

DUSD Music Benchmarks
3rd 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.1.3a	Improvise rhythmic and melodic ideas (e.beat, meter, and rhythm).	TSW 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.1.3b	Generate musical ideas (e.rhythms and melodies) within specified tonality and/or meter.	TSW be able to create musical ideas using major and minor tonalities and progressing meters..
MU.CR.2.3a	Demonstrate selected musical ideas for a simple improvisation or composition.	TSW be able to express/share/demonstrate musical ideas for a simple improvisation or composition
MU.CR.2.3b	Use notation to document personal or collective rhythmic and melodic musical ideas (e. sequencing).	TSW be able to construct rhythmic and melodic musical ideas using traditional/ non-traditional notation, alone or with others (sequencing)
MU.CR.3.3a -	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.	TSW be able to apply personal/peer/teacher feedback in revising their personal musical ideas.
MU.CR.3.3b	Present the final version of personally or collectively created music to others and explain their creative process.	TSW present a final version of personal/collective musical ideas to others and explain their creative process.

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.4.3a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	TSW identify and explain (verbal/written) possible motivations for why a musical selection being performed was chosen.
MU.PR.4.3b -	Demonstrate understanding of the form in music selected for performance.	TSW demonstrate understanding of musical form in their pieces they are performing.
MU.PR.4.3c -	Read and perform rhythmic patterns and melodic phrases using notation.	TSW read/perform rhythmic patterns and melodic phrases using notation.
MU.PR.4.3d	Demonstrate an understanding of musical concepts (e.physical, verbal, or written response	TSW demonstrate (physical/verbal/written) an understanding of musical concepts.
MU.PR.4.3e -	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.5.3a -	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performanc	TSW work with the teacher, on their own, and with peers to determine ways to evaluate their performance and how to improve.
MU.PR.5.3b -	With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	TSW work independently and with the teacher to rehearse and refine technique/expression/identified performance challenges.
MU.PR.6.3a -	Perform music with appropriate expression and technique (e.mallet placement	TSW perform music with expression and technique (posture/tone/breath support/mallet placement/etc).
MU.PR.6.3b	Demonstrate performance and audience decorum appropriate for the occasion.	TSW perform appropriately for the audience/occaision.

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.7.3a	Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	TSW identify the influences that lead to their personal music preferences
MU.RE.7.3b	Demonstrate and explain how musical concepts and contexts affect responses to music (e. personal and social).	TSW explain how music makes them feel, using musical terms.
MU.RE.8.3a	Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.	TSW demonstrate knowledge of tempo, dynamics, mood, and emotion while watching or listening to a performance.

MU.RE.9.3a	Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	Using musical terms, TSW verbally express their opinion of a musical work.
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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.10.3a	Identify pieces of music that are important to one's family	TSW recognize pieces of music that are important to their own family.
MU.CN.10.3b	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.11.3a	Explore and describe 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.11.3b	Describe how context (e.social, cultural, and historical) can inform a performance.	TSW explore how certain performances are affected by social, cultural, and historical circumstances.