

DUSD Music Benchmarks
6th 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.1.6a	Improvise rhythmic, melodic, and harmonic ideas within a specified form (e.AB, ABA, rondo, theme and variations, etc).	TSW create short melodic/rhythmic/harmonic phrases with their voice/body that identify the various elements of the composition, including musical form, and write down their ideas (Traditional Notation)
MU.CR.1.6b	Generate musical ideas (e.rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.	TSW be able to create musical ideas (rhythms, melodies, simple accompaniment patterns, and simple chord changes) within related tonalities, meters, and specified form.
MU.CR.2.6a	Demonstrate selected and developed ideas for improvisations, arrangements, or compositions with (e.defined beginning, middle, and ending).	TSW be able to produce a musical composition arranged with a beginning, middle and end.
MU.CR.2.6b	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.3.6a	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.3.6b	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.4.6a	Select music to perform using teacher-provided criteria.	TSW identify musical selections they would like to perform and give justifications as to why those selections fit the performance/setting/group.
MU.PR.4.6b	Demonstrate understanding of the form in music selected for performance.	TSW demonstrate understanding of musical form in their pieces they are performing.
MU.PR.4.6c	Read and perform using notation (e.syncopation).	TSW read and perform using notation (ie.syncopation).
MU.PR.4.6d	Explain how interpretation is connected to expressive intent (e.Context)	TSW explain (verbal/written) how interpretation is connected to expressive intent (ie. Context).
MU.PR.5.6a	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.5.6b	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.6.6a	Perform music with appropriate expression, technique, and interpretation.	TSW perform music with appropriate expression/technique/interpretation.
MU.PR.6.6b	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.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.RE.7.6a	Compare and contrast one's listening preferences with those of others.	TSW compare and contrast their personal musical preferences with those of their classmates.
MU.RE.7.6b	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.8.6a	Demonstrate and describe expressive attributes and context 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.9.6a	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.

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.10.6a	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.10.6b	Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.	TSW reflect upon how music affects their own life and the lives around them.