

DUSD Music Benchmarks

2nd Grade

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.2a	Improvise rhythmic and melodic patterns and 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, and write down their ideas (Traditional/Non-Traditional Notation)
MU.CR.1.2b	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.2.2a	Demonstrate and explain personal reasons for selecting musical ideas (e.patterns and ideas).	TSW be able to express/share/demonstrate musical ideas and why they chose them
MU.CR.2.2b	Use notation to document personal or collective musical ideas (e.sequencing).	TSW be able to construct simple musical ideas using traditional/ non-traditional notation, alone or with others (sequencing)
MU.CR.3.2a	Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	TSW be able to apply personal/peer/teacher feedback in revising their personal musical ideas.
MU.CR.3.2b	Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.	TSW present a final version of personal/collective musical ideas to peers or an informal audience.

Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.PR.4.2a	With appropriate guidance, demonstrate and state personal interest in varied musical selections.	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.4.2b	Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.meter and tonality).	TSW demonstrate understanding of musical concepts (meter/tonality) in music from various cultures.
MU.PR.4.2c	Read and perform rhythmic and melodic patterns using notation.	TSW, with teacher guidance, read/sing/play/use movement to perform rhythmic/melodic patterns using notation.
MU.PR.4.2d	Demonstrate an understanding of musical concepts (e.physical, verbal, or written response	TSW explore various musical concepts and be able to describe them using verbal, physical, or written responses.
MU.PR.4.2e	understanding of musical concepts and how creators use them to convey expressive intent).	TSW demonstrate understanding of musical concepts and how they are used to convey expressive intent by the composer.
MU.PR.5.2a	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.5.2b	With an appropriate level of independence 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.6.2a	Perform music with appropriate expression and technique (e.posture, tone, and breath support).	TSW perform music with expression (posture/tone/breath support).
MU.PR.6.2b	Perform appropriately for the audience and occasion.	TSW perform appropriately for the audience/occasion.

Responding Anchor Standard #7- Perceive and analyze artistic work. Anchor Standard #8- Interpret intent and meaning in artistic work. Anchor Standard #9- Apply criteria to evaluate artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.RE.7.2a	List and explain personal musical interests.	TSW verbally identify or create a list of what music they are interested in..
MU.RE.7.2b	Demonstrate and identify how specific musical concepts are used in various styles of music (e.meter and tonality).	TSW identify meter and totality in various musical selections.
MU.RE.8.2a	Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent (e.tempo, dynamics, mood, and emotion).	TSW demonstrate knowledge of tempo, dynamics, mood, and emotion while watching or listening to a performance.
MU.RE.9.2a	Apply teacher-provided criteria to evaluate musical works and performances.	TSW use provided criteria to evaluate musical works/performances

Connecting Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.2a	Express personal preferences in music.	TSW verbally express their preference in music.
MU.CN.10.2b	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.11.2a	Explore relationships between musics and other content areas (e.such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	TSW explore relationships between music and other content areas.
MU.CN.11.2b	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.