

DUSD Choir HS Varsity Show Choir

Creating		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.PE.HS3a	a. Compose and improvise musical ideas for a variety of purposes and contexts.	Learning Outcomes: Students will compose 4-8 measure solos or harmonic structures to support presented literature. 1. Students will identify music composition elements of: Key, Time signature, Harmonic rhythm, Voicing, Genre, Style. 2. Students will find motives of rhythmic and musical notation that recur or are indicative of the literature. 3. Students will improvise using these motives. 4. Students will use the major scale to create melodic motives for the literature. 5. Students will create rhythms and apply the tones. 6. Students will perform examples. 7. Students will give feedback to peers and discuss. 8. Students will record examples. 9. Students will complete a rubric identifying process, elements, and effectiveness of composition.
MU.CR.2.PE.HS3a	a. Select and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsals.	
MU.CR.2.PE.HS3b	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.HS3a	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacherprovided criteria.	
MU.CR.3.PE.HS3b	b. Share personally-developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes.	

Performing/ Presenting/ Producing		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
	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.

MU.PR.4.PE.HS3a	a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	<p>Learning Outcome: Students will present a SHOW CHOIR Set for performance and/or adjudication. Success Criteria. 1. Students will audition to demonstrate vocal technique, movement ability, and performance persona. 2. Students will be grouped into section. 3. Students will rehearse literature vocally and using choreography. 4. Students will identify themes and meanings presented within literature. 5. Students will evaluate rehearsals to determine best practices. 6. Students will rehearse in section and personally to improve proficiency. 7. Students will perform. 8. Students will reflect using a rubric. Learning Outcome: Students will develop rehearsal techniques to address technical error, vocal proficiency and set performance. Success Criteria 1. Students will actively rehearse. 2. Students will identify and demonstrate vocal warm ups, stretching, and other devices used to prepare for rehearsals. 3. Students will respond with feedback and personal evidence during rehearsal. 4. Students will divide into groups and share obstacles and successes during rehearsals. 5. Students will provide strategies to address difficulties of meaning, musicality, and movement. 6. Students will record rehearsals to evaluate their proficiency. Learning Outcome: Students will provide leadership and example for all singers. Success criteria 1. Students will share personal journey of music performance. 2. Students will compare and contrast struggle, success, and goals. 3. Students will identify goal of group. 4. Students will actively reflect and respond to develop best practices for group. 5. Students will evaluate performances using varied rubrics. 6. Students will share personal reflection and group support.</p>
MU.PR.4.PE.HS3b	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform	
MU.PR.4.PE.HS3c	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performer's technical skill to connect with the audience.	
MU.PR.5.PE.HS3a	a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	
MU.PR.5.PE.HS3b	b. Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.	
MU.PR.6.PE.HS3a	a. Demonstrate an understanding and mastery of the technical demands of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
MU.PR.6.PE.HS3b	b. Demonstrate an understanding and mastery of the expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
MU.PR.6.PE.HS3c	c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.	

Responding

	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.HS3a	a. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music	Learning Outcomes: Students will respond and develop meaning within presented literature using personal experience, research, style and genre, and determined themes to grow through performance. Success Criteria: 1. Students will actively rehearse literature. 2. Students will examine lyric/text, musical contours and structures, rhythmic devices, style and genre to support meaning. 3. Students will evaluate rehearsals for supporting evidence. # Students will discuss how to support meaning.

MU.RE.7.PE.HS3b	b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	evaluate rehearsals for expressive evidence. 4. Students will discuss personal journey and relate to others in a respectful, positive structure. 5. Students will complete rehearsal and performance reflections and rubrics to document thoughts, successes, and areas of needed growth.
MU.RE.8.PE.HS3a	a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	
MU.RE.9.PE.HS3b	a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.	

Connecting

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.
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CN.10.PE.HS3a	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Learning Outcomes: Students will respond and develop meaning within presented literature using personal experience, research, style and genre, and determined themes to grow through performance. Success Criteria: 1. Students will actively rehearse literature. 2. Students will examine lyric/text, musical contours and structures, rhythmic devices, style and genre to support meaning. 3. Students will evaluate rehearsals for expressive intent and meaning.
MU.CN.10.PE.HS3b	b. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.	
MU.CN.11.PE.HS3a	a. Justify how context can inform the expressive intent and meaning of a musical performance.	
MU.CN.11.PE.HS3b	b. Analyze how music and other art forms involve and are affected by one's knowledge outside the arts	
DA.CN.10.4a	a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.	
DA.CN.10.4b	b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual or movement form.	
DA.CN.11.4a	Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.	