

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy</p>	<ol style="list-style-type: none"> 1. Demonstrate aural and visual recognition of rhythmic patterns, including syncopation and sixteenth notes. (MU.D.1.4.1) 2. Identify intervals in the major and minor scales. (MU.A.3.4.2) 3. Read and write rhythmic patterns, including dotted rhythms and syncopation. (MU.A.3.4.1)(MU.A.3.4.2)(MU.A.3.4.3) 4. Write a dictated melodic example that includes accidentals. (MU.A.3.4.3) 5. Aurally identify major and minor chords and scales. (MU.D.1) 6. Aurally identify diminished and augmented chords. (MU.D.1) 7. Define and discriminate simple, compound and mixed times signatures. (MU.A.3.4.2) 8. Identify all major and minor key signatures. (MU.A.3.4.2) 9. Read accidentals. (MU.A.3.4.2) 10. Identify discrepancies between printed notation and aural performance. (MU.D.1.4.2) 11. Develop music reading independence. (MU.A.3.4.1)(MU.A.3.4.2) 	<ol style="list-style-type: none"> A. The student can sight sing a simple melody that includes accidentals, syncopation and dotted rhythms. (MU.A.3.4.1)(MU.A.3.4.2) B. The student can group notes and rests into measures in a variety of time signatures. (MU.A.3.4.2) C. The student can identify tonal patterns, rhythmic patterns, and intervals in the literature performed. (MU.A.3.4.2) D. The student can write tonal patterns and rhythmic patterns that are played or sung. (MU.A.3.4.3) E. The student can correctly perform literature for purposes of evaluation. (MU.A.3.4.1)(MU.A.3.4.2)
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Identify and execute a simple phrase at a specific tempo. (MU.D.1.4.3) 2. Identify and execute expressive markings in the literature performed. (MU.D.1.4.3) 3. Express the meaning of a text. (MU.D.1.4.3) 4. Define musical terms and expression found in literature performed. (MU.D1.4.3) 5. Demonstrate varied dynamic levels. (MU.D1.4.3) 	<ol style="list-style-type: none"> A. The student can analyze and stylistically perform a vocal selection in a concert setting with attention to phrasing, tempo, and dynamics. (MU.C.1.4.1)(MU.D.1.4.3) B. The student can analyze lyrics with regard to expression. (MU.D.1.4.3)

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<p>III Forms and Structures</p>	<ol style="list-style-type: none"> 6. Demonstrate varied vowel shapes for style and blend. (MU.A.1.4.3) 7. Relate music to its historical and cultural context. (MU.C.1.4.1)(MU.C.1.4.3) 8. Classify literature according to its stylistic elements in the score. (MU.C.1.4.1) <ol style="list-style-type: none"> 1. Recognize and describe the singing voice classifications. (MU.A.3.4.2) 2. Explain the organization of any vocal score. (MU.A.3.4.2) 3. Demonstrate ability to track any voice part throughout a vocal score. (MU.D.1.4.1) 4. Identify the principal melodic line as it appears in the voicing of a score. (MU.D.1.4.2) 5. Identify form and organizational structure of the literature performed. (MU.D.1.4.2) 6. Distinguish between contrasting forms and styles of music performed. (MU.C.1.4.1) 7. Visually analyze and identify potential rhythmic problems prior to performance. (MU.D.1.4.2) 8. Visually analyze and identify potential melodic problems prior to performance. (MU.D.1.4.2) 9. Aurally and visually identify cadences, chord inversions and suspensions. (MU.D.1.4.2) 	<ol style="list-style-type: none"> C. The student can adjust individual dynamic level and modify vowel color for balance and blend. (MU.A.1.4.3) D. The student can apply knowledge of historical and cultural context to performance. (MU.C.1.4.1)(MU.C.1.4.3) E. The student can verbally and in writing identify cultural and stylistic characteristics of a variety of literature. (MU.C.1.4.1)(MU.C.1.4.3) <ol style="list-style-type: none"> A. The student can analyze a vocal score with regard to organization, voicing, form and potential performance problems. (MU.D.1.4.2) B. The student can aurally and visually distinguish between unison and harmony in vocal literature. (MU.D.1.4.1) C. The student can aurally and visually identify suspensions, cadences and chord inversions. (MU.D.1.4.2) D. The student can identify and describe different forms of literature. (MU.C.1.4.1)(MU.D.1.4.2)

