

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> <li>1. Identify and locate the keys (alphabet) on a piano or other keyboard instrument.</li> <li>2. Identify alphabet names of visually presented lines and spaces rang: g'-g''.</li> <li>3. Build scales C,F, and G major by identifying half and whole steps.</li> <li>4. Read melodic notation in rhythm using a duration length language and a pitch (alphabet) language. (MU.A.2.2.1)</li> <li>5. Read and play notation for songs and melodic patterns on melody bells c'-g'' piano or other keyboard instruments g'-g'' in the keys of C,F. and G major. (MU.A.2.2.1)</li> <li>6. Sight read notation from unstudied materials on piano c'-g'' or other keyboard instruments g'-g'' in the keys of C,F. and G major, and also on percussion instruments. (MU.A.2.2.1)</li> <li>7. Read and follow an assigned part on a music score. (MU.A.2.2.1)</li> <li>8. Sing by rote, songs containing vocal pitches ( sol la ti do re mi fa sol), and intervals (2nd, 3rd, repeat and return to 'do') using a movable 'do' language. (MU.A.1.2.1)</li> <li>9. Demonstrate hand signs for aurally presented vocal pitch patterns. (MU.A.1.2.1)</li> <li>10. Sing songs and vocal pitch patterns by 'reading' a leader's hand signs. (MU.A.1.2.1)</li> <li>11. Describe and sing from memory vocal pitch patterns, given verbal direction or aural presentation, using hand signs and movable 'do' language. (MU.A.1.2.1)</li> <li>12. Read and sing notation for melodic patterns and song pitches: do re mi fa sol la ti do intervals: 2nd, 3rd , repeat and return to 'do' using hand signs and movable 'do' language. (MU.A.3.2.1)</li> <li>13. Sight sing melodic patterns and songs from notation pitches: do re mi fa sol la ti do interval: 2nd, 3rd , repeat and return to 'do' using hand signs and movable 'do' language. (MU.A.3.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can read and play notated music on melody bells, piano or other keyboard instruments (range: g' below to g'' above the treble clef) and read and perform the rhythmic notation found in the melodic literature studied. (MU.A.2.2.1)(MU.A.2.2.2)</li> <li>B. The student can sing rote songs containing the vocal pitches: sol la ti do re mi fa sol and intervals: 2nd, 3rd , repeat and return to 'do' using a movable 'do' language. (MU.A.1.2.1)</li> <li>C. The student can read and sing notated songs containing vocal pitches: do re mi fa sol and intervals: 2nd, 3rd , repeat and return to 'do' while using hand signs and a movable 'do' language. (MU.A.3.2.1)</li> <li>D. The student can identify aurally and visually presented rhythmic, melodic and vocal pitch patterns and notate these patterns found in the literature performed. (MU.A.3.2.3)(MU.D.1.2.1)</li> <li>E. The student can create, notate and perform original music for singing and/or playing on melody bells, piano or other keyboards and percussion instruments (range appropriate to instrument). (MU.B.1.2.1) (MU.B.1.2.2) (MU.B.2.2.1) (MU.B.2.2.2)</li> </ol>

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	<ol style="list-style-type: none"> <li>14. Identify aurally presented pitches as to direction (ascending and descending) and distance 2nd, 3rd , repeat. (MU.D.1.2.1)</li> <li>15. Identify visually presented alphabet names of lines and spaces range treble clef; g'-g''. (MU.D.1.2.1)</li> <li>16. Identify visually presented alphabet names of lines and spaces range treble clef; g'-g''. (MU.D.1.2.1)</li> <li>17. Identify sharp or flat needed for key signature (F and G major) in aurally presented passage. (MU.D.1.2.1)</li> <li>18. Identify and locate F# and Bb on keyboard instruments. (MU.D.1.2.1)</li> <li>19. Build scales by aurally identifying the missing sharp or flat (F and G major). (MU.D.1.2.1)</li> <li>20. Identify aurally presented songs and listening repertoire by title. (MU.D.1.2.1)</li> <li>21. Identify the title of songs from notation of literature performed. (MU.D.1.2.1)</li> <li>22. Notate dictated melodic pattern (g'-g''). (MU.A.3.2.3)</li> <li>23. Notate dictated vocal patterns do re mi fa sol la ti do. (MU.A.3.2.3)</li> <li>24. Make up improvise and play short melodic patterns for melody bells and piano keyboards, using pitches; g'-g''. (MU.B.1.2.1)(MU.B.1.2.2)</li> <li>25. Compose, notate and play original melodies for melody bells and piano keyboards using pitches g'-g''. (MU.B.1.2.1)(MU.B.2.2.2)</li> <li>26. Make up, improvise and sing short vocal pitch patterns using vocal pitches sol la ti do re mi fa sol. (MU.B.1.2.1)(MU.B.1.2.2)</li> <li>27. Compose, notate and sing original songs using vocal pitches; do re mi fa sol la ti do'. (MU.B.1.2.1)(MU.B.2.2.2)</li> <li>28. Make up and/or write lyrics for existing songs and student composed melodies. (MU.B.1.2.1)(MU.B.1.2.2)</li> </ol>	<p>F. The student can identify, read, write and use appropriate music vocabulary including music signs and symbols. (MU.D.1.2.3)</p>

