

**DUSD Music Benchmarks  
1st Grade**

<b>Creating</b> <b>Anchor Standard #1- Generate and conceptualize artistic ideas and work</b> <b>Anchor Standard #2- Organize and Develop artistic ideas and work</b> <b>Anchor Standard #3- Refine and complete artistic work</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
MU.CR.1.1a	With appropriate guidance, improvise musical ideas (e.beat, meter, and rhythm).	TSW be able to create short melodic/rhythmic phrases with their voice and body that identify strong/weak beats and their groupings. (Traditional/Non-Traditional Notation)
MU.CR.1.1b	With appropriate guidance, generate musical ideas in multiple tonalities (e.major, minor, modal, and pentatonic) and meters (e.duple, triple, simple, and compound).	TSW be able to create and/or identify major and minor tonalities and progressing meters such as simple, duple, and triple
MU.CR.2.1a	With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e. expressive intent).	TSW be able to express/share/demonstrate their favorite musical ideas and why they feel that way (i.e.I like to _____because_____)
MU.CR.2.1b	With appropriate guidance use notation to document and organize personal or collective musical ideas.	TSW be able to construct simple musical ideas using traditional/ non-traditional notation, alone or with others
MU.CR.3.1a	With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	TSW be able to apply personal/peer/teacher feedback in refining their personal musical ideas
MU.CR.3.1b	With appropriate guidance, present a final version of personal or collective musical ideas to peers or informal audience.	TSW present a final version of personal/collective musical ideas to peers or an informal audience.

<b>Performing/ Presenting/ Producing</b> <b>Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.</b> <b>Anchor Standard #5- Develop and refine artistic work for presentation.</b> <b>Anchor Standard #6- Convey meaning through the presentation of artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
MU.PR.4.1a	With appropriate guidance, demonstrate and state personal interest in varied musical selections (e. knowledge, purpose).	TSW express their personal interest in musical selections provided by the teacher, including why they think/feel the way they do and how that connects to specific areas within the music.
MU.PR.4.1b	With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.beat and melodic contour).	TSW demonstrate understanding of musical concepts (beat/melodic contour) in music from various cultures.
MU.PR.4.1c	With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e. traditional notation).	TSW, with teacher guidance, read/sing/play/use movement to perform simple rhythms/melodic patterns using traditional notation.
MU.PR.4.1d	Explore and describe musical concepts (e.voice quality, movement, dynamics, tempo, and melodic contour).	TSW explore various musical concepts and be able to describe them (ie. voice quality/movement/dynamics/tempo/melodic contour).
MU.PR.5.1a	With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.	TSW work with the teacher, on their own, and with peers to determine ways to evaluate their performance and how to improve.
MU.PR.5.1b	With appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	TSW work with the teacher to apply suggested strategies in rehearsal to address various interpretive challenges of music.
MU.PR.6.1a	With appropriate guidance, perform music with expression (e.dynamics).	TSW perform music with expression (tone/tempo/dynamics)
MU.PR.6.1b	Perform appropriately for the audience and occasion.	TSW perform appropriately for the audience/occasion.

<b>Responding</b> <b>Anchor Standard #7- Perceive and analyze artistic work.</b> <b>Anchor Standard #8- Interpret intent and meaning in artistic work.</b> <b>Anchor Standard #9- Apply criteria to evaluate artistic work.</b>		
<b>Standard #</b>	<b>Standard</b>	<b>Learning Objectives (What specifically does this look like for our students in Dysart?)</b>
MU.RE.7.1a	With appropriate guidance, list personal musical interests.	TSW verbally identify or draw a picture of what music they are interested in..
MU.RE.7.1b	With appropriate guidance, demonstrate musical concepts in various styles of music (e.beat and pitch)	Using a variety of musical selections, TSW demonstrate understanding of beat and pitch. (verbally/physically/etc.)
MU.RE.8.1a	With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.dynamics).	TSW identify specific expressive musical attributes (ie. dynamic markings, etc) while watching or listening to a performance.

MU.RE.9.1a	With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	TSW verbally express their opinion of a musical work/performance (verbally/physically/written/drawn/etc).
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<b>Connecting</b> <b>Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.</b> <b>Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b>		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.1a	With appropriate guidance, express personal preferences in music.	TSW verbally express their preference in music.
MU.CN.10.1b	With appropriate guidance, explore various uses of music in daily experiences (e.songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	TSW explore, discover,and have awareness for various uses of music in their every day life.
MU.CN.11.1a	With appropriate guidance, explore relationships between musics and other content areas (e.dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	TSW explore relationships between music and other content areas.
MU.CN.11.1b	With appropriate guidance, explore how context (e.social, cultural, and historical) can inform a performance.	TSW explore how certain performances are affected by social, cultural, and historical circumstances.