

DUSD Music Benchmarks

Kinder		
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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		
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Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.CR.1.ka	With appropriate guidance, explore, experience, and improvise musical concepts (e.beat and melodic contour).	TSW be able to listen to melodies/rhythms, explore musical sounds with their voice and body, and create short rhythmic/melodic phrases. (Traditional/Non-Traditional Notation)
MU.CR.1.kb	With appropriate guidance, explore musical features (e.movement, vocalizations, or instrumental accompaniments).	TSW be able to move appropriately around the room to the beat of music, sing in tune, and play suitable rhythms .
MU.CR.2.ka	With appropriate guidance, demonstrate and choose favorite musical ideas (e.singing and playing instruments).	TSW be able to express/share/demonstrate their favorite musical ideas (i.e.I like to sing, I like how that lady plays the piano, I enjoy the sound of the flute, I like to play drums, etc)
MU.CR.2.kb	With appropriate guidance, organize personal musical ideas using notation (e.iconic notation and/or recording technology).	TSW be able to construct simple musical ideas using traditional/ non-traditional notation and/or recording technology
MU.CR.3ka	With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	TSW be able to apply personal/peer/teacher feedback in refining their personal musical ideas
MU.CR.3.kb	With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.	TSW demonstrate a final version of personal/collective musical ideas to peers.

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.		
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Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.PR.4.ka	With appropriate guidance, demonstrate and state personal interest in varied musical selections.	TSW express their personal interest in musical selections provided by the teacher.
MU.PR.4.kb	With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.high/low, loud/soft, same/different, and fast/slow).	TSW demonstate understanding of musical contrasts such as high/low, loud/soft/, same/different, and fast/slow through a variety of musical experiences.
MU.PR.4.kc	With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.iconic notation).	TSW, with teacher guidance, read/sing/play/use movement to perform simple rhythms/melodic patterns using traditional/non-traditional notation.
MU.PR.4.kd	With appropriate guidance, explore musical concepts (e.voice quality, movement, dynamics, tempo, and melodic contour).	TSW explore various musical concepts (ie. voice quality/movment/dynamics/tempo/melodic contour).
MU.PR.5.ka	With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.technique and stage presence).	TSW work with the teacher and peers to determine ways to evaluate their performance and how to improve.
MU.PR.5.kb	With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.	TSW work to improve expression in music using suggested strategies provided by the teacher and/or created as a class with the guidance of the teacher.
MU.PR.6.ka	With appropriate guidance, perform music with expression (e.tone and tempo).	TSW perform music with expression (tone/tempo)
MU.PR.6.kb	Perform appropriately for the audience and occasion.	TSW perform appropriately for the audience/occaision.

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.		
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Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
MU.RE.7.ka	With appropriate guidance, list personal musical interests.	TSW verbally identify what music they are interested in to the teacher and their classmates.
MU.RE.7.kb	With appropriate guidance, demonstrate musical concepts (e.beat or melodic direction).	TSW demonstrate understanding of beat and melodic direction (verbal/physical).
MU.RE.8.ka	With appropriate guidance, identify expressive attributes that reflect creators/ performers' expressive intent (e.mood and emotion).	TSW identify mood and emotion while watching or listening to a performance.
MU.RE.9.ka	With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	TSW verbally express their opinion of a musical work/performance (verbally/physically/written/drawn/etc).

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

MU.CN.10.ka	With appropriate guidance, express personal preferences in music.	TSW verbally express their preference in music.
MU.CN.10.kb	With appropriate guidance, explore various uses of music in daily experiences (e.songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	TSW explore, discover,and have awareness for various uses of music in their every day life.
MU.CN.11.ka	With appropriate guidance, explore relationships between musics and other content areas (e.dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	TSW explore relationships between music and other content areas.
MU.CN.11.kb	With appropriate guidance, explore how context (e.social, cultural, and historical) can inform a performance.	TSW explore how certain performances are affected by social, cultural, and historical circumstances.