

COMPONENT	OBJECTIVES	COMPETENCY
I Music Literacy	<ol style="list-style-type: none"> 1. Sing a variety of unison songs learned by rote from memory (accompanied and unaccompanied which include folk, children's songs and singing games representing a variety of styles and cultures. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1) 2. Demonstrate a basic repertoire of fundamental body movements such as; clapping, walking, swaying, skipping, etc. (MU.D.1.1.1)(MU.A.3.1.2) 3. Associate body movement responses to basic rhythmic concepts of steady beat, melodic rhythmic concepts of steady beat, melodic rhythm, long sounds and short sounds. (MU.D.1.1.1)(MU.A.3.1.2) 4. Associate body movement responses to basic melody concepts of moving up/down, repeated, high/low. (MU.D.1.1.1)(MU.A.3.1.2) 5. Repeat (echo) dictated rhythmic patterns on rhythm instruments or using body sounds. (MU.A.2.1.1) 6. Repeat (echo) dictated melodic patterns vocally supported by body movements, or on pitched instruments. (MU.A.2.1.1) 7. Make up and improvise rhythmic and melodic patterns using the voice, instruments and body sounds/movements. (MU.B.1.1.1)(MU.B.1.1.2)(MU.B.2.1.1) 	<ol style="list-style-type: none"> A. The student can sing from memory a repertoire of children's songs representing a variety of styles and cultures. (MU.A.1.1.1)(MU.A.1.1.2)(MU.C.1.1.1) B. The student can demonstrate through movement and other physical behaviors fundamental discriminations of steady beat, duration and pitch. (MU.A.3.1.2)(MU.D.1.1.1) C. The student can produce short rhythmic and melodic patterns learned by ear, by singing, playing on instruments or body sounds/movement. (MU.A.2.1.1)(MU.B.3.1.3)(MU.B.1.1.2)(MU.B.2.1.1)
II Technique	<ol style="list-style-type: none"> 1. Find and experiment with the singing voice using a variety of vocal sounds. (MU.A.1.1.1) 2. Compare and contrast singing and speaking voice. (MU.A.1.1.1) 3. Produce quality sound production on rhythm and melody instruments by using appropriate hand placement and movement. (MU.A.2.1.2)(MU.A.2.1.1) 4. Handle and manage music instruments in an appropriate manner before, during and after performing. (MU.A.2.1.2)(MU.A.2.1.1) 	<ol style="list-style-type: none"> A. The student can accurately sing from memory, a repertoire of unison songs learned by rote, using head voice and characteristic tone quality in classroom and performance activities. (MU.A.1.1.1) B. The student can play music instruments using appropriate technique and care in classroom and performance activities. (MU.A.2.1.2)(MU.A.2.1.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. Imitate in rote performance, the expressive characteristics (fast/slow, loud/soft, smooth/detached) of music performed or heard. (MU.D.1.1.1)(MU.A.1.1.3) 2. Demonstrate using body movements the expressive characteristics (fast/slow loud/soft, smooth/detached) of music performed or heard. (MU.D.1.1.1) 3. Explore a variety of ways that musical sounds are produced (e.g., voice, classroom instruments, body sounds and environmental objects). (MU.E.1.1.1) 4. Distinguish difference in tone color of various classroom instruments. (MU.D.1.1.2) 5. Distinguish similarities and differences between timbres of men's, women's, and children's voices. (MU.D.1.1.2) 	<ol style="list-style-type: none"> A. The student can adjust his/her performance of musical pieces to reflect expressive ideas in literature performed. (MU.A.1.1.3)(MU.D.1.1.1) B. The student can distinguish among clearly identifiable timbres of instruments and voices given aural presentation. (MU.D.1.1.2)(MU.E.1.1.1)
<p>IV Music Structures: Form and Harmony</p>	<ol style="list-style-type: none"> 1. Demonstrate through body movement and performance the beginning and end of musical selection. (MU.D.1.1.1) 2. Identify, aurally, a musical whole as something that begins, continues and ends. (MU.D.1.1.1) 3. Perform a musical whole as something that begins, continues and ends. (MU.D.1.1.1) 	<ol style="list-style-type: none"> A. The student can identify the beginning and end of a musical selection as a listener and performer. (MU.D.1.1.1)
<p>V Personal and social Musical Development and Life Long Musical Learning</p>	<ol style="list-style-type: none"> 1. Participate in music class activities through singing, playing instruments, listening, moving and responding verbally. (MU.A.1.1.1)(MU.A.1.1.2)(MU.A.1.1.3)(MU.A.2.1.1) 2. Listen to and look at performers as a member of an audience. (MU.E.2.1.2) 	<ol style="list-style-type: none"> A. The student can participate in all school music activities as a performer, listener and member of an audience. (MU.A.1.1.1)(MU.A.1.1.2)(MU.A.1.1.3)(MU.A.2.1.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 3. Show appreciation for arts performances through appropriate behaviors such as applause. (MU.E.2.1.2) 4. Enter and exit the performing area in an orderly manner. (MU.E.2.1.2) 5. <i>Identify careers in music.</i> (MU.E.2.1.2) 	<ol style="list-style-type: none"> B. The student can demonstrate appropriate audience behaviors when attending concerts or other arts performances at school and in the community. (MU.E.2.1.2) C. <i>The student can identify and define various careers in music (Composer, Performer, Conductor, Sound Technician, Teacher)</i>