and share ideas, challenges, and support. Learning Outcomes: Students will evaluate performance. Success Criteria: 1. Students will rehearse together and individually presented literature. 2. Students will determine accuracy and proficiency during rehearsal. 3. Students will identify and give support for best practices during rehearsal. 4. Students will inquire and respond to rehearsal challenges and achievements. 5. Students will perform. 6. Students will evaluate performance with a presented rubric. 7. Students will respond to rubric with conclusions of best practices and areas of needed growth.</p>
MU.RE.8.PE.HS2a	a. 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 varied researched sources.	
MU.RE.9.PE.HS2b	a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation 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.HS2a	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>Learning Objective: Students will evaluate the journey of rehearsal to performance relating to their daily lives. Success Criteria: 1. Students will actively rehearse. 2. Students will review literature and movement outside of rehearsal. 3. Students will share experiences musical interaction outside of rehearsal. 4. Students will identify and support the lives of the Students outside of rehearsal. 5. Students will share common bonds. 6. Students will evaluate performance citing evidence of time spent within and outside of rehearsal to determine effectiveness. Learning Outcome: Students will identify theme and artistic intent within presented work to promote effective rehearsal and predict audience response. Success Criteria: 1. Students will identify themes, meaning, and content of literature. 2. Students will learn and present movement to support meaning. 3. Students will present links from lyric, musical contour and harmonic structures, movements, and main ideas to support audience response. 4. Students will perform. 5. Students will evaluate performance, identifying audience response, performer accuracy, personal presentations, and director's notes.</p>
MU.CN.10.PE.HS2b	b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	
MU.CN.11.PE.HS2a	a. Analyze how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.HS2b	b. 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.	

DUSD Piano Piano Studio

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Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.PE.HS3a	a. Compose and improvise musical ideas for a variety of purposes and contexts.	Learning Outcomes: Students will compose 4-8 measure solos or harmonic structures to support presented literature. 1. Students will identify music composition elements of: Key, Time signature, Harmonic rhythm, Voicing, Genre, Style. 2. Students will find motives of rhythmic and musical notation that recur or are indicative of the literature. 3. Students will improvise using these motives. 4. Students will use the major scale to create melodic motives for the literature. 5. Students will create rhythms and apply the tones. 6. Students will perform examples. 7. Students will give feedback to peers and discuss. 8. Students will record examples. 9. Students will complete a rubric identifying process, elements, and effectiveness of composition.
MU.CR.2.PE.HS3a	a. Select and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
MU.CR.2.PE.HS3b	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.HS3a	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	
MU.CR.3.PE.HS3b	b. Share personally-developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes.	

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.
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MU.PR.4.PE.HS3a	a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	<p>Learning Outcome: Students will present a SHOW CHOIR Set for performance and/or adjudication. Success Criteria. 1. Students will audition to demonstrate vocal technique, movement ability, and performance persona. 2. Students will be grouped into section. 3. Students will rehearse literature vocally and using choreography. 4. Students will identify themes and meanings presented within literature. 5. Students will evaluate rehearsals to determine best practices. 6. Students will rehearse in section and personally to improve proficiency. 7. Students will perform. 8. Students will reflect using a rubric. Learning Outcome: Students will develop rehearsal techniques to address technical error, vocal proficiency and set performance. Success Criteria 1. Students will actively rehearse. 2. Students will identify and demonstrate vocal warm ups, stretching, and other devices used to prepare for rehearsal. 3. Students will respond with feedback and personal evidence during rehearsal. 4. Students will divide into groups and share obstacles and successes during rehearsals. 5. Students will provide strategies to address difficulties of meaning, musicality, and movement. 6. Students will record rehearsals to evaluate their proficiency. Learning Outcome: Students will provide leadership and example for all Students. Success criteria 1. Students will share personal journey of music performance. 2. Students will compare and contrast struggle, success, and goals. 3. Students will identify goal of group. 4. Students will actively reflect and respond to develop best practices for group. 5. Students will evaluate performances using varied rubrics. 6. Students will share personal reflection and group support.</p>
MU.PR.4.PE.HS3b	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform	
MU.PR.4.PE.HS3c	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performer's technical skill to connect with the audience.	
MU.PR.5.PE.HS3a	a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	
MU.PR.5.PE.HS3b	b. Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.	
MU.PR.6.PE.HS3a	a. Demonstrate an understanding and mastery of the technical demands of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
MU.PR.6.PE.HS3b	b. Demonstrate an understanding and mastery of the expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
MU.PR.6.PE.HS3c	c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.	

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MU.RE.7.PE.HS3a	a. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music	<p>Learning Outcomes: Students will respond and develop meaning within presented literature using personal experience, research, style and genre, and determined themes to grow through performance. Success Criteria: 1. Students will actively rehearse literature. 2. Students will examine lyric/text, musical contours and structures, rhythmic devices, style and genre to support meaning. 3. Students will evaluate rehearsals for expressive evidence. 4. Students will discuss personal journey.</p>

MU.RE.7.PE.HS3b	b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	evaluate rehearsals for expressive evidence. 4. Students will discuss personal journey and relate to others in a respectful, positive structure. 5. Students will complete rehearsal and performance reflections and rubrics to document thoughts, successes, and areas of needed growth.
MU.RE.8.PE.HS3a	a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	
MU.RE.9.PE.HS3b	a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.	

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MU.CN.10.PE.HS3a	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Learning Outcomes: Students will respond and develop meaning within presented literature using personal experience, research, style and genre, and determined themes to grow through performance. Success Criteria: 1. Students will actively rehearse literature. 2. Students will examine lyric/text, musical contours and structures, rhythmic devices, style and genre to support meaning. 3. Students will evaluate rehearsals for expressive evidence. 4. Students will discuss personal journey and relate to others in a respectful, positive structure. 5. Students will complete rehearsal and performance reflections and rubrics to document thoughts, successes, and areas of needed growth.
MU.CN.10.PE.HS3b	b. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.	
MU.CN.11.PE.HS3a	a. Justify how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.HS3b	b. Analyze how music and other art forms involve and are 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.	
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