

Creating

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| | 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.8a | a. Compose and improvise ideas for melodies and rhythmic passages based on 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.8a | a. Develop melodies and rhythmic passages 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.8b | 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 continue to 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 presto, 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.8a | a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed 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.8b | b. Share personally-developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal. | |

Performing/ Presenting/ Producing

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| | 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.8a | a. Select repertoire to study/perform based on interest, music reading and performing/technical abilities. | Students will sing choral literature of appropriate quality and difficulty for this age group as identified by national and state organizations |

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| MU.PR.4.PE.8b | b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed. | Students will sing a wide variety of repertoire from different cultures, styles, and time periods |
| MU.PR.5.PE.8a | a. Develop strategies to address technical challenges in a varied repertoire of music. | Students will sing music written in unison, two-part, three-part, or four-part harmony. Students will sing polyphonic music Students will develop correct choral posture. Students will develop correct choral breathing skills. |
| MU.PR.5.PE.8b | b. Use feedback from ensemble peers and other sources to refine performances. | Students will develop the technique to sing with a free, clear tone. Students will continue to identify and learn Ensemble Singing skills they have begun to develop in previous grades. Students will develop their ability to follow their parts off a vocal score |
| MU.PR.6.PE.8a | a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. | Students will develop awareness for intonation by discriminating between in-tune and out-of-tune singing. Students will respond to conducting for changing and asymmetric meters. |
| MU.PR.6.PE.8b | b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. | Students will listen to recordings and evaluate their own progress and contribution, evaluate the progress of the entire ensemble, and compare recordings of their own performances with exemplary models. |
| MU.PR.6.PE.8c | c. Demonstrate an understanding of the context of the music through prepared performances. | Students will demonstrate correct concert behavior as a performer and an audience member. |

Responding

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| | 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.8a | a. Explain reasons for selecting music citing characteristics found in the music | Students will identify and demonstrate understanding of themes in musical selections and concerts. |
| MU.RE.7.PE.8b | b. Describe how the elements of music are manipulated to inform the response to music. | |
| MU.RE.8.PE.8a | a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text | Students will evaluate, analyze, and interpret musical works of their own and of others. |
| MU.RE.9.PE.8a | a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music. | |

Connecting

| Connecting | | |
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| | 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.8a | a. Identify and explain the roles and impact music plays in one's life and the lives of others. | Students will sing a wide variety of repertoire from different cultures, styles, and time periods |
| MU.CN.10.PE.8b | b. Explain reasons for selecting music citing connections to interest, purpose, and context. | |
| MU.CN.11.PE.8a | a. Identify and explain how context can inform the expressive intent and meaning of a musical pe | Students will identify the uses of music in society and culture and define relationships of content and processes of other art forms to the choral singing process. Students will identify the effects of society, culture, and technology on music. |
| MU.CN.11.PE.8b | b. Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language 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. | Students will learn choreography to their selected repertoire, enhancing their movement skills and growing as both singers and dancers Students will work to enhance stamina while singing and dancing, stretching daily, and learning healthy habits to enhance their own personal health. |
| 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. | |