

DUSD Choir
HS Mixed Choir

Creating		
	Anchor Standard #1- Generate and conceptualize artistic ideas and work	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
	Anchor Standard #2- Organize and Develop artistic ideas and work	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
	Anchor Standard #3- Refine and complete artistic work	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.PE.HS1a	a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	Learning Intent: Singers will sing 1-4 measure improvised solo or harmony for a specific studied work. Success criteria: 1. Students will identify the key and major scale tones. 2. Students will identify triad tones and be able to sing them independently. 3. Students will identify time signature and genre of music. 4. Students will sing tonic triads in an assigned rhythm as the accompaniment is played. 4. Students will create a rhythm that reflects the piece but is original at one point. 5. Students will sing using triad tones and developed rhythm independent of piece. 6. Student will sing improvised/created elements with accompaniment.
MU.CR.2.PE.HS1a	a. Select and develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	
MU.CR.2.PE.HS1b	b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	
MU.CR.3.PE.HS1a	a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	
MU.CR.3.PE.HS1b	b. Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.	

Performing/ Presenting/ Producing		
	Anchor Standard #4- Analyze, interpret , and select artistic work for presentation.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
	Anchor Standard #5- Develop and refine artistic work for presentation.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
	Anchor Standard #6- Convey meaning through the presentation of artistic work.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)

MU.PR.4.PE.HS1a	a. Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	<p>Learning Outcomes: Students will identify and evaluate director chosen repertoire using a three tiered measurement of difficulty, performance application, and learning opportunities. Success Criteria: 1. Students will identify genre of music presented. 2. Students will identify tessitura or range of voicing. 3. Students will identify time signature, key signature, number measures, and determine active singing. 4. Students will identify usage of song: Festival, Concert, Competition, School Functions. 5. Students will identify areas of difficulty and areas of proficiency during rehearsal process. 6. After presenting work, students will compile all previous information and determine the effectiveness of the work. Learning Outcomes: Students will actively identify difficulties and successes within the rehearsal process to determine effective singing. Success Criteria: 1. Students will identify time signature and number measures of work. 2. Students will identify voicing and areas of ensemble or solo singing. 3. Students will identify key signature and identify solfege of major scale. 4. During rehearsal student will respond to director's instruction verbally and conducting cues. 5. Students will actively respond to director questioning. 6. Students will determine areas of proficiency or acquisition and areas of difficulty or failure and communicate these to peers and director. 7. Students will provide rationale for proficiency or ability and conjecture for solutions. Learning Outcomes: Students will evaluate performance. Success Criteria: 1. Students will identify purpose of presented repertoire. 2. Students will identify elements of difficulty surpassed during performance and areas of approaching proficiency for further study. 3. Students will compare rehearsal and performance to establish successful outcomes. 4. Students will compare current performance with previous performance to identify growth or regression. 5. Students will work in groups to develop strategies for continued growth.</p>
MU.PR.4.PE.HS1b	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	
MU.PR.5.PE.HS1a	a. Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances.	
MU.PR.5.PE.HS1b	b. Use feedback from ensemble peers and other sources to refine performances.	
MU.PR.6.PE.HS1a	a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
MU.PR.6.PE.HS1b	b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
MU.PR.6.PE.HS1c	c. Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.	

<h2>Responding</h2>		
	Anchor Standard #7- Perceive and analyze artistic work.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
	Anchor Standard #8- Interpret intent and meaning in artistic work.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
	Anchor Standard #9- Apply criteria to evaluate artistic work.	Enduring Understanding: The personal evaluation of musical work(s) and performance (s) is informed by analysis, interpretation, and established criteria.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)

MU.RE.7.PE.HS1a	a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music	<p>Learning Outcome: Students will be able to identify key elements of genre, style, and appropriateness of literature presented and sung within class. Success criteria: 1. Students will be presented with specific genre and supported with director evidence/explanation. 2. Students will compare and contrast style and genre. 3. Students will identify evidence of style and genre in presented music. 4. Student will identify and explain how text, musical contour, and rhythm determine style or genre. 5. Students will examine presented work for emotional content citing key ideas.</p> <p>Learning Outcome: Students will evaluate current repertoire to determine effectiveness of meaning. Success Criteria: 1. Students will examine work using text/lyric and musical contour and harmonic choices to determine congruency. 2. Students will compare and contrast rehearsal and performance identifying effectiveness of meaning of work. 3. Students will review performance and evaluate audience's responses. 4. Students will develop a list of successful strategies to communicate meaning while performing.</p>
MU.RE.7.PE.HS1b	b. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	
MU.RE.8.PE.HS1a	a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	
MU.RE.9.PE.HS1a	a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	

Connecting		
	Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.PE.HS1a	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<p>Learning Outcomes: Students will present preference and personal success with music rehearsed and performed citing personal bias, group intent, and audience successes. Success Criteria 1. Student will participate within group discussions responding to evaluation of rehearsal and performance. 2. Student will respectfully present personal bias and dissent during discussions. 3. Students will provide evidence for personal constructive opinion. 3. Students will supply musical reference for opinion. 4. Students will develop music vocabulary to present opinion. 5. Students will honor other thoughts with elaborative or supportive comments.</p>
MU.CN.10.PE.HS1b	b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	
MU.CN.11.PE.HS1a	a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.HS1b	b. Explain and analyze how music is affected by one's knowledge outside the arts	