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<p>II Technique</p>	<p>29. Compose notate and play percussion music for melodies performed. (MU.B.2.2.1)(MU.B.2.2.2)</p> <p>30. Read, write, identify and use appropriate music vocabulary including, but not limited to: piano, keyboard, key, fingerings, sharp, flat, natural, key signature, 2nd, 3rd, half step, whole step, C, F, and G major scale, form, AB form, ABA form, theme and variations, rondo, agumentation of rhythm, cadence complete/incomplete. (MU.D.1.2.3)</p> <p>1. Maintain tonal accuracy when singing unison songs as a solo without an accompaniment. (MU.A.1.2.1)</p> <p>2. Maintain tonal accuracy when singing partner and verse against chorus songs as a member of a small group or duet without an accompaniment. (MU.A.1.2.1)</p> <p>3. Maintain a 2nd vocal part in rounds and canons as a member of a group with an accompaniment. (MU.A.1.2.1)</p> <p>4. Identify and demonstrate the use of the five basic singing vowels when performing vocal music. (MU.A.1.2.4)</p> <p>5. Demonstrate articulated consonants when performing vocal music. (MU.A.1.2.4)</p> <p>6. Accurately sing from memory, a repertoire of rounds, canons, partner, verse against chorus and unison songs learned by rote. (MU.A.1.2.1)</p> <p>7. Demonstrate simple fingering patterns when playing piano or other keyboard instruments. (MU.A.2.2.1)</p> <p>8. Handle and manage piano or other keyboard instruments and music in an appropriate manner before, during and after performing. (MU.A.2.2.1)</p>	<p>A. The student can accurately sing from memory, a repertoire of songs, rounds, canons, partner, verse against chorus and unison using head voice, characteristic tone quality, and employing vocal techniques in classroom and performance activities. (MU.A.1.2.1) (MU.A.1.2.4)</p> <p>B. The student can play instruments: e.g., piano, or other keyboards, melody bells and percussion/rhythm using appropriate technique and care in classroom and performance activities. (MU.A.2.2.1)</p>

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<p>III Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> <li>1. Discuss how lyric, rhythmic and melodic patterns influence the style, mood and general character of a song. (MU.B.2.2.2)(MU.C.1.2.2)</li> <li>2. Identify and respond to printed terms for degree of tempo; e.g., lento, andante, allegro, accelerando, ritard, and dynamics; e.g., forte, mezzo, piano, crescendo, decrescendo. (MU.A.3.2.2)</li> <li>3. Identify differences in degree of tempo; e.g., lento, andante, allegro, accelerando, ritard, and dynamics; e.g., forte, mezzo, piano, crescendo, decrescendo. (MU.A.3.2.2)</li> <li>4. Discuss the appropriateness of tempo and dynamic choices made for music performed by self or others. (MU.D.2.2.2)</li> <li>5. Sing, play and listen to a variety of music which include: folk, patriotic, holiday and composed representing many cultures, styles and time periods. (MU.A.1.2.3)(MU.C.1.2.3)</li> <li>6. Communicate, through expressive singing and playing, the ideas of the lyrics, rhythmic and melodic patterns of a song. (MU.A.1.2.3)</li> <li>7. Adjust the tempo lento, andante, allegro, accelerando, ritard and dynamics forte, mezzo, piano, of a performance to reflect the expressive and stylistic characteristics of the piece of music. (MU.A.1.2.3)(MU.C.1.2.3) (MU.A.3.2.2) (MU.C.1.2.2)</li> <li>8. Classify music heard by the type folk, patriotic, holiday and composed etc. and general character march, lullaby, dance, children's, popular, etc. given aural presentation. (MU.C.1.2.1)(MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>9. Classify music studied in broad categories of time, style and composer, or ethnic origin/influence. (MU.C.1.2.1)(MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>10. Distinguish among aurally presented adult solo voices soprano, alto, tenor and bass. (MU.D.1.2.2)</li> <li>11. Distinguish among aurally presented instrumental ensembles string, woodwind, brass ,percussion. (MU.D.1.2.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can describe as a performer and/or listener, verbally, and in writing, how expressive characteristics and rhythmic and melodic patterns affect the mood, general character, and style of a piece of music. (MU.A.3.2.2) (MU.B.2.2.2) (MU.C.1.2.2) (MU.D.2.2.2)</li> <li>B. The student can appropriately perform the expressive and stylistic characteristics of a repertoire of vocal and instrumental literature which includes: folk, patriotic, holiday and composed; and music representative of many cultures, styles and times. (MU.A.1.2.2)(MU.C.1.2.3) (MU.C.1.2.2)</li> <li>C. The student can identify and place their performance repertoire and their music appreciation/listening repertoire into board categories of time, style, general character and composer or ethnic origin/influence given aural presentation. (MU.C.1.2.1)(MU.C.1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)</li> <li>D. The student can identify and describe the performing medium of live, broadcast and recorded music performances. (MU.D.1.2.2)(MU.C.1.2.2) (MU.C.1.2.3) (MU.D.1.2.3)</li> </ol>

