

DUSD Choir
HS Concert 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.HS3a	a. Compose and improvise musical ideas for a variety of purposes and contexts.	Learning Outcomes: Students will compose 4-8 measures of melody or harmony which support an existing work. Success Criteria: 1. Student will identify Key Signature, Time Signature, Genre, Style, and voicings of presented work. 2. Students will identify major/minor scale or mode, triad tones of tonic and dominant. 3. Students will identify and mark melodic contour and rhythmic ostinato/s. 4. Students will improvise using triad tones during a specific measures reflecting presented rhythms. 5. Students will evaluate effectiveness of choices, making adjustments with musical rationale. 6. Students will give feedback to other work with musical vocabulary and language reflecting musical capacity of presenter and group respect for ideas and innovation.
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 rehearsal.	
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 teacher-provided 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		
	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.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 prepare musical repertoire that reflects the capability of the singers to perform and evaluate. Success Criteria: 1. Students will identify and categorize repertoire into genre, style, musical voicing and difficulty, performance effectiveness, usage. 2. Students will participate within rehearsals to identify areas of needed growth, repetition, and proficiency. 3. Students will give evidence of effective musical proficiency with musical language and vocabulary. 4. Students will compare literature to determine effective rehearsal strategies for performance success. 5. Students will challenge their personal preferences with singing a multitude of genres and styles. 6. Students will identify musical strengths and weaknesses and develop strategies to employ so that rehearsal is spent effectively.</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	<p>Learning Outcomes: Students will identify choices and effectiveness of chosen literature with given evidences and performance experiences. Success Criteria: 1. Students will identify the purpose of literature studied. 2. Students will identify and contrast musical content for emotions, meaning, and purpose. 3. Students will research historical data from selected work to determine choices in performance. 4. Students will support choral development through repeated rehearsal and active</p>

MU.RE.7.PE.HS3b	b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	Students will support choral development through repeated rehearsal and active participation. 5. Students will compare and contrast content to determine programming effectiveness. Learning Outcomes: Students will evaluate performed work. Success Criteria 1. Students will identify work performed citing genre, style, content. 2. Students will examine and evaluate communication and audience response. 3. Students will examine rehearsal processes and determine effectiveness with evidence from performance. 4. Students will identify areas of needed growth and provide possible strategies.
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		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
	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.
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.	
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	