

DUSD Music
7/8 Ukulele

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.HI.5a	a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies	Students will perform, using standard notation consistent with the genre (e.g. chord charts, tabs, lead sheets), and audio record improvisation that is a minimum of 4 measures.
MU.CR.2.HI.5a	a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Students will use teacher specified criteria to evaluate a musical performance.
MU.CR.3.HI.5b	b. Share final versions of simple melodies (such as twophrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	Students will perform an original composition for the class. Students will identify and play individual notes on strings (using standard notation)

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.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.PR.4.HI.5a	a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	Students will play a solo for the class. Students will play creative pieces that build strong technical skills. Students will utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names.)
MU.PR.4.HI.5b	b. Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.	Students will maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters. Students will be able to describe and demonstrate: • how to properly take the ukulele out of its case, hold the instrument properly, and sit in rest position; • note names of the strings on the ukulele; • proper strumming techniques for a variety of musical styles/genres; • how to play beginning chords; and • how to read music using chord charts.
MU.PR.4.HI.8c	c. Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments	Students will play a variety of repertoire from different cultures, styles, and time periods.
MU.PR.5.HI.5a	a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for	Students will utilize teacher specified criteria to evaluate a musical performance

	music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Students will utilize teacher specified criteria to evaluate a musical performance. Students will perform independent parts while others play contrasting parts (e.g., level 5-1). Students will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
MU.PR.6.HI.5a	a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Students will maintain a steady tempo while performing materials being studied. Demonstrate correct performance and concert etiquette.

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.HI.5a	a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.	Students will identify and describe how changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music. Students will describe musical characteristics that make a piece of music appropriate for a specific event or function.
MU.RE.7.HI.5b	b. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	Students will describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music. Students will utilize appropriate terminology to describe and explain music.
MU.RE.8.HI.5a	a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	Students will identify and describe characteristics intended by the composer and/or performer to evoke a mood in a piece of music. Students will show respect for personal work and the work of others through appropriate critique.
MU.RE.9.HI.5a	a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	Students will evaluate the effect of audience and performers' behavior on the performance. Students will demonstrate correct concert behavior as a performer and an audience member.

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.HI.5a	a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	Students will understand the general historical background of the ukulele and its role in the American Popular music genre.

		Students will describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.
MU.CN.10.HI.5b	b. Identify reasons for selecting music based on connection to interest, and purpose or context.	Students will identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.
MU.CN.11.HI.5a	a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	Students will be able to identify and discuss their preference for specific musical works and styles. Students will recognize the composers's motivations and context (elg., historical, social, cultural) for creating the music being performed by the students.
MU.CN.11.HI.5b	b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts)	Students will identify the uses of music in society and culture and define relationships of content and processes of other art forms to the playing of instrumental music. Students will identify the effects of society, culture, and technology on music. Students will understand the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.