

**DUSD Music Benchmarks
5th 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.1.5a	Improvise rhythmic, melodic, and harmonic ideas (e.beat, meter, rhythm, harmony, and tonality).	TSW create short melodic/rhythmic/harmonic phrases with their voice/body that identify the various elements of the composition, and write down their ideas (Traditional Notation)
MU.CR.1.5b	Generate musical ideas (e.rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.	TSW be able to create musical ideas(rhythms, melodies, simple accompaniment patterns, and simple chord changes) using progressing meters
MU.CR.2.5a	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.	TSW be able to express/share/demonstrate/organized musical ideas for a simple improvisation/arrangement/composition
MU.CR.2.5b	Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.chords).	TSW be able to construct simple musical ideas using notation, alone or with others (rhythmic, melodic, 2-3 chord harmonies)
MU.CR.3.5a	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	TSW be able to explain their reasons for making revisions to created musical ideas based on evaluation criteria/feedback from the teacher.
MU.CR.3.5b	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.4.5a	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.4.5b -	Demonstrate understanding of the form in music selected for performance.	TSW demonstrate understanding of musical form in their pieces they are performing.
MU.PR.4.5c	Read and perform using notation (e.syncopation).	TSW read and perform using notation (ie.syncopation).
MU.PR.4.5d	- Demonstrate an understanding of musical concepts (e.physical, verbal, or written response	TSW demonstrate (physical/verbal/written) an understanding of musical concepts.
MU.PR.4.5e	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.5.5a	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	TSW use teacher and collaboratively-developed criteria and feedback to evaluate personal/ensemble performance.
MU.PR.5.5b	- 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.6.5a	- Perform music with appropriate expression, technique, and interpretation.	TSW perform with appropriate expression/technique/interpretation.
MU.PR.6.5b	- Demonstrate performance and audience decorum appropriate for the occasion.	TSW demonstrate appropriate performance and audience behavior for the 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.		
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Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.RE.7.5a	Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	TSW identify, describe, and justify how the influences in their lives connect to their personal music preferences.
MU.RE.7.5b	Demonstrate and explain how musical concepts and contexts affect responses to music.	TSW explain how music makes them feel, using correct musical terms.
MU.RE.8.5a	Demonstrate and describe expressive attributes and how they support creators'/performers' expressive intent.	TSW demonstrate knowledge of various expressive attributes (dynamics, mood, tempo, etc.) while watching or listening to a performance and explain how those choices support the composer's expressive intent for the piece. .
MU.RE.9.5a	Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	Using musical terms, TSW express their opinion and evaluate a musical work, either verbally or written.

<p style="text-align: center;">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.</p>		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.5a	Explain why particular pieces of music are important to one's family or cultural heritage.	TSW identify music that is important to their own family and also explain why the music is important to their culture
MU.CN.10.5b	Describe the roles and impact various musics plays in one's life and the lives of others.	TSW describe how music affects their own life and the lives around them.
MU.CN.11.5a	Explain relationships between musics and other content areas (e.dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	TSW explain relationships between music and other content areas.
MU.CN.11.5b	Describe how context (e.social, cultural, and historical) can inform a performance.	TSW describe how certain performances are affected by social, cultural, and historical circumstances.