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<p>IV Music Structures: Form and Harmony</p>	<p>12. Recognize aurally and visually presented instruments with similar timbre and range such as flute/ recorder, cello/trombone, etc.. (MU.D.1.2.2)</p> <p>13. Recognize and describe vocal timbres and instruments used in non-western music studied in class. (MU.C.1.2.2) (MU.C.1.2.3) (MU.D.1.2.3)</p> <p>1. Categorize repetition and contrast to identify complex sectional forms the (theme and variation, rondo) that are aurally and/or visually presented. (MU.D.1.2.1)</p> <p>2. Recognize aurally presented sections of music: introduction, coda ending and bridge/interlude. (MU.D.1.2.1)</p> <p>3. Make up, improvise and compose melodic introductions to songs. (MU.B.1.2.1)</p> <p>4. Make up and/or compose variations on a simple melody using variations in rhythm, meter, rhythmic agumentation, rhythmic diminution, etc. (MU.B.1.2.2)</p> <p>5. Compose a rondo form using 3 short melodies. (MU.B.1.2.2)</p> <p>6. Identify aurally and/or visually presented simple counterpoint harmonic forms rounds and canons in literature performed.</p> <p>7. Recognize aurally presented cadences as complete or incomplete.</p> <p>8. Identify and describe simple counterpoint techniques: rounds and canon in live, broadcast and recorded music.</p> <p>9. Read symbols, play and make up simple 2 and 3 chorus accompaniments on the autoharp for songs learned.</p>	<p>A. The student can identify, discuss and create complex sectional forms: theme and variation, rondo as a performer, listener and composer. (MU.B.1.2.2)(MU.D.1.2.1)</p> <p>B. The student as a performer and listener can identify and describe simple counterpoint techniques: rounds and canons of classroom, live, broadcast, and recorded music.</p>

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<p>V Personal and Social Musical Development and Life Long Musical Learning</p>	<ol style="list-style-type: none"> <li>1. Participate in music class activities through playing, singing, listening, reading, writing, and class discussion.</li> <li>2. Volunteer/seek out opportunities to perform solos and with small groups in the music class.</li> <li>3. Independently demonstrate appropriate audience behavior for short periods of time in different settings. (MU.E.2.2.2)</li> <li>4. Describe expectations and standards of performance for musical behaviors. (MU.D.2.2.1)</li> <li>5. Compare and discuss musical performance of self and others to class standards. (MU.D.2.2.2)</li> <li>6. Develop musical criteria to evaluate live, broadcast and recorded musical performances. (MU.D.2.2.1)</li> <li>7. Exhibit patience and perseverance to complete longer musical tasks</li> <li>8. Independently practice or study a music assignment during class for short periods of time.</li> <li>9. Complete longer homework assignment practice or study in a timely manner.</li> <li>10. Identify places/events where music occurs in personal lives such as home, school, and community. (MU.E.2.2.1)</li> <li>11. Recognize music as a leisure time activity, hobby, avocation, work or occupation. (MU.E.2.2.3) (MU.E.2.2.4)</li> <li>12. <i>Identify careers in music.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. The student can participate in all school music activities as a performer, listener and member of an audience. (MU.E.2.2.2)</li> <li>B. The student can evaluate the performance of self and others in relation to class standards or objectives. (MU.D.2.2.1) (MU.D.2.2.2)</li> <li>C. The student can demonstrate positive study and practice habits for longer periods of time.</li> <li>D. The student can identify and discuss the role(s) music plays in his/her and other peoples' lives in the home, school and community. (MU.E.2.2.1) (MU.E.2.2.4) (MU.E.2.2.5)</li> <li>E. <i>The student can identify and define various careers in music ( Composer, Performer, Conductor , Sound Technician, Teacher).</i></li> </ol>