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IV Technique	<p>10. Describe characteristics of contrasting forms and structures. (MU.D.1.4.2)</p> <ol style="list-style-type: none"> 1. Consistently sing with proper posture and breath control. (MU.A.1.4.1) 2. Consistently execute vertical vowels. (MU.A.1.4.1) 3. Demonstrate appropriate use of vocal registers. (MU.A.1.4.1) 4. Recognize and execute pure vowel sounds. (MU.A.1.4.1) 5. Identify component vowel sounds in a diphthong and indicate which is stressed. (MU.A.1.4.1) 6. Identify and classify voiced and unvoiced consonants. (MU.A.1.4.1) 7. Classify components of text with regard to proper diction. (MU.A.1.4.1) 8. Sing with a focused tone. (MU.A.1.4.1) 9. Recognize and correct pitch discrepancies in a high/low ensemble performance. (MU.A.1.4.3) 10. Recognize poor intonation and analyze with regard to cause. (MU.A.1.4.1) 11. Demonstrate the ability to sing in 3 and 4 part harmony, with and without accompaniment. (MU.A.1.4.1) 12. Characterize a singing performance with regard to proper vocal technique. (MU.A.1.4.1) 13. Distinguish and produce characteristics vocal timbres of a variety of choral styles. (MU.A.1.4.2) 14. Demonstrate basic conducting patterns and respond to conducting gestures in an ensemble setting. (MU.A.1.4.3) 	<ol style="list-style-type: none"> A. The student can sing independently solo literature with an acceptable singing tone. (MU.A.1.4.1) B. The student can evaluate vocal performances of oneself and peers with regard to technical issues (breath support, vowel and consonant production, placement, articulation, etc.,). (MU.D.2.4.1)(MU.D.2.4.2) C. The student can analyze a vocal text in more than one language to identify component vowel and consonant sounds. (MU.A.1.4.2) D. The student can successfully perform both accompanied and a cappella choral literature. (MU.A.1.4.1) E. The student can conduct a simple song using basic conducting patterns. (MU.A.1.4.3) F. The student can consistently apply choral performance techniques to various styles of choral literature. (MU.A.1.4.2)

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<p>V Personal/Social Musical Development and Life Long Learning</p>	<p>15. Sing with proper diction in languages other than English. (MU.A.1.4.2)</p> <p>16. Demonstrate integration of high/low vocal registers. (MU.A.1.4.1)</p> <p>1. Participate in music activities. (MU.A.1.4.3)</p> <p>2. Demonstrate behaviors that reflect a positive contribution to a group effort. (MU.A.1.4.3) (MU.A.2.3.3)</p> <p>3. Explain the importance of punctuality for both rehearsals and performances. (MU.A.1.4.3)</p> <p>4. Follow rehearsal instructions quickly for maintaining rehearsal momentum. (MU.A.2.3.2) (MU.A.2.3.3)</p> <p>5. Demonstrate performance poise. (MU.A.1.4.3)</p> <p>6. Demonstrate appropriate audience behavior. (MU.D.2.4.1)</p> <p>7. Develop a criteria for evaluating music preference. (MU.E.2.4.2)</p> <p>8. Describe applications for processing music using technology (computers, synthesizers, and sequences). (MU.E.2.3.1)</p> <p>9. Evaluate performance of self and others. (MU.D.2.4.1) (MU.D.2.4.2)</p> <p>10. List factors to be considered in choosing a career in music. (MU.E.2.3.1)</p> <p>11. Analyze the discipline, knowledge, and skills required for career preparation in music. (MU.E.2.3.3)</p> <p>12. Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts. (MU.E.2.3.1)</p> <p>13. Prepare a budget for a concert. (MU.E.2.3.3)</p>	<p>A. The student can evaluate musical performance of self and others using established criteria and appropriate music terminology. (MU.D.2.4.1) (MU.D.2.4.2)</p> <p>B. The student can participate in musical performances, both as a performer and as a member of the audience. (MU.D.2.4.1)</p> <p>C. The student can justify personal musical preferences using established criteria. (MU.E.2.4.2)</p> <p>D. The student can describe how to apply technology to process music. (MU.E.2.3.1)</p> <p>E. The students can discuss the requirements for a career in music. (MU.E.2.3.1)</p> <p>F. The student can complete a research project about his/her music career interest. (MU.E.2.3.3)</p> <p>G. The student can complete a budget for a concert event. (MU.E.2.3.3)</p>