

**DUSD Music Benchmarks  
7th 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.1.7a	Improvise rhythmic, melodic, and harmonic phrases 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.1.7b	Generate coherent musical ideas (e.rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.	TW be able to create musical ideas (rhythms, melodies, simple accompaniment patterns, and simple chord changes) within related tonalities, meters, and specified form.
MU.CR.2.7a	Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.with unity and variety).	TSW be able to produce a musical composition arranged with unity and variety.
MU.CR.2.7b	Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	TSW be able to construct simple musical ideas using notation, alone or with others (rhythmic, melodic, harmonic sequences)
MU.CR.3.7a	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	TSW be able to explain their reasons for making revisions to created musical ideas based on evaluation criteria/feedback from their teacher/peers.
MU.CR.3.7b	Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	TSW present a final version of personal/collective musical ideas to others and explain their creative process.

<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.4.7a	Select music to perform using teacher-provided criteria and explain reasons for choices.	TSW identify musical selections they would like to perform and give justifications as to why those selections fit the performance/setting/group.
MU.PR.4.7b	Demonstrate understanding of the form in music selected for performance.	TSW demonstrate understanding of musical form in their pieces they are performing.
MU.PR.4.7c	Read and perform using notation (e.syncopation).	TSW read and perform using notation (ie.syncopation).
MU.PR.4.7d	Explain how interpretation is connected to expressive intent in various musics.	TSW explain (verbal/written) how interpretation is connected to expressive intent for various styles of music (ie. Context).
MU.PR.5.7a	Apply 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.5.7b	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.6.7a	Perform music with appropriate expression, technique, and interpretation.	TSW perform music with appropriate expression/technique/interpretation.
MU.PR.6.7b	Demonstrate performance and audience decorum appropriate for the occasion.	TSW demonstrate appropriate performance and audience behavior for the 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>		
--	--	--

Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.RE.7.7a	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.7.7b	Classify and explain, citing evidence, how musical concepts, design, and contexts affect responses to music (e.personal and social).	TSW list and explain how musical concepts affect the human response to music.
MU.RE.8.7a	Classify 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.9.7a	Apply 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;"><b>Connecting</b></p> <p style="text-align: center;"><b>Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.</b></p> <p style="text-align: center;"><b>Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.7a	Identify examples of how music helps to create a sense of identity, community, and solidarity.	TSW demonstrate knowledge of how music can create a sense of identity, community, and solidarity.
MU.CN.10.7b